

SAINT BRIGID'S GIRLS' NATIONAL SCHOOL

Palmerstown,
Dublin 20.
Tel: 626 5431
Fax: 626 5253

School Position on Bullying

The school community of St. Brigid's GNS believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore, it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well-being of the targeted pupil(s) and the perpetrator(s).

All staff members of St. Brigid's GNS make up our 'Anti-Bullying Team'. The team's aim is to cultivate an environment free from bullying.

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

On reviewing our whole school Anti-Bullying policy, care was taken to ensure that the four key principles of the Cineáltas: Action Plan on Bullying(2022) were evident in our school approach to anti-bullying measures. The four key principles are as follows:

1. Prevention: Through the generation of empathy and provision of training which provides a foundation of knowledge, respect, equality and inclusion.
2. Support: Tangible and targeted supports based on a continuum of needs which provide a framework for school communities to work together.
3. Oversight: Visible leadership creates positive environments for children and young people and all members of our school community.
4. Community: Building inclusive school communities that are connected to society, and that support and nurture positive relationships and partnerships.

Anti-Bullying Policy

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behaviour guidelines issued by the NEWB, the Board of Management of St. Brigid's GNS has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management recognizes the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which –
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies (including awareness raising measures) that –
 - Build empathy, respect and resilience in pupils; and
 - Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
 - Effective supervision and monitoring of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behavior, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

4. The "Relevant Teacher(s)" for investigating and dealing with bullying in this school is/are as follows:
- All class & support teachers.
 - Ms Quigley (Deputy Principal)
 - Mrs O'Shea (Principal)

At Primary school level, the relevant teacher will usually be the class teacher.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying) used by the school are as follows:
- The anti-bullying module of the SPHE programme as it applies during each school year,
 - St. Brigid's GNS carries out numerous awareness-raising exercises every school year for each class group. Examples of these exercises are detailed in Appendix 2 and pro-actively explain the nature, variety, causes, consequences and unacceptability of bullying. (The list contained in Appendix 2 is not exhaustive and may be subject to change.)
 - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
 - Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
 - Pupils are encouraged to **recognise, reject and report** bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.

- Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the “Relevant Teacher” (in the case of staff members) or any staff member (in the case of parents/guardians).
 - Through regular reports in school newsletters and other communications as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the activities of the school 'Anti-Bullying Team' and encouraged to support its work.
6. The school’s procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour, are as follows:

A) If a staff member has witnessed an incident which has taken place that might involve bullying, record whatever details are known by completing the “Incident Report Form Appendix 5 and forward it to the relevant teacher.

- If a parent/guardian has witnessed an incident which has taken place that might involve bullying, they should record whatever details are known by completing the “Incident Report Form” - Appendix 5 and forward it to any teacher on staff. Incident Report Forms are available in the office or from any teacher.

B) If a child has witnessed an incident which has taken place that might involve bullying, they should record whatever details are known by completing the “Pupil Incident Observer Report” with the relevant teacher - Appendix 6.

C) Following on from receiving a completed “Incident Report Form” the ‘Relevant Teacher’ investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end. The following steps/forms should be used to enable this process:

D) The teacher should speak to the child who is named in either Appendix 5 or Appendix 6. This should be done to ascertain if this is a one-off occasion and should link directly to the school’s Code of Behaviour or if this is a repeated incident.

E) It should be explained to the children in the class/classes that the “Relevant Teacher” is going to carry out a survey.

F) It should be explained to the children what the teacher has in mind and why, using key points from “Where the school stands on Bullying” document – Appendix 7.

G) Explain to the children that for behaviour to be bullying, things must be happening that are deliberate, hurtful to someone and are repeated over and over again.

H) Explain that any pupils found to be involved in bullying will not be punished provided that they promise to stop the bullying and keep that promise. This “reform not blame”

approach is necessary so pupils will feel able to give the information needed. They will usually know if someone is treating others unfairly but may be reluctant to report it, for various reasons, if perpetrators are likely to be punished.

- I) Explain that the survey is confidential, that nobody will be shown what anyone wrote about what might be going on, (unless it was so bad that the Gardaí had to be told, which is very unlikely) but that they will have to put their names on the questionnaires.

- J) “Incident Survey Form” – Appendix 8 should be completed by all children in the class or classes involved. The “Relevant Teacher” should tell the children that if they honestly do not know of any bullying going on or if they have not witnessed any incident recently that may be considered bullying behaviour, then they should write “I don’t know” on each line of the questionnaire before putting their name on it.

- K) On reading through the questionnaires for evidence of bullying, it is likely that there will be several possible bullying situations mentioned but some may not actually involve bullying. Remember, to be bullying, the behaviour must be deliberate, hurtful and repeated over time.

- L) Interview any alleged perpetrators using the “Alleged Bullying Interview” form – Appendix 9. Start with questions 1 – 7, then complete the “Bullying Behaviour Checklist” Appendix 10, before finally completing questions 8 – 14 on Appendix 9.
 - The School, through the ‘Relevant Teacher’ reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.

- M) Pupils who are alleged to have been involved in bullying behaviour are interviewed by the ‘Relevant Teacher’ to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s) by completing “Pupil Promise Form” Appendix 11.
 - The ‘Relevant Teacher’ does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued. The “Relevant Teacher” will contact the Parents/Guardians of both the victim and perpetrator of bullying behaviour to inform them of what has happened and what the outcome of the investigation has been.

