



Anti-Bullying Policy



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 Cork Educate Together National School 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. It has been put together in consultation with staff, pupils and parents/guardians.
2. The Board of Management recognises 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) **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.
 - (b) **Effective leadership**
 - (c) **A school-wide approach**

(d) A shared understanding of what bullying is and its impact

A clear definition of bullying is familiar to all children and staff in the school and is displayed throughout the building. This is differentiated based on the age of the children.

For younger children from Junior Infants to Second Class- "No one has the right to make me feel Bad, Sad or Mad. I do not have the right to make others feel bad, sad or mad."

For the senior cycle, bullying is 'Unwanted, targeted, repeated and negative. It can be verbal, physical, emotional or cyber'

(e) Implementation of education and prevention strategies (including awareness raising measures) that:

- build empathy, respect and resilience in pupils
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying
- effective supervision and monitoring of pupils

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) 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 bullying behaviours are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying
- 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 behaviour, 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.

Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group

	<ul style="list-style-type: none"> • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety: Silent telephone/mobile phone call Abusive telephone/mobile phone calls Abusive text messages Abusive email Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles Abusive website comments/Blogs/Pictures Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
<p>Sexual</p>	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment

Special Educational Needs, Disability	<ul style="list-style-type: none">• Name calling• Taunting others because of their disability or learning needs• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.• Mimicking a person's disability• Setting others up for ridicule
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4. The relevant teacher(s) for investigating and dealing with bullying are as follows:

- Class Teachers
- Any teacher may act as a relevant teacher if circumstances warrant it.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows :

<p>School-wide approach</p> <ul style="list-style-type: none">• A school-wide approach to the fostering of respect for all members of the school community.• The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.• The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions. <p>School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community. Links are available on the school website for parents/guardians and children to access information.</p> <p>Cyberbullying- link with tips for children and parents. http://www.ispcc.ie/ispcc-shield-/bullying-support/cyberbullying/12716</p> <p>Bullying :Prevention and building resilience. http://www.ispcc.ie/ispcc-shield-/bullying-support/prevention-and-building-resilience/12567</p> <p>What to do about bullying: http://www.ispcc.ie/ispcc-shield-/bullying-support/what-to-do-about-bullying/12639</p> <p>Webwise- advice for parents: http://www.webwise.ie/category/parents/advice/</p> <ul style="list-style-type: none">• Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given access to copies through the school office and the website as part of the Code of Behaviour of the school.
- The implementation of regular (e.g. per year/per term/per month) whole school awareness measures. There will be a dedicated notice board in the school on the promotion of friendship, and bullying prevention. **There will be an annual focus on Anti-Bullying with activities such as Friendship Week and Anti-Bullying poster and slogan competitions. These events tie in nicely with our Seven Habits.** There will be at least yearly parent/guardian(s) seminars, termly student surveys and termly school assemblies by principal or deputy principal.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identifying clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol has been developed in consultation with parents.
- Awareness of the Acceptable Use Policy in the school which includes the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. Anti-Bullying Campaign, Zippy's Friends and Shield My School ISPCC.

Implementation of curricula

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes, Learn Together Programme, "Bullying and Conflict Resolution", Prim Ed Publications and Seven Habits of Happy Kids.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Anti-Bullying Campaign, Zippy's Friends, Stay Safe Programme and The Walk Tall Programme.
- Delivery of the Garda SPHE Programmes. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying.

- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- Whole staff training in Shield My School Programme and an annual review of our priorities.

Links to other policies

- Code of Behaviour, Child Protection Policy, Supervision of Pupils, Acceptable Use Policy, Attendance Policy, Communications Policy.

