



Lavalley National School,

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Anti – Bullying Policy

Lavalley N.S

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 Lavalley National School has adopted the following anti-bullying policy within the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.
2. The Board of Management of Lavalley N.S 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 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 trans phobic 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 bullying 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 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 view 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.

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 investigation and dealing with bullying is (are) as follows:-

Each class teacher has a responsibility for investigating and dealing with bullying behaviour when they are made aware of any bullying activities.

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

- Anti-Cyber Bullying Policy.
- Cyber bullying guide at www.internetsafety.ie.
- Prevention and awareness raising measures across all aspects of bullying.
- Strategies to engage pupils in addressing problems when they arise these will help build empathy, respect and resilience in pupils.
- Through our curricular and extra-curricular programmes, we will provide pupils with opportunities to develop a positive sense of self-worth.
- We will have initiatives and programmes focused on developing pupils' awareness and understanding of bullying including its causes and effects through our S.P.H.E. resources.
- Educating pupils on appropriate on-line behaviour, how to stay safe while on-line.
- Video awareness: DREAMS.
- To empower the Bystander. Highlight role of the Bystander.
- Watch your space at www.watchyourspace.ie.

Watch your space is a website devoted to providing a portal for young people to show their support for victims of cyber bullying. It aims to encourage young people to positively intervene when they see instances of online bullying.

- Spread the Word to End the Word www.r-word.org. This group helps promote awareness and tolerance of others.
- Prevention begins with Awareness Campaign.
- Don't Bully Be A Friend Campaign.
- Peer Buddy Programme.
- Slogan Campaign eg. wrong is wrong even if everyone is doing it. Right is right even if nobody is doing it.
- Teaching Social Skill to all. Social Skill by Carol Gray.
- Assembly: regular use of assembly to promote positive lessons.
- The education and prevention strategies (including strategies specifically aimed at cyber bullying, homophobic and trans-phobic bullying) that will be used by the school are as follows (see section 6.5 of the Anti-bullying Procedures for Primary and Post-Primary Schools) which has particular relevance to identity-based bullying.
- We will engage with all curriculum subjects where appropriate to foster an attitude of respect for all to promote the value of diversity, to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour of Appendix A Resources.
- The staff of Lavally N.S will draw on the English Revised Curriculum as there is a wide and diverse range of literature available to stimulate discussion.
- Art, Drama especially "conscience alley" Religious Education and Physical Education will also be used by all staff members to highlight the unacceptability of bullying behaviour. Co-operation will be promoted through team sports in Lavally N.S. Sporting activities for pupils for channelling and learning to control aggression.

- An “Awareness Day” will also be organised each September for parents and pupils on the subject of bullying. The staff of Lavally N.S. are of the view that this will have a two way effect on parents and pupils
 - (a) The parents of a pupil who is being bullied will have the confidence to approach the school.
 - (b) The parents of a pupil who is engaged in bullying behaviour get a clear message that they will have a major responsibility in addressing their child’s behaviour.
- Take a Pledge: Spread the Word to End the Word Pledge to show respect to everyone www.r-word.org.
- Shield Day: Safety Awareness Day – on the internet, in the school etc.
- We will establish a “Peer Mentor Programme” in Lavally N.S
- Purchase books on Bullying Blockers ISBN 9780979471315 Celesto Shelly.
- We will use ICT: U Tube Teaching Tolerance.
- We will show the Film: CHASE Anti-bullying.org campaign.
- We will get the pupils to establish art and poetry portfolios to be positive about their class, school, friends.
- We will introduce the pupils to www.autismireland.ie where famous people out about bullying.
- We will encourage all pupils to engage in a cyber poetry project to highlight the dangers of bullying and its effects on people.

We will give a quiz to all pupils highlighting the effects bullying has on individuals and show this through graphs etc.

Procedures for investigating and dealing with bullying:-

6. Lavally National Schools procedures are as follows:-

- I. The primary aim for the relevant teacher 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);
- II. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- III. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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. The culture of Lavally N.S is a Telling School.
- IV. Non-teaching staff such as secretaries, special needs assistants (SNA’s), caretakers, cleaners will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher. We will empower the “bystander” to tell this breaking the culture of not getting involved.
- V. Parents 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;

- VI. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- VII. Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- VIII. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved; the library is seen by all as a “Safe Place”.
- IX. All interviews will 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; again empowering the “bystander” to speak out and be part of a “telling community”.
- X. When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- XI. If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other’s statements;
- XII. Each member of a group will be supported through the possible pressures that may face them from the other members of the group after interview by the teacher;
- XIII. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- XIV. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explained the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
- XV. 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 will be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- XVI. It will also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or Her parents and the school;
- XVII. Follow-up meetings with the relevant parties involved will 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. This can have a therapeutic effect;
- XVIII. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it will be recorded by the relevant teacher in the recording template at Appendix 3 (See Section 6.8.10 (iii));
- XIX. In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, 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; and
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