- N) Should the relevant teacher encounter difficulties confirming details of alleged bullying, Appendix 16 – Whole class individual interviews may be used.

- O) Should an investigation confirm bullying behaviour has gone on and a pupil promise has been completed, the “relevant teacher” should include the children’s names & class in the back of the appropriate yard book, using Appendix 17. All teachers on yard should be vigilant and if incidents involving the named children present on yard, the teacher on yard duty should complete and forward an incident report form- Appendix 5 to the relevant teacher.
- P) When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. The “Relevant Teacher” uses “Action taken in response to incident report form” - Appendix 12.
- Q) If a pupil has signed such a promise but then chooses to break that promise or if the Relevant teacher deems that bullying behaviour has recommenced within 20 days after signing the promise, this can then no longer be considered a "mistake." In this event the relevant teacher must complete Appendix 3 and forward it to the Principal. The Parent(s)/guardian(s) will be contacted by the “Relevant Teacher” and informed of the nature and extent of the bullying behaviour that has occurred. The Parents/Guardians will be required to attend a meeting at the school with their child, the relevant teacher and the Principal. The meeting will be held with a view to agreeing a strategy whereby a 2nd promise to end the bullying behaviour would be honoured. The Parent(s)/guardian(s) will be requested to countersign their daughter’s 2nd promise. In total, the Pupil and Guardian behaviour promise form - Appendix 13 is signed by the Principal, “Relevant Teacher”, child and parents/guardians.
- R) Parents/Guardians of the victim of bullying will also be contacted at this stage and informed of the procedures used by the school to date to stop the bullying behaviour experienced by their child.
- S) Breach of the 2nd promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- Sanctions: Where a pupil has been found to be engaged in bullying behaviour on two occasions, has formally promised to stop on both occasions and has broken both promises, any of the following sanctions may be imposed:
 - Parent(s)/guardian(s) may be invited to a meeting with the ‘Relevant Teacher’ and the Principal and the pupil may be suspended from school.
 - The case may be referred to the Board of Management and the pupil may be expelled from the school.
- T) All documentation regarding bullying incidents and their resolution is retained securely in the school. Each teacher has an ABP (Anti-Bullying Policy) folder in their room. Paperwork relating to any alleged or concluded incidents of Bullying should be held in this file.

- U) On the first Monday of each month, all teachers need to complete a Monthly Record of Incidents form – Appendix 15 and forward it to the office. The Principal will report the number of bullying investigations initiated, concluded and ongoing at each BOM meeting.
7. The school’s programme of support for working with pupils affected by bullying is as follows:
- Bullied pupils:
 - Ending the bullying behaviour,
 - Changing the school culture to foster more respect for bullied pupils and all pupils,
 - Changing the school culture to foster greater empathy towards and support for bullied pupils,
 - Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
 - Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
 - After resolution, enabling bullied pupils to complete a victim-impact statement. Using Impact statement form - Appendix 14.
 - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
 - Bullying pupils:
 - Making it clear that bullying pupils who reform are not blamed or punished and get a “clean sheet”.
 - Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this.
 - Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
 - Using learning strategies throughout the school and the curriculum to help enhance pupils’ feelings of self-worth.
 - In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child.
8. Supervision and Monitoring of Pupils:
The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.
9. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy has been made available to school personnel, published on the school website (*or where none exists, is otherwise readily accessible to parents and pupils on request*) and provided to the Parents' Association (*where one exists*). A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested.
11. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (*or where none exists, be otherwise readily accessible to parents and pupils on request*) and provided to the Parents' Association (*where one exists*). A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested. The Board of Management will use Appendix 4 to complete the annual review

Reviewed, updated and ratified by the Board of Management on the 11th January 2024.

Date of next review: January 2025

Appendix 1

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

- **Repeated aggressive behaviour/attitude/body language, for example:**
 - Shouting and uncontrolled anger,
 - Personal insults,
 - Verbal abuse,
 - Offensive language directed at an individual,
 - Continually shouting or dismissing others,
 - Public verbal attacks/criticism,
 - Domineering behaviour,
 - Open aggression,
 - Offensive gestures and unwanted physical contact.
- **Intimidation, either physical, psychological or emotional, for example:**
 - Treating in a dictatorial manner,
 - Ridicule,
 - Persistent jeering/mockery.
 - Deliberate staring with the intent to cause discomfort.
 - Persistent rudeness in behaviour and attitude toward a particular individual.
 - Asking inappropriate questions/making inappropriate comments re. personal life/family
 - Asking inappropriate questions/making inappropriate comments re. social life or schoolwork.
- **Interference with property, for example:**
 - Stealing/damaging books or equipment
 - Stealing/damaging clothing or other property
 - Demanding money with menaces
 - Persistently moving, hiding or interfering with property
 - Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:**
 - Condescending tone,
 - Deliberately withholding significant information and resources,
 - Writing of anonymous notes,
 - Malicious, disparaging or demeaning comments,
 - Malicious tricks/derogatory jokes,
 - Knowingly spreading rumours,
 - Belittling others' efforts, their enthusiasm or their new ideas,
 - Derogatory or offensive nicknames (name-calling),
 - Using electronic or other media for any of the above (cyber bullying),
 - Disrespectfully mimicking a particular individual.
 - Deliberately refusing to address issues focusing instead on the person.
- **Ostracising or isolating, for example:**
 - Deliberately marginalising an individual
 - Deliberately preventing a person from joining a group,
 - Deliberately preventing a person from joining in an activity, schoolwork-related or recreational
 - Blaming a pupil for things s/he did not do.