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:

6.8.9. Procedures for Investigating and Dealing with Bullying

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);

The school's procedures are consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach (see section 6.8.9)

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved considering procedures from the Anti-Bullying Campaign and the school's Code of Behaviour;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

- Teachers should take a calm, unemotional problem-solving approach.
- Where possible, incidents should be investigated to ensure the privacy of all involved using the relevant Anti-Bullying Campaign template with our school name and logo on (see Appendix A);
- 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 in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first using the relevant questionnaire from the Anti-Bullying Campaign (see Appendix B). Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- The pupil engaged in bullying behaviour is offered the relevant "Pupil Behaviour Promise" in the presence of the teacher to be signed by parent(s)/guardian(s) (see Appendix C);
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;
- It is important to note that the Anti-Bullying Campaign format is considered to be too formal for the younger children in the school. As recommended by the programme a one-to-one chat with the designated teacher with a follow up recording of the incident is sufficient. Also a verbal rather than a written promise is sufficient.

Follow up and recording:

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;

-Whether the relationships between the parties have been restored as far as is practicable;
-Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them by using the relevant template from the Anti-Bullying Campaign (see Appendix D).
- Non-teaching staff- Special Needs Assistants, Secretary and Caretakers- are to report to the class teacher if/when bullying is witnessed by them or reported to them. They are familiar with the procedures involved in the Anti-Bullying Campaign and the school's Anti-Bullying Policy (see Appendix E).
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same following the procedures outlined in the Anti-Bullying Campaign.
- The relevant teacher must inform the principal of all incidents being investigated.
- In situations where a concern of alleged bullying is reported by an adult who is not a staff member, the relevant teacher asks them to fill out the Incident Report Form (see Appendix D)

Formal Stage 1-determination that bullying has occurred

- 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 using the Anti-Bullying Campaign templates.

- Class teachers need to maintain an Anti-Bullying File safely in their classrooms. Reports from class teachers will be kept by the Principal in the filing cabinet in the Principal's Office.
- The confidential Anti-Bullying File is to be passed on to the next teacher each academic year.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) where the following behaviours have occurred:

- a child is considered by a teacher to be a danger to themselves or other children/adults

These cases must be recorded and reported immediately to the principal. They are in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews, where appropriate (see Appendix F).

7. The school's programme of support for working with pupils affected by bullying is as follows:

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Buddy / Peer mentoring system

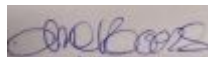
- Group work such as circle time
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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.

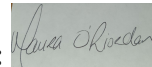
- Appropriate monitoring and supervision practices are in place in the school.
- Bullying danger spots have been identified-stairs, toilets and yard in consultation with pupils and parents/guardians through student and parent/guardian questionnaires.
- There are support/care structures (SPHE, Learning Support teachers, Learn Together Programme) in place to counteract bullying behaviour.
- All Internet sessions are supervised by a teacher under the Acceptable Use Policy.
- Once a month mixed class groups of approximately 16 children will meet a teacher to discuss friendship issues using materials from the Anti-Bullying campaign and other relevant materials.

Signed:



**Chairperson of the Board
of Management**

Signed:



Principal

Date: 30/11/2021

Date: 30/11/2021

Date of next review: November 2022

**Appendix A: Surveys for Junior and Senior infants,
First and Second class and Third to Sixth classes**



Cork Educate Together NS
Class Survey Junior & Senior
Infants

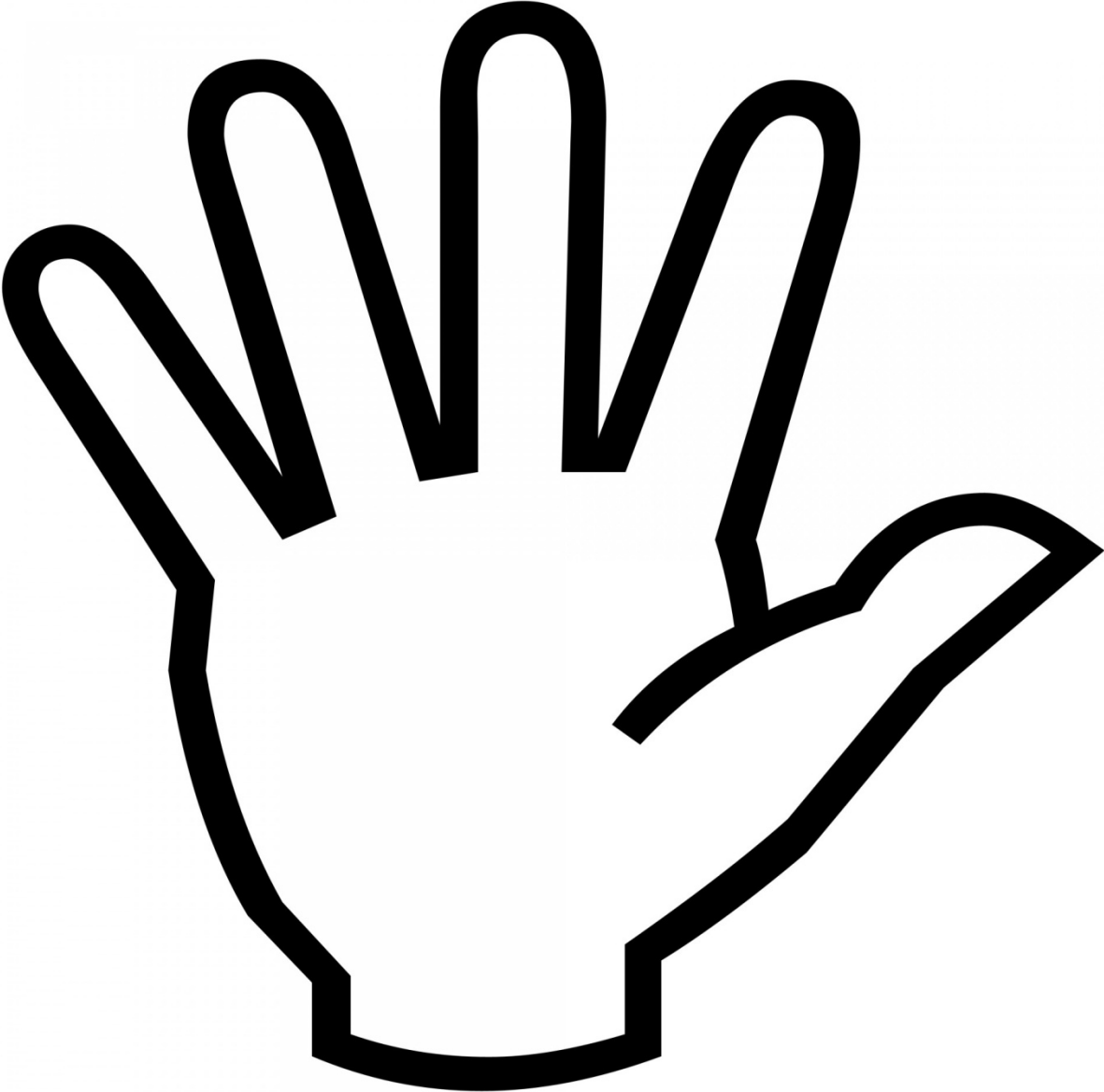


Name: _____

2 things I like about my school: 😊

1.	2.
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Something I don't like about my school: 😞





Cork Educate Together NS
Class Survey 1st & 2nd Class



No one has the right to make you feel MAD, SAD or BAD. You do not have the right to make other people feel MAD, SAD or BAD.

My name is _____

My class: _____

2 things I like about my school: 😊

1. _____

2. _____

Something I don't like about my school: 😞

Have you felt MAD because of the way someone treated you at school?

YES NO

Have you felt SAD because of the way someone treated you at school?

YES NO

Have you felt BAD because of the way someone treated you at school?

YES NO

Are any of your friends feeling MAD, SAD or BAD because of the way someone is treating them at school?

