



# **Anti-Bullying Policy**

**For**

**Lisronagh National School**

## 1. Characteristic spirit and general objectives of the school

Lisronagh N.S is a Catholic co-educational primary school with a Catholic ethos under the patronage of the Bishop of Waterford and Lismore.

"Catholic Ethos" in the context of a Catholic primary school means the ethos and characteristic spirit of the Roman Catholic Church, which aims at promoting:

- (a) the full and harmonious development of all aspects of the person of the pupil, a living relationship with God and with other people; and
- (b) including the intellectual, physical, cultural, moral and spiritual aspects; and
- (c) a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus; and
- (d) the formation of the pupils in the Catholic faith;

and which school provides religious education for the pupils in accordance with the doctrines, practices and traditions of the Roman Catholic Church, and/or such ethos