Scoil Ghráinne Community National School
Phibblestown, Clonee, Dublin 15
Phone: 016402418
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Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Scoil Ghráinne CNS has adopted the following policy to prevent and address bullying behaviour.

Scoil Ghráinne CNS, *under the patronage of DDLETB,* is a state, co-educational, multidenominational school schools underpinned by the core values of:

- Excellence in Education;
- Care;
- Equality;
- Community and
- Respect.

Scoil Ghráinne CNS strives to provide all students with equal opportunities to engage with the curriculum and school life. In all aspects of school life all members of our school community are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

Scoil Ghráinne CNS provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Scoil Ghráinne CNS promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values.

In Scoil Ghráinne CNS, students of all religions and beliefs are treated equally. The school environment and activities do not privilege any particular group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

Scoil Ghráinne CNS implements the *ETBI Patrons' Framework on Ethos* (ETBI, 2022). *The Patrons' Framework* and our school's Bí Cineálta Policy are two inter-connected policy documents. Both policies share a core objective: the promotion of a positive, inclusive and respectful learning environment. The following outlines how the school's work enacting the *Patrons' Framework* and the school's efforts to prevent bullying are linked.

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- **Values and Vision for an Inclusive School Culture.**
  Both policies emphasise inclusivity and respect as foundational elements of the school environment. They advocate for schools to be safe spaces where diversity is respected, and everyone is treated with dignity.

- **Student Wellbeing and Care.**
  Both policies prioritise student wellbeing and care, highlighting the importance of emotional and social support within schools. They aim to create supportive environments that foster resilience and prevent emotional harm.

- **Policies for Anti-Bullying and Respect.**
  The ETB ethos encourages the development of organisational and curricular policies and procedures aligned with respect and care, which is also a major objective of our Bí Cineálta Policy. Both policies promote proactive approaches to the promotion of respect and inclusion, such as anti-bullying policies.

- **Staff Development and Leadership**
  Both policies focus on empowering school leadership and staff with the skills and knowledge necessary to foster a positive, respectful environment. Training is emphasised in both for effectively implementing the values of inclusivity and care.

- **Community and Parental Involvement**
  Both policies recognise the importance of a collaborative approach, involving parents/guardians and the local community in promoting respect, inclusion, and positive relationships within the school.

- **Promoting Equality and Tackling Discrimination**
  Both policies are committed to equality and anti-discrimination, with the shared goal of creating an environment where all students feel safe from bullying and prejudice.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* 2024.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school

community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students, and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

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Section A: Development of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	04/09/26	Email to staff asking for feedback
Students	Early September 2026	Bí Cineálta lessons and class discussions
Parents	04/09/26	Questionnaire
Board of Management	September 2026	BOM reviewed policy and completed Appendix E & F
Wider school community as appropriate, for example, bus drivers	September 2026	Emails and policy updated on website
Date policy was approved: May 27th, 2025		
Date policy was last reviewed: September 2026		

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Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures).

Culture and Environment

Scoil Ghráinne CNS is committed to developing an inclusive school culture and environment which fosters respect for all members of the school community. As a school we are very proud of our diverse school community. We believe that difference is something to be celebrated and which enriches the school community. In our school we will strive at all times to promote the value of diversity to address issues of prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. We believe in the importance of fostering and enhancing the self-esteem of all our pupils through both curricular and extra-curricular activities. We aim to provide pupils with opportunities to develop a positive sense of worth through formal and informal interactions.

A Telling Environment

As a school we encourage pupils to report incidents of bullying which have happened to themselves or to others. We believe that there are no innocent by-standers. As a staff we try to instil a sense of confidence in our pupils to report incidents of bullying and to understand that by doing so they are acting responsibly. Teachers ensure that pupils understand the difference between 'telling' to keep oneself or others safe and to get someone out of trouble and 'tattling' is what you do to get others into trouble. 'Telling Vs Tattling' posters are displayed in each classroom and in the school environment. The use of terms such as "snitch" and "rat" to dissuade others from telling is not tolerated.

We try to ensure that pupils know who to tell and how to tell – e.g.:

- Direct approach to teacher
- Post a note in the 'Share Box' / use the 'Share Cloud' to speak to a teacher
- Get a parent / friend to tell on your behalf
- Administer a Happiness questionnaire to pupils (3rd-6th classes)
- Ensure that by-standers understand the importance of telling if they witness bullying
- Encourage parents to talk to their children so they know bullying behaviour is not acceptable
- Encourage parents to approach the school if they suspect that their child is being bullied

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A Trusted Adult

As a school we promote the concept of 'a trusted adult'. Students who experience or witness bullying behaviour are supported and encouraged to report the behaviour to a trusted adult in the school.