- XX. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the school's complaints procedures;
- XXI. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

Procedures for recording Bullying Behaviour:-

6.8.10 The Board of Management of Lavally N.S will ensure that Lavally N.S has clear procedures for the formal noting and reporting of bullying behaviour and these will be documented in the school's anti-bullying policy. All records will be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour adhere to the following:-

- I. While all reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- II. If it is established by the relevant teacher that bullying has occurred, the relevant teacher will 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.
- III. The relevant teacher will 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 school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Liaison Person as applicable.
 These circumstances are when some cases of behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment of our Code of Responsible Behaviour also. In cases where the school has serious concerns in relation to managing the behaviour of a pupil the advice of the National Educational Psychological Services (N.E.P.S.) will be sought.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 3 will be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Liaison Person as applicable. It is also noted that the timeline for recording bullying behaviour in the recording template at Appendix 3 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Liaison at an earlier stage in relation to a case.

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

- Ongoing reputation throughout Lavalley N.S that any form of Bullying is wrong.
- Building the self-confidence of pupils affected by bullying, we will build on their strengths, all pupils have something they do well, we will focus on this.
- Peer Buddy Programme: peacebuilders.com. We will create an atmosphere to discuss differences and we will show that we all have strengths.
- Slogan Campaign: "Wrong is wrong even if everyone is doing it. Right is right even if no one is doing it".
- Theory of Mind: Brainstorm for the pupils words that fit a pupil's emotional state who is bullied or who bullies, thus teaching all skills.
- The CALM Approach: we will teach this approach to pupils who have been bullied.
- Social stories for bullied pupils by Carol Gray.
- Specific targeted training of appropriate behaviour for pupils with S.E.N.
- Using Social Thinking Website: Garcia Winner.
- Using the independent.ie/stopcyberbullying.
- Use of assemblies to promote and encourage positive behaviour in the school thus raising the self-esteem of bullied pupils.
- Change Begins With Me Programme.

We will develop a culture of reporting any concerns about cyber bullying. We also recognise the role of parents as outlined in Section 6.3.

- We will foster approaches to decrease the likelihood of bullying for pupils with S.E.N. These approaches will include improving inclusion, focusing on developing social skills through:-
 1. "Social Stories" and play" situations that they may encounter. Preparing S.E.N. pupils for key moments in their life such as transitioning from Primary to Post-Primary c.f. reading list included with this policy. Walk Tall Book 6, chapter on transitioning from Primary to Post-Primary and strands Chapter 14.
 2. We will continue to cultivate a good school culture which has respect for all and helping one another as its central aim.
 3. A staff day on the subject of bullying will be held each September.

4. Awareness for the staff that pupils with S.E.N. will have to be taught the strategies of dealing with bullying.
5. We will also model proper behaviour for S.E.N. pupils and all pupils on how to deal with bullying behaviour.
6. We will provide opportunities for pupils to develop a positive sense of self-worth through both curricular and extra-curricular programmes ie. Circle Time, Walk Tall programme.
7. We will also focus on developing pupils awareness and understanding of bullying, including its causes and effects, we will also deal explicitly with the issues of identity-based bullying ie. Social Stories, Toolkit for Diversity.
8. We will make use of the S.P.H.E. curriculum which makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
9. The Stay Safe Programme at Lavally N.S is used as a personal safety skills programme which we use to enhance the pupils self-protection skills including their ability to recognise and cope with bullying.
10. The R.S.E. Programme sensitive lessons provide opportunities to explore and discuss areas such as human relationships.

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. Prevention of Harassment:-

The Board of Management confirms that the school will, in accordance with its obligation under equality legislation, take all such steps that 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, is otherwise readily accessible to parents and to the Parents' Association on request . A copy of this policy will be made available to the Department and the patron if requested.

11. This policy and its implementation will be regularly reviewed by the Board of Management .
This policy will be made available to all school personnel, be otherwise readily accessible to parents and to the Parents' Association on request.

Review:

This policy was reviewed on _____

Signed: _____

(Chairperson of Board of Management)

Date: _____

Appendix 1: Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good – notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are ignored.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore rules.
- Actively promote parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
 - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 2: Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:-

Physical aggression: this behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in “mess fights”, they can sometimes be used as a disguise for physical harassment or inflicting pain.

Intimidation: some bullying behaviour takes the form of intimidation. It may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

Isolation/exclusion and other relational bullying: this occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawing of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: “Do this or I won’t be your friend anymore” (implied or stated), a group ganging up against one person (girl or boy), non-verbal gesturing, malicious gossip, spreading rumours about a person or giving them the “silent treatment”.

Cyber-bullying: this type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, email, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to-face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person’s sexuality, appearance etc.

Name Calling: Persistent name-calling directed at the same individual(s) that hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, eg. size or clothes worn. Accent or distinctive voice characteristics may attract

negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers are also targeted.

Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Extortion: demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

APPENDIX 3 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"/>		<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:

<i>Homophobic</i>	<i>Disability/SEN related</i>	<i>Racist</i>	<i>Membership of Traveller</i>	<i>Other (specify)</i>
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			<i>Community</i>	

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed: _____ (*Relevant Teacher*) *Date:* _____

Date submitted to Principal/Deputy Liaison Person _____.

APPENDIX 4. Checklist for review of the anti-bullying policy and its implementation.

The Board of Management (The Board) must regularly undertake a 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.

	<i>YES/NO</i>
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?	
Has the Board provided a copy to the parents’ association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that the 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?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received the periodic summary reports of the Principal and documented same in BOM minutes?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at the early stage and not therefore included in the Principal’s periodic report to the Board?	
Has the Board received any complaints from parents regarding the school’s handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school’s handling of a bullying situation?	

Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
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 behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed: _____

Date: _____

Chairperson, Board of Management

Signed: _____

Date: _____

Principal

Notification regarding the Board of Management's review of the anti-bullying policy

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management' review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ (date).
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's Anti-bullying Procedures for Primary and Post-Primary Schools.

Signed: _____

Date: _____

Chairperson, Board of Management

Signed: _____

Date: _____

Principal

Appendix A.

Resources for part 5 of the Anti-Bullying Procedure for Primary and Post-Primary Schools.

- a) Social Stories: The New Social Story Book by Carol Gray.
- b) Circle Time: Morsley.
- c) Children First: National Guidance for the Protection and Welfare of Children: Department of Children and Youth Affairs.
- d) Intercultural Education in the Primary School: Enabling children to respect and celebrate diversity, to promote equality and to challenge unfair discrimination: N.C.C.A.
- e) I.N.T.O. Intercultural Guidelines for Schools: Valuing Difference: Combating Racism: Promoting Inclusiveness and Equality: I.N.T.O.
- f) The Inclusive School: The Equality Authority 2004.
- g) Guidelines on Traveller Education in Primary School: Department of Education and Skills.
- h) Toolkit for Diversity in the Primary School: Together towards inclusion: iilt: Integrate Ireland Language Et Training Southern Education and Library Board.
- i) The Walk Tall Programme: Department of Education and Skills and the National Development Plan.
- j) The 3R's to Bullying Prevention: Recognise, Respond and Report by Lori Ernsperger Ph.D.

Appendix B Practical tips for building a positive school culture and climate.

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good – notice and acknowledge desired behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.

Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.

When pupils are in the playground/school yard or moving classrooms.

➤ Support the establishment and work of student councils.

Appendix C

- A Framework for Junior Cycle – Innovation and Identity: NCCA 2012.
- Codes of Professional Conduct for Teachers, Teaching Council 2012.
- Curriculum and Curriculum Access Issues for Students with Special Educational Needs in Post-Primary Settings: An International Review, NCSE research report 2012.
- Guidelines on the Individual Education Plan Process, NCSE 2006.
- Children with Special Education Plan Process, NCSE 2006.
- Children with Special Educational Needs: Information Booklet for Parents NCSE 2011.
- A Study of Transition from Primary to Post-primary School for Pupils with Special Educational Needs, NCSE 2013 (Dr Yvonne Barnes Holmes will give a presentation at the NCSE Research Conference on November 20th).
- Choosing a School – A Guide for Parents and Guardians of Children and Young People with Special Educational Needs, NCSE 2013 (chapter 3 very relevant).
- Anti-Bullying Procedures for Primary and Post-Primary Schools, DES Sept. 2013.
- Well-Being in Post-Primary Schools, Guidelines for Mental Health Promotion and Suicide Prevention, NEPS, DES, Dept. of Health and HSE 2013.

Documents and Publications

- Inclusive Education Framework – A guide for Schools on the Inclusion of Students with Special Educational Needs: NCSE 2011.
- Literacy and Numeracy for Learning and Life – The National Strategy to improve Literacy and Numeracy Among Children and Young People 2011-2020: DES 2011.
- An introduction to School Self-Evaluation of Teaching and Learning in Post-Primary Schools, DES 2012.
- A Framework for Junior Cycle, DES 2012.
- Supporting Students with Special Educational Needs in Schools: NCSE Policy Advice Paper No. 4 2013.
- Inclusion of Students with Special Educational Needs – Post-Primary Guidelines: DES 2007.
- Exceptionally Able Students – Draft Guidelines for Teachers: NCCA 2007.
- Guidelines for Teachers of Students with General Learning Disabilities: NCCA 2007.
- Developing a Code of Behaviour – Guidelines for Schools: NEWB 2008.
- A Continuum of Support for Post-Primary Schools – Guidelines for Teachers: NEPS 2010.
- A Continuum of Support for Post-Primary Schools – Resource Pack for Teachers: NEPS 2010
- Strands – Strategies for Teachers to Respond Actively to the Needs of Children with Down Syndrome: CDU, MIC 2011. Chapter 14*.