Appendix 2 – Example of yearly Schedule for Anti-Bullying awareness strategies.

Month	Junior/Senior Infants	1st/2nd Class	3rd/4th Class	5th/6th Class
Sept	<p>Learning the Anti-Bullying Pledge</p> <p><u>SWEET</u> - Conflict resolution strategy</p> <p>Co-operative playground games –ring a rosy</p> <p>Discussion – being a good friend</p> <p>Class rules, School rules</p> <p>Stop/ Stop /Tell</p> <p>Learn what is a good friend.</p> <p>Buddy system – snap cards</p> <p>Buddy Group</p> <p>Welcome to Wellbeing programme Implemented</p> <p>Kind hands Kind feet Kind words Reminders given</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p>	<p>Learning the Anti-Bullying Pledge</p> <p><u>SWEET</u> - Conflict resolution strategy Discussion – for yard time.</p> <p>Getting to know your classmate activity</p> <p>1st Class – Welcome to Wellbeing</p> <p>2nd Class – Weaving Wellbeing.</p> <p>Playground games in PE that can be played on yard</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p>	<p>Learning the Anti-Bullying Pledge</p> <p><u>SWEET</u> – Conflict resolution strategy – steps to be taken Discussion – for yard time.</p> <p>What is bullying – how do I know I am being bullied/ I am bullying?</p> <p>Make pupils aware of bullying behaviour list in Anti-Bullying Policy</p> <p>Focus on “Girl of the Month” award – explain what is expected of the students.</p> <p>Revising yard rules. Discussions “How would I like to be treated?”</p> <p>Giving Compliments Class rules/school rules to be signed in journal.</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Weaving Wellbeing 3rd class – L1 – L3 = Positive Emotions</p>	<p>Learning the Anti-Bullying Pledge</p> <p><u>SWEET</u> - Conflict resolution strategy Discussion – for yard time.</p> <p>Set up kindness wall. – one wall for 5th & 6th classes</p> <p>Discussion with previous teachers to ascertain all aspects covered to date.</p> <p>Fuse Workshop 1 – Cyberbullying part 1 – How to be a good friend online</p> <p>6th Class – Yard Helpers – discussion about positive behavior on yard</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p>

<p>October</p>	<p>Assembly – Anti-bullying pledge. Co-operative Playground game – Duck, duck goose Buddy Tables/groups School Buddy system e.g. Witches Walk</p> <p>Good friend reminder</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Buddy cards system for yard – on first break.</p> <p>Stories prompting kindness and friendship e.g. Ronald the Rhino(Twinkl)</p> <p>Circle time</p> <p>1st Class – Welcome to Wellbeing</p> <p>2nd Class – Weaving Wellbeing.</p> <p>New cooperative game in PE that can be played on yard.</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Weaving Wellbeing – 3rd Class – L4 & L5 Gratitude theme</p> <p>Weaving Wellbeing – 4th Class. Tools of resilience</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Myself – Building confidence linked into SPHE lessons in 5th & 6th</p> <p>Weaving Wellbeing programme – relevant lessons</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p><u>SWEET</u> - Conflict resolution strategy</p>
<p>November</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Co-operative Playground game – Red light- green light</p> <p>Discussion – feelings, how we make others feel – stay safe year 2.</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Circle time – Self Esteem</p> <p>1st Class – Welcome to Wellbeing</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Anti-bullying Poster competition – Year 1 – Integrate Art lesson</p> <p>Slogan competition – Year 2</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Discussion to bring attention Bullying behaviour - ABP appendix – list of bullying behaviour checklist.</p> <p>Positive Affirmation of the</p>

	<p>Positive Affirmation of the month – Student Council at assembly & website</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>2nd Class – Weaving Wellbeing.</p> <p>Positive notes home</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Weaving Wellbeing 3rd – L6 – L9 Kindness: positive emotions</p> <p>Weekly “Kindness catcher” in the classroom</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>month – Student Council at assembly & website</p> <p>Anti-bullying Poster competition – 5th & 6th based on Weaving Well being lessons</p> <p><u>SWEET</u> - Conflict resolution strategy</p>
December	<p>Assembly – Anti-bullying pledge.</p> <p>Co-operative Playground game – Simon says</p> <p>Sharing activities/lesson with structured play.</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Assembly – Anti-bullying pledge. Give & receive compliments- (Poster)</p> <p>Write a compliment for a classmate</p> <p>1st Class – Welcome to Wellbeing</p> <p>2nd Class – Weaving Wellbeing.</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Assembly – Anti-bullying pledge.</p> <p>KK idea in December – no physical gifts – gift of kindness – be kind to this person</p> <p>Names in hat, everyone picks one & has to act kindly towards the person. On Friday the girls can guess who their KK was?</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Assembly – Anti-bullying pledge.</p> <p>6th Class helping Junior Infants with Christmas tree decorating</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Student Council assisting with Junior Infants Christmas Play</p> <p><u>SWEET</u> - Conflict resolution strategy</p>

	Whole School Crosscare Food and Supplies Appeal	Whole School Crosscare Food and Supplies Appeal	Whole School Crosscare Food and Supplies Appeal	Whole School Crosscare Food and Supplies Appeal
January	<p>Assembly – Anti-bullying pledge.</p> <p>Co-operative Playground game – Hot potato</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Random acts of kindness/ Kindness tree</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Walk Tall and RSE lessons as per school plan</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Stay Safe – 4th class Feelings – Brainstorm vocabulary & introduce new vocabulary.</p> <p>Worksheets – I feel safe when..., I feel unsafe when....</p> <p>HTML Heroes – online video resources/lessons</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Assembly – Anti-bullying pledge.</p> <p>5th My Selfie and the wider world (webwise)</p> <p>Stay Safe 6th Class</p> <p>Fuse workshop 1: Cyberbullying part 1 – How to be a good friend online(5th Class)</p> <p>Fuse Workshop 2 – Cyberbullying part 2 – 6th Class</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Grow in Love lesson – Treating others fairly</p> <p><u>SWEET</u> - Conflict resolution strategy</p>
February	<p>Assembly – Anti-bullying pledge.</p> <p>Monthly assembly-good friend award.</p> <p>Co-operative Playground game – Frost+ sun/ stuck in the mud</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Friendship art activity.</p> <p>Buddy system</p> <p>February is Friendship month</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Theme= Friendship – what makes a good friend?</p> <p>Writing – friendship poetry.</p> <p>Kindness wall/tree & leaves.</p>	<p>Assembly – Anti-bullying pledge.</p> <p>My Selfie – 5th</p> <p>Stay Safe 6th</p> <p>Fuse workshop 2: - Cyberbullying Part 2 – Cyberbullying versus online conflict(5th class)</p>

	<p>February is Friendship month – various activities</p> <p>Discussion – A good friend is...? How can I be a good friend? What can I do if I see someone who is not being a good friend?</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Kindness Tree</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Giving compliments</p> <p>Discussion – A good friend is...? – Grow in Love - September</p> <p>How can I be a good friend? What can I do if I see someone who is not being a good friend?</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Kindness Tree</p> <p>SPHE lessons as per school plan</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>HTML Heroes – online video resources/lessons 5 - 7</p> <p>Fuse Workshop 1 – 4th class – link with noticing bullying if present</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Kindness Tree</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Fuse workshop 3: - part 3 – Bystanders (5th Class)</p> <p>Grow in Love lesson – Together we make a difference lesson</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Kindness Tree</p> <p><u>SWEET</u> - Conflict resolution strategy</p>
March	<p>Assembly – Anti-bullying pledge.</p> <p>Monthly assembly-good friend award.</p> <p>Co-operative Playground game – What time is it Mr Wolf</p> <p>Green Day</p> <p>Buddy system within the school.</p> <p>Kind hands, Kind Feet & Kind words</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Song – You’ve got a friend in me. – Grow in Love 1st & 2nd class</p> <p>Discussion – friends from other countries. – Whole School Culture Day</p> <p>Trocaire box</p> <p>Global Citizenship</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Types of bullying – exclusion</p> <ul style="list-style-type: none"> - gender - racism - emotional - physical - verbal <p>4th Class Stay Safe</p> <p>Class contract – stand up for others. 4th Class Stay Safe</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Stay Safe 6th</p> <p>Kindness wall revisited.</p> <p>Lent acts of kindness.</p> <p>Positive Affirmation of the month – Student Council at</p>

	<p>– Reminder every month</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Culture Day</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>SPHE lessons as per school plan</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Culture Day</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Walk Tall lessons on feelings (Unit 3) – 3rd Class</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Fuse workshop 2 – Don't react – 4th Class</p> <p>Fuse workshop 3 – Tackling Bullying Together – 4th Class</p> <p>Culture Day</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>assembly & website</p> <p>Culture Day</p> <p>Grow in Love additional lessons – Other religions</p> <p><u>SWEET</u> - Conflict resolution strategy</p>
April	<p>Assembly – Anti-bullying pledge.</p> <p>Monthly assembly-good friend award.</p> <p>Co-operative Playground game – Donkey</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p>	<p>Assembly – Anti-bullying pledge.</p> <p>How to be a good friend. Good friends are.... (Template on server)</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>SPHE lessons as per school plan</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Comprehension – My secret Bully. – Wordwise 4th Class</p> <p>Fuse Lesson – 4 Reporting Bullying (4th Class)</p> <p>Fuse Lesson – 5 Action Plan(4th Class)</p> <p>Rap – 3rd/4th</p> <p>Touches – touches that we like/don't like. – Stay Safe – 4th(End of month)</p> <p>Cyber Bullying - Stop/Block/Tell rap with actions. – HTML Heroes L.8 Chatwise 3rd Class</p>	<p>Assembly – Anti-bullying pledge.</p> <p>Walk Tall Lessons in SPHE – 5th</p> <p>6th – Stay Safe lessons</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p>