Creating Safe Physical Spaces

We endeavour to create safe physical spaces and to minimise hidden spaces with poor visibility in our school environment. Spaces that have a clear line of sight make it easier for staff to supervise.

Educational Strategies

Teachers will allow time at the start of each school year to familiarise pupils with the Bí Cineálta policy and will reinforce this throughout the year when needed. A copy of the Bí Cineálta policy is displayed on the school's website and copies of the student-friendly version of the policy is displayed throughout the school. Anti-bullying posters and messages are displayed throughout the school.

The Voice of the Child

In our school we believe that every child has a voice and that each child's voice should be valued and respected. Our school has an active Student Council and Diversity/Language Committees. The involvement of the Student Council and other committees are sought in contributing to the development of a safe school environment where diversity is celebrated and bullying behaviour is unacceptable.

Pupils in 3rd – 6th class pupils may complete a School Happiness Questionnaire/Behaviour Questionnaire (Appendix C and D) when appropriate to identify pupils who are feeling unhappy or unsafe coming to school. This gives pupils an opportunity to chat with their teacher at length about any worries they may have. It also gives staff an opportunity to identify any bullying behaviour that may be happening in school and to intervene and support pupils in repairing relationships.

Curriculum

The following programmes/steps will be used in Scoil Ghráinne CNS in educating pupils to deal with bullying incidents:

- The SPHE and GMGY curriculums will be taught to all classes with age-appropriate language for all pupils,
- There will be CPD for staff (when available) delivering these programmes,
- Circle time, morning meetings, morning check-ins are widely used in all classes at all levels,
- Specific lessons on anti-bullying and positive self-esteem are taught at all class levels,
- The You Can Do It (YCDI) social and emotional development programme is taught at all class levels.

Policy and Planning

This Bí Cineálta policy and the student friendly Bí Cineálta policy are supported are also linked to:

- The school's Code of Behaviour
- The Child Safeguarding Statement
- The Acceptable Use Policy
- The SPHE Policy
- SEN Policy
- Mobile Phone policy
- SSE Wellbeing in Education
- Appropriate teacher professional learning

Relationships and Partnerships

The school has good communication links with home and encourages parents and guardians to inform teachers of any difficulties, worries or concerns they may have. We encourage teamwork through co-operative games in PE and through collaborative lessons across the curriculum. We have Buddy Benches to promote friendships in the yard. We have 5th & 6th class pupils as 'yard monitors' on the junior yards. They help class teachers bring classes to and from yards. They play co-operative games with the Junior Infant pupils and they reinforce 'kind hands and kind feet' on the Senior Infant, First and Second class yards.

Preventing cyberbullying behaviour

Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- The SPHE curriculum will be taught to all classes
- Implementing the school Mobile Phone policy
- Inclusion of inappropriate online / mobile phone behaviours in our Code of Behaviour
- Internet safety and positive digital citizenship is promoted each November with a series of lessons at each class level (Webwise).
- Community Gardai deliver talks around personal safety and cyber bullying to 5th and 6th Classes each year.
- Implementing the acceptable use policy for technology
- Regular sharing and reteaching of the school iPad expectations
- Use of Teacher iPad at all times when pupils are using iPads to ensure appropriate level of supervision
- Promoting and hosting online safety events for parents
- The possible introduction of a voluntary code regarding smartphone use among Scoil Ghrainne pupils (PTA iniatiative commenced in May 2025)

Preventing homophobic/ transphobic bullying behaviour

Strategies to prevent homophobic/ transphobic bullying behaviour include the following, which is not an exhaustive list:

- The SPHE and GMGY curriculums will be taught to all classes with age-appropriate language for all pupils,
- Foster a culture where diversity is celebrated and students "see themselves" in the school environment.
- Maintain an inclusive physical environment such as displaying relevant posters and books
- Encourage peer support such as peer mentoring and empathy building activities
- Challenge gender-stereotypes: equal participation of all, equal recognition
- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.