YES NO

Name an older person you can talk to at school if you feel MAD, SAD or BAD:



Cork Educate Together N.S. Anti-Bullying Campaign



Regular Class Survey 3rd, 4th, 5th & 6th Class

I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying others I should tell a teacher. **I know that anyone who bullies others but who then signs a promise to stop and keeps that promise will not be punished and will not be in trouble so everyone can "live happily ever after."**

Your Name: _____ Class: _____

Date: _____

3 things I like about my school are:

1. _____

2. _____

3. _____

3 things I don't like about my school are:

1. _____

2. _____

3. _____

Name any pupil(s) in your class who gets called names or gets teased, hurt or badly treated by others:

Does this involve: (tick the box)

Calling them names Making fun of them Going at their stuff
Not letting them join in Pushing them Hitting or kicking

Name any other ways someone is mean to them:

Name any other pupils who know about this even though they may not be doing it: _____

Have you ever treated them this way? (tick the box)

Often Sometimes Never

Name any pupil (s) in your class who regularly treats them this way:

Do you think some pupils in your class are more mean to you than others in your class?

Yes No

Name others who know about this

List any times of the day or places where you have seen people treating others badly in your school:

Name an older person in the school who you would go to if you were worried about something or needed to talk about something:

What can you do if you think you are being bullied or are worried that another person is being bullied?

What I have written above is true.

Signed: _____

Date: _____

Appendix B:



Cork Educate Together N.S. Anti-Bullying Campaign



Alleged Bullying Interview Sheet

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, this is what we call bullying (Y / N)?* _____
2. *We want all our pupils to be happy in school, including you. If some pupils were being mean to you we would try to get them to stop. Nobody should be mean to you. Do you understand this?* ____
3. *We did a survey about bullying and we are now worried that a pupil in your class is being bullied. Are you surprised (Y / N)?* _____ *Explain:* _____
4. *Who do you think might be getting bullied in your class?* _____ (Probe)
5. *The pupil is:* _____
6. *The survey shows that pupils in your class think you have been bullying her/him a bit. What have you been doing that might make them think this?* _____ (Probe)
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 these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some 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)?* _____
8. *Why have you been treating her/him this way?* _____ (Probe)
9. *Have you ever been bullied? (Y / N)* _____ *If 'Yes,' how did it feel?* _____ (Probe)
10. *Imagine your Mother being treated this way by big people at her work. How do you think she would feel?* _____ (Probe)
11. *If you knew she was treated this way how would you feel?* _____ (Probe)
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 tell the Principal (depending on seriousness you may add "or 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 team member later:

Parent signature required (Y/N)? _____

Promise signed (Y/N)? _____

Returned with parent signature (Y/N)? _____

Date: ____ / ____ / ____

Appendix C:



Cork Educate Together N.S. Anti-Bullying Campaign



Pupil Behaviour Promise

Pupil 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 that 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 any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: *(Handwrite below "I will always treat (N) fairly and respectfully")*

Signed: Pupil: _____ Date: ___/___/___

Teacher: _____

Appendix D:



Cork Educate Together N.S. Anti-Bullying Campaign

Please return to the relevant Teacher or Anti-Bullying Co-ordinator



INCIDENT REPORT FORM

Source of Report:

Tick ✓ as appropriate

 Parent Pupil Staff-Member Survey Other

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 Perpetrator(s): _____ Class/Group: _____

_____ Class/Group: _____

Others who were there: _____

Initial Details of Incident: _____

Action taken will be outlined on reverse

Appendix F:



Cork Educate Together N.S. Anti-Bullying Campaign



Restorative Questions

To respond to challenging behaviour:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you've done? In what way?
- What do you think you need to do to make things right?

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- Would you be willing to talk with _____?
- What would make it easier for you?

Please note that restorative interviews are generally not suitable for children with SEN.

Appendix 3:



Cork Educate Together N.S.
Anti-Bullying Campaign
Template for recording bullying behaviour



1. Name of pupil being bullied and class group

Name _____ Class _____

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

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed: _____ (Relevant Teacher)

Date: _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.