	SWEET - Conflict resolution strategy	SWEET - Conflict resolution strategy	Positive Affirmation of the month – Student Council at assembly & website SWEET - Conflict resolution strategy	SWEET - Conflict resolution strategy
May	Assembly – Anti-bullying pledge. Monthly assembly-good friend award. Co-operative Playground game – Magic shoes Buddy system repeated. Positive Affirmation of the month – Student Council at assembly & website SWEET - Conflict resolution strategy	Assembly – Anti-bullying pledge. Stay Safe Review SPHE lessons as per school plan Positive Affirmation of the month – Student Council at assembly & website SWEET - Conflict resolution strategy	Assembly – Anti-bullying pledge. Strangers – revision of Stay Safe & what we have learned so far. – 4 th Class Making right choices – Walk Tall, Unit 5, Lesson 4. – 3 rd class Positive Affirmation of the month – Student Council at assembly & website SWEET - Conflict resolution strategy	Assembly – Anti-bullying pledge. Walk Tall 5 th – Influences/choices 6 th – Revisit Myself – building confidence Stay Safe: Final review and revision Fuse Workshop 3 Bystanders Positive Affirmation of the month – Student Council at assembly & website SWEET - Conflict resolution strategy
June	Assembly – Anti-bullying pledge. Monthly assembly-good friend award.	Assembly – Anti-bullying pledge. Co-Operative games – team	Assembly – Anti-bullying pledge. Being a good sport – linked with	Assembly – Anti-bullying pledge. Revision, looking back at all we have learned re Anti-

	<p>Co-operative Playground game – Call the number</p> <p>“My friend” drawings in sketch books /Art</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Buddy System</p> <p>Student Council Summer Party</p> <p>Active Week/Wellbeing week</p> <p>Sports Day</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>building (active week).</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>SPHE lessons as per school plan</p> <p>Student Council summer party</p> <p>Active Week/Wellbeing week</p> <p>Sports Day</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>Active/Wellbeing Week</p> <p>You win/you lose.</p> <p>Not making a fuss</p> <p>Growing up.</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Active Week/Wellbeing week</p> <p>Sports Day</p> <p><u>SWEET</u> - Conflict resolution strategy</p>	<p>bullying & being a good friend.</p> <p>Positive Affirmation of the month – Student Council at assembly & website</p> <p>Making good friends in Post Primary School preparation – social skills</p> <p>Graduation Song; Friendship theme</p> <p>Classmate – Kind words sheet for Graduation</p> <p>Girls of the Year award</p> <p>Active Week/Wellbeing week</p> <p>Sports Day</p> <p><u>SWEET</u> - Conflict resolution strategy</p>
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Appendix 3: Template for recording bullying behavior

1. Name of pupil being bullied and class group

Name: _____ Class: _____

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

3. Source of bullying concern/report
– tick all relevant boxes

4. Location of incidents
- tick all relevant boxes

Pupil concerned		Yard	
Other pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		Other	

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

--

6. Type of Bullying Behaviour (tick all relevant box(es))

Physical Aggression		Cyber-bullying	
Damage to property		Intimidation	
Isolation/exclusion		Malicious gossip	
Name calling		Other (Specify)	

7. Where behavior is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of the Traveller community	Other(Specify)

8. Brief description of bullying behaviour and its impact

--

9. Details of actions taken.

Attach completed appendix 12.

Signed: _____ (Relevant teacher) Date: _____

Date submitted to the Principal/Deputy Principal: _____

Appendix 4 – Checklist for annual review of the anti-bullying policy and its implementation.

The Board of Management (the Board) must undertake an annual review of the school’s anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school’s anti-bullying policy will be required.

	Yes/No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post primary schools?	Y
Has the Board published the policy on the school website and provided a copy to the Parent’s Association?	Y
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all the teachers are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports from the Principal?	Y
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal’s periodic report to the Board?	Y
Has the Board received any complaints from parents regarding the school’s handling of bullying incidents?	N
Have any parents withdrawn their child from the school citing dissatisfaction with the school’s handling of a bullying situation?	N
Have any Ombudsman for Children investigations into the school’s handling of a bullying case been initiated or completed?	N
Has the data available from cases reported to the Principal(by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behavior?	Y
Has the Board identified any aspects of the school’s policy and/or its implementation that require further improvement?	N/A
Has the Board put in place an action plan to address any areas for improvement?	N/A

Checklist completed and agreed by BOM on the 11th January 2024.

Appendix 5 – Incident Report Form

SAINT BRIGID’S GIRLS’ NATIONAL SCHOOL

Palmerstown,
Dublin 20.
Tel: 626 5431
Fax: 626 5253

Source of Report: Parent Pupil Staff member Survey Other
(Tick as appropriate)

Date: _____

Name of reporting person(if applicable):

If staff member: _____

If Pupil: _____ Class: _____

If someone other than a Staff Member or Pupil:

Name of Reporting Person: _____ Phone: _____

Address: _____

Details of Alleged Incident:

Location of incident: _____

Time: _____ Day: _____ Date: _____

Possible Targeted Pupil(s): _____ Class/Group: _____

Possible Targeted Pupil(s): _____ Class/Group: _____

Possible Perpetrator(s): _____ Class/Group: _____

Possible Perpetrator(s): _____ Class/Group: _____

Others who were there: _____

Initial details of the incident: _____

Appendix 6 – Pupil Incident Observer Report Form

SAINT BRIGID'S GIRLS' NATIONAL SCHOOL

Palmerstown,
Dublin 20.
Tel: 626 5431
Fax: 626 5253

Name(Block Letters): _____ Class: _____

A. and B. to be completed by Relevant Teacher

A. Incident Location: _____

B. Day: _____ **Date:** _____ **Time:** _____

C. and D. to be completed by pupil named above

C. Others who were there: _____

Details of exactly what happened: _____

This is all I saw. Signed: _____ **Date:** _____

Appendix 7 – Where the school stands on Bullying Document

Please read all of the “bold” parts of the points below to senior pupils (5th & 6th Classes – 11-12 years) before class surveys. For younger children (2nd, 3rd & 4th Classes aged 8-10 years) give a shorter, simpler version, e.g. points 1,3,5,8,10 & 11.

Where this School stands on Bullying.

- 1. When someone is being mean and does or says things over and over again to upset or annoy someone else this is what we call BULLYING. This could include pushing or hitting them, “going at” their stuff, not letting them join in, calling them names, saying nasty things to them or about them, or “making fun” of them in any way.**
- 2. If children “pick on” someone just once each day for a week the targeted child is “picked on” and upset 30 times that week. That is BULLYING and it is very unfair.**
- 3. Pupils who are bullied over and over again by others feel bad, sad, miserable and embarrassed. Even if they laugh and don’t let on or if they pretend they don’t mind, they really want it to stop!**
- 4. Our school policy on bullying says the following: “The school community of St. Brigid’s GNS believes that each pupil has a right to an education free from fear and intimidation.”**
- 5. All Pupils have a right not to be bullied. We are all different and that is a very good thing.** We may be brown skinned or white, tall or small, heavy or skinny, Irish or Indian, red haired or fair, loud or quiet, rough or gentle, good at maths or bad at Irish etc. We should not be bullied because we are different. What is important is that everyone deserves equal respect.
- 6. You do not have to like everyone in your class group but you still must respect them.** If you dislike some of them you can simply keep away from them but you must not bully them.
- 7. Often pupils who bully others do not realize the serious harm they are doing.** Bullying can be very deeply damaging.
- 8. Pupils who see or know about bullying and do not tell a teacher are helping the bullying pupil to continue the bullying. If they report the bullying it can be stopped and everyone can live “happily ever after” even the bullying pupil(s). It is very important to report all bullying to a teacher.**
- 9. In this school we try to bring bullying to an end so we don’t need to tell the Principal, Parents, Board of Management or the Gardaí.**
- 10. We want all bullying to stop – NOW! If we hear that a pupil is bullying others we want to**

quietly meet the pupil, explain how serious and unfair bullying is and how bad it feels for anyone to be bullied. We want to ask that pupil for a promise to stop the bullying. If the bullying stops nobody will be punished and that will be the end of the matter. But the bullying must stop!

11. We need your help. We need to know if there is anyone we need to talk to about bullying. We will now do a survey where you answer the questions. You will be putting your name on it. We need you to tell the truth in the survey. If your answers are different from everyone else's it will look like you are not telling the truth- like you are helping those who bully others by hiding the truth.

12. In the survey you will be asked if you have "picked on" any pupil(s) yourself and also to name anyone in your class or in the school who has done so. Please be honest here. Remember! We simply want to talk to those involved, and if bullying stops the matter will end quietly there. But we need to know who to talk to.

Thank you!

Appendix 8 – Incident Survey Form

Bullying is being mean to someone over and over again. Someone could be pushing or hitting pupils, “going at” their stuff, not letting them join in games, calling them names, saying or writing nasty things about them or “making fun” of them. If this keeps happening, it is bullying. Bullying is always unfair, disrespectful and wrong. Nobody deserves to be bullied and anyone who knows of bullying behaviour should tell a teacher.

If you know of any bullying happening in your class or in the school please write the details below so that we can talk to those doing it and ask them to stop. If they promise to stop and then keep the promise they will not be punished, they will not be in trouble, and everyone can “live happily ever after”. Thank you.

If you saw or know about bullying that happened recently in our class or in school please write:

Name(s) of bullied pupil(s): _____

Name(s) of bullying pupil(s): _____

Where it happened _____

Day: _____ Date: _____ Time: _____

Others who saw it: _____

Did any of these join in and if so who? _____

What happened: _____

Why do you think this school does not like bullying? _____

How do you think bullying affects people? _____

This information I have given above is true.

Signed: _____ **Class:** _____ **Date:** _____

Appendix 9 – Alleged Bullying Interview Form

This interview should be conducted in an amicable way, seeking information and a promise.

Team Member(s): _____ Time: _____ Date: _____

Interview with: _____ Class: _____ Due to report/Survey(R/S)? _____

1. Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, sending them upsetting messages on their phone/ has had a photo of herself shared with others without her permission this is what we call bullying (Y/N)? _____
 2. We want all of the girls in St. Brigid’s GNS to be happy in school, including you. If some of the pupils were being mean to you, we would try to get them to stop. Nobody should be mean to you. Do you understand this?(Y/N)? _____
 3. We did a survey about bullying and we are now worried that a child in your class is being bullied. Are you surprised(Y/N)? Explain: _____
 4. Who do you think might be getting bullied in your class? _____ (Explore)
 5. The pupil is _____
 6. The survey shows that pupils in your class think that you have been bullying her a bit. What have you been doing to make them think this (Explore) _____?
 7. I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer the questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some of the things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions(Y/N)? _____
- (Relevant teacher now uses Appendix 10. - Bullying Behaviour Checklist)**
-
8. Why have you been treating her this way? _____ (Explore).
 9. Have you ever been bullied? (Y/N) _____ If yes, how did it feel? _____ (Explore).
 10. Imagine if your Mother/Father being treated this way by big people at her/his work etc. How do you think she/he would feel? _____ (Explore).
 11. If you knew she/he was treated this way how would you feel? _____ (Explore).
 12. Now, can you understand how unfair it is to treat someone like this (Y/N)? _____
 13. Did you know that bullying breaks our school rules (Y/N)? _____
 14. We do not want to have to tell the Principal(depending on the seriousness you may add “the Board of Management” or “or even the Gardaí) about this. We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this (Y/N)? _____

We will now ask you to sign a written promise (Decide which version?)

To be completed by the relevant teacher later:

Parent signature required (Y/N)? _____ Promise signed (Y/N)? _____ Date: _____

Appendix 10 – Bullying Behaviour Checklist

Please use the letter “Y” for Yes or sometimes or even for once.

Pupil Name: _____ Class: _____ Date: _____

When you are with (N): _____ have you ever.....

<p>Verbal: Called (N) names? _____ Said things to make (N) feel bad? _____ Said (N) is “thick”? _____ Said nasty things (N) heard? _____ Teased (N) in the toilets? _____ Teased (N) about appearance? _____ Said (N) is a “swat”? _____ Said nasty things about (N)’s parents (e.g. mother) or family? _____ Said bad things or made fun of (N) re. Skin colour? _____ Religion? _____ Nationality? _____ Home background? _____ A disability(special needs)? _____</p>	<p>Social: Laughed at (N) with others, knowing that (N) could hear you? _____ Pretended (N) wasn’t there? _____ Given (N) a dirty look? _____ Left (N) out of games? _____ Left (N) alone on bus, in yard etc.? _____ Tried to cause trouble between (N) & (N)’s friends? _____ Made fun of (N) in front of others? _____ Stared at (N) as a group? _____ Said (N) said things she did not say? _____ Spread rumours about (N)? _____</p>
<p>Written: Written nasty notes about (N)? _____ Written graffiti about (N)? _____ Sent text messages about (N)? _____ Put nasty things about (N) on the Internet? _____ Sent an embarrassing phone message about (N)? _____</p>	<p>Intimidation: Given (N) an angry stare? _____ Given (N) a disgusted look? _____ Tried to make (N) angry? _____ Threatened (N)? _____ Ganged up on (N)? _____ Followed (N) around? _____ Sent (N) a threatening text? _____ Forced (N) to do something they did not want to? _____</p>
<p>Property: “Borrowed” (N)’s stuff without (N)’s Permission? _____ Hid (N)’s stuff? _____ Stole (N)’s stuff? _____ Damaged (N)’s stuff? _____ “Went at” (N)’s stuff? _____ Tried to get money from(N)? _____</p>	<p>Physical: Thrown objects at (N)? _____ Pulled (N)’s hair? _____ Stuck a pencil/pen in (N)? _____ Pushed (N)? _____ Punched (N)? _____ Kicked (N)? _____ Hit (N)? _____ Pinched (N)? _____ Splashed/wet (N)? _____ Tripped (N)? _____ Spat at (N)? _____ “Head locked” (N)? _____ Grabbed at (N)’s private parts? _____</p>
<p>Discrimination: Treated (N) badly because (N) seems different? _____ Treated (N) badly because you think she is “not like us”? _____</p>	<p>Any other comments: _____ _____ Return to main interview sheet appendix 7.</p>

Appendix 11 – Pupil Promise Form

SAINT BRIGID’S GIRLS’ NATIONAL SCHOOL

Palmerstown,
Dublin 20.
Tel: 626 5431
Fax: 626 5253

Pupil Behaviour Promise

Pupil’s name: _____ Class: _____

I know that all of my fellow pupils are different from each other and from me in many ways. (These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc.) I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school’s Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone in any other way. I therefore promise that in future I will treat all my fellow pupils fairly, equally and respectfully despite of our differences and whether I like them or not. I further promise not to do or say anything that would hurt or upset any of my fellow pupils.

I acknowledge that (Handwrite below “I did not always treat (N) fairly and respectfully”) because I

Signed Pupil: _____ **Date:** _____

Signed Teacher: _____ **Date:** _____

Appendix 12 – Action taken in response to incident report form

SAINT BRIGID'S GIRLS' NATIONAL SCHOOL

Palmerstown,
Dublin 20.
Tel: 626 5431
Fax: 626 5253

Name of "Relevant Teacher": _____.

Action taken in response to incident report form

(Please record any appendix number, survey, interview, promise, phone call, consultation with parents, teacher, Principal etc. as relevant).

Date:	Action

Signed: _____ **Date:** _____

SAINT BRIGID'S GIRLS' NATIONAL SCHOOL

Palmerstown,
Dublin 20.
Tel: 626 5431
Fax: 626 5253

Pupil & Parent/Guardian Behaviour Promise

Pupil's name: _____ Class: _____

I know that all of my fellow pupils are different from each other and from me in many ways. (These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc.) I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone in any other way. I therefore promise that in future I will treat all my fellow pupils fairly, equally and respectfully despite of our differences and whether I like them or not. I further promise not to do or say anything that would hurt or upset any of my fellow pupils.

I acknowledge that (Handwrite below "I did not always treat (N) fairly and respectfully") because I

Signed Pupil: _____ **Date:** _____

Signed

Parent(s)/Guardian(s): _____ **Date:** _____

_____ **Date:** _____

Signed Teacher: _____ **Date:** _____

Signed Principal: _____ **Date:** _____

Appendix 14 – Impact statement form

SAINT BRIGID’S GIRLS’ NATIONAL SCHOOL

Palmerstown,
Dublin 20.
Tel: 626 5431
Fax: 626 5253

Impact Statement by

Pupil’s Name: _____ **Class:** _____ **Date:** _____

To be completed by the “Relevant” Teacher.

Bullying behavior by: _____

That took place between _____ and _____

To be completed by targeted pupil

Has the bullying ended (Y/N)? _____. If not, give details of recent bullying.

Write about the kind of bullying behaviour that upset you the most (Verbal, Written, Physical, Being left out,):

How did it make you feel at the time (e.g. isolated, lonely, helpless, unhappy, not as good as everyone else, upset, frustrated, angry, sad.....):

As you look back on the bullying please state how you feel about it now (e.g. still nervous, worried, upset, angry, sad, relieved, glad it’s over, happy.....):

I was upset, unhappy and _____ about bullying. I know it was not my fault. I did not deserve to be bullied. I know that it did not happen to me because of anything wrong with me but because there was something wrong with those who bullied me. I know I have the right not to be bullied by anyone – nobody has any right to bully me or to bully anyone else.

I know I deserve to be treated fairly, equally and respectfully, just like anyone else.

Signed: _____ **Date:** _____

Appendix 15 – Monthly record of incidents form.

Teacher:	Class:	Month:	Year:
-----------------	---------------	---------------	--------------

Incident No.	On speaking to child, is the incident being investigated as possible bullying behaviour? Y/N	Started on date:	Concluded on date:	If not concluded, details of current status (including details of appendices used):

Total of new investigations started in _____ 20__ = _____

Total of investigations concluded in _____ 20__ = _____

Total of ongoing investigations carrying on to _____ 20__ = _____

SAINT BRIGID'S GIRLS' NATIONAL SCHOOL

Palmerstown,
Dublin 20.
Tel: 626 5431
Fax: 626 5253

Appendix 16 - Whole Class Individual Interviews – For difficult cases only.

Class: _____ Pupil's Name: _____

To be customised to investigate alleged bullying (as indicated in recent survey or interview), photocopied for the number of pupils in the class and then used by the “Relevant” teacher.

Have you noticed anyone who is unhappy in your class recently? (Y/N) _____
If so, who? _____ If not, teacher names targeted
pupil(N) _____

Have you heard (N) getting more slugging or name calling than others in school recently? (Y/N) ____
If so, who has been doing
it? _____

Have you heard (N) being called a “ _____ ” or equivalent in school recently? (Y/N) _____
If so, who has been saying
it? _____

**Who else knows about
this?** _____

Have you heard (N) being threatened in any way recently? (Y/N) _____
If so, who has done this? _

Details: _____

Who else knows about this?

Do you know if anyone has written about (N) on the Internet, e.g. Facebook, etc.? (Y/N) _____
If so, what? _

If so, who wrote it (or in whose space is it written)? _____

Who first told you about this? _

Have you noticed (Name the alleged perpetrator)_____ treating(N) unfairly at any time this school year, either name calling, slugging, threatening or otherwise?
(Y/N)_____

If so, give
details:_____

**Who else knows about
this?**_____

Is there anything else going on in your class that could be called bullying and that we should know about?_____

Who else knows about this?__

Thank you!

Appendix 17 – Vigilance on Yard

Bullying behaviour has been identified between _____
& _____

Class: _____ Teacher: _____

Please be vigilant for possible negative interactions between these children. Should a negative interaction be reported to you while on yard duty, please complete and send me an Incident report form – Appendix 5

Appendix 17 – Vigilance on Yard

Bullying behaviour has been identified between _____
& _____

Class: _____ Teacher: _____

Please be vigilant for possible negative interactions between these children. Should a negative interaction be reported to you while on yard duty, please complete and send me an Incident report form – Appendix 5

Appendix 17 – Vigilance on Yard

Bullying behaviour has been identified between _____
& _____

Class: _____ Teacher: _____

Please be vigilant for possible negative interactions between these children. Should a negative interaction be reported to you while on yard duty, please complete and send me an Incident report form – Appendix 5

Appendix 17 – Vigilance on Yard

Bullying behaviour has been identified between _____
& _____

Class: _____ Teacher: _____

Please be vigilant for possible negative interactions between these children. Should a negative interaction be reported to you while on yard duty, please complete and send me an Incident report form – Appendix 5