Preventing racist bullying behaviour

Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:

- The SPHE and GMGY curriculums will be taught to all classes
- Foster a school culture where diversity is celebrated and where students "see themselves" in their school environment
- Encourage peer support such as peer mentoring and empathy building activities
- Provide supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- Ensure that library books, classroom posters and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds
- Raise awareness of the impact of racist bullying behaviour and encourage students to speak up when they witness racist behaviour.
- Continue links and involvement with Sport Against Racism Ireland (SARI)

Preventing sexist bullying behaviour

Strategies to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

- Ensure members of staff model respectful behaviour and treat students equally irrespective of their sex
- Ensure all students have the same opportunities to engage in school activities irrespective of their sex
- Celebrate diversity at school and acknowledging the contribution of all students
- Encourage parents to reinforce these values of respect at home

Preventing sexual harassment

Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- Promote positive role models within the school community
- Challenge gender stereotypes that can contribute to sexual harassment

Supervision and Monitoring

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

A major aspect of prevention in our school is ensuring that there is adequate supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff are also encouraged to be vigilant and report issues to relevant teachers. Teachers record incidents that occur during yard supervision in the yard book, while also informing relevant teachers. Serious injuries are also recorded in the central log in the main office. Particular children may need extra observation during break-times, and this may be done by teachers or SNA staff to ensure safety for these pupils. All staff members will also closely monitor students' use of communication technology within the school.

Section C: Addressing Bullying Behaviour

In Scoil Ghráinne CNS all teachers, Deputy Principal and the Principal have a duty to investigate, record, monitor and deal with bullying incidents. *The relevant teacher in relation to dealing with incidents of bullying, in the first instance, is the* ***class teacher***. Incidents of bullying should always be recorded, dealt with and brought to the attention of the Principal or in his absence, the Deputy Principal.

If bullying behaviour is reported to or witnessed by a Special Needs Assistant or member of the ancillary school staff, they must report it to the child's class teacher or to the Principal without delay.

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). In our school we recognise that children are learning how to relate to one another in a respectful manner. Our aim is to help the children in our school to develop these skills and to become good citizens.

The school seeks at all times to have a fair and consistent approach to investigating and dealing with bullying. Every effort will be made to ensure that all parties involved understand this approach from the outset.

When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:

Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

i. Is the behaviour targeted at a specific student or group of students?
ii. Is the behaviour intended to cause physical, social or emotional harm?
iii. Is the behaviour repeated?

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred teachers should consider the following: what, where, when and why?

- Teachers should take a calm, unemotional problem-solving approach.
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.

- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned.
- Pupils who are not directly involved can also provide very useful information.
- If a group of students is involved, each student should be engaged with individually at first. Thereafter, all students involved should be met as a group
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. Each student should be supported as appropriate, following the group meeting. It may be helpful to ask the students involved to write down their account of the incident(s).

Where bullying behaviour has occurred

- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour. The school will give parents the opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- All staff must keep a written record of any incidents witnessed by them or notified to them on an Aladdin document for the relevant pupils.
- If it is established by the relevant teacher that bullying has occurred the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The relevant teacher must use the recording template in Appendix A to record all incidents of bullying behaviour. A copy of the recording template must be kept by the Principal and a copy saved to Aladdin. The recording template will be kept in a special file by the Principal and retained indefinitely.
- This recording template should document the following information:
    - > form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures)
    - > where and when it took place
    - > date of the initial engagement with the students involved and their parents
    - > views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

- Details and dates of the review with students and parents to determine if bullying has ceased and the views of students and parents in relation to this.
- Date that it has been determined that the bullying behaviour has ceased
- Any engagement with external services/supports should also be noted

Addressing incidents of bullying behaviour:

- The parents of both parties will be called in individually to discuss the bullying incidents.
- The relevant teachers and principal (if appropriate) will speak to the child who has engaged in the bullying behaviour and explain that they are in breach of the school's Bí Cineálta policy.
- Every effort will be made to try to get the child who has been engaged in the bullying behaviour to empathise and see the situation from the perspective of the child who has been bullied.
- The relevant teachers and principal will keep a record of all incidents.
- Parents will be informed that a written record of the bullying incidents will be kept by the school.
- Given the complexity of bullying behaviour no one approach will work in all situations. However, possible strategies that may be used to resolve issues and to restore, as far as is practicable, the relationships of the parties involved may include the following:
  - Partnership with both sets of parents / guardians is an essential part of the process
  - Ongoing supervision and support for the students involved
  - If appropriate, both parties involved may come together in a restorative meeting to rebuild relationships
  - The child who has engaged in bullying behaviour may be asked to write a letter of apology to the child who has been bullied
  - Loss of school privileges
  - Refer to the school's Code of Behaviour for strategies to deal with inappropriate behaviour
  - Suspension & or expulsion – depending on the severity of the case.
  - The school may engage with external supports and services for additional support if appropriate
  - If appropriate, the child who has engaged in bullying behaviour may sign an anti-bullying behaviour promise (Appendix B) that they will never engage in these behaviours again.
  - The teacher who is monitoring behaviour will report back regularly to the principal.

Follow up where bullying behaviour has occurred

- The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this (use the recording template in Appendix A)
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they should be referred to the school's complaints procedures
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

School's Programme of Support

- The school will provide in-school support and opportunities will be provided for pupils affected by bullying behaviour to participate in activities designed to raise their self-esteem, to develop friendships and social skills and to build resilience for example:
  - > Wellbeing group / Nurture group
  - > Buddy / peer mentoring system where appropriate
  - > Community building and restorative Circle Time
  - > Whole class lessons on the importance of being an upstander etc.
  - > Some of the approaches mentioned in Section B (Preventing Bullying Behaviour) may be repeated in a focused manner in affected classes
  - > Liaising with post-primary schools to ensure incoming pupils are provided with support and to avoid interpersonal issues.

- If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise this. This may be for the pupils affected by bullying behaviour or the pupil involved in the bullying behaviour.
- The school may also use the following agencies for support to help prevent and address bullying behaviour:
  - > National Educational Psychological Service (NEPS)
  - > Oide
  - > Webwise
  - > National Parents Council
  - > DCU Anti-Bullying Centre
  - > Tusla

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

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Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: Karen Jowell (Chairperson of board of management)

Date: 25/09/2026

Signed: Jonathan Keane (Principal)

Date: 30/9/26

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Appendices

Appendix A: Template for recording alleged bullying behaviour

Appendix B: Anti-bullying behaviour promise

Appendix C: School Happiness Questionnaire

Appendix D: Behaviour Questionnaire

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Appendix A

Template for recording bullying behaviour

1. Name of pupil being allegedly bullied and class group

Name:	
Class:	Class Teacher:
	Room No:

2. Name(s) and class(es) of pupil(s) engaged in alleged bullying behaviour

Name:	
Class:	Class Teacher:
	Room No:

3. Who reported this behaviour/ concern? (tick relevant box/es)		**4. Location of incident** (tick relevant box/es)	
Pupil concerned		Playground	
Other pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	
		Other	

5. Name of person(s) who reported the concern:

6. When did this bullying behaviour take place?

7. Form of alleged bullying behaviour (tick relevant box/es)

Physical bullying behaviour		Cyber-bullying	
Verbal bullying behaviour		Exclusion	
Written bullying behaviour		Relational	
Extortion		Other (specify)	

8. Type of alleged bullying behaviour (tick relevant box/es)

Disablist bullying behaviour		Physical appearance bullying	
Exceptionally able bullying		Racist bullying	
Gender identity bullying		Poverty bullying	
Homophobic/transphobic (LGBTQ+)		Religious identity bullying	
Sexist bullying		Sexual harassment	

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9. Brief description of alleged bullying behaviour and its impact

10. Date of initial engagement with pupils involved and their parents / guardians: _____

11. Details of actions taken / to be taken

12. Views of pupils and parents / guardians regarding the actions to be taken

13. Date of review with pupils involved and their parents / guardians to determine if behaviour has ceased: _____

**this must take place no more than 20 school days following the initial intervention*

14. Views of pupils and parents / guardians regarding what was discussed at review meeting:

15. Details of any engagement with external services / supports (if applicable)

Signed _____ (Relevant Teacher)

Date_____

Date submitted to Principal/Deputy Principal _____

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Appendix B

Anti-bullying Behaviour Promise

Date: _____

I, _____, promise to treat everyone with respect, especially _____.

I promise ***not*** to ...

-
-
-

I promise to ...

-
-
-

I understand that if I continue to engage in this behaviour, there will be further consequences and/or suspension from school.

I will do my best to change my behaviour.

Signed: _____ (Pupil)

_____ (Teacher)

_____ (Parent)

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Appendix C

School Happiness Questionnaire

Name: _____ Class: _____

1. How happy are you in school?
   - ☐ Very happy
   - ☐ Happy
   - ☐ Not happy
   - ☐ Very unhappy

Why _____

_____

2. Have you seen anyone being treated unkindly this year so far?
   - ☐ Yes
   - ☐ No

What happened?

_____

_____

3. Have you treated anyone in school unkindly this year so far?
   - ☐ Yes
   - ☐ No

Why?

_____

_____

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What happened?

Have you been treated unkindly this year so far?

- ☐ Yes
- ☐ No

What happened?

Tell us one thing that is going well for you at school?

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Appendix D

Behaviour Questionnaire

Name: _____ Class: _____

Name any pupils that you feel are treated unkindly by others.

_____

_____

_____

Name any pupils that regularly treat others unkindly:

_____

_____

_____

Does this involve.....

Calling them names		Making fun of them	
Not letting them join in		Physically hurting them	
Spreading rumours		Other (explain)	

Do you ever treat anyone unkindly?

Often		Sometimes		Never	

Have you been treated unkindly by anyone in school? _____

Please explain

_____

_____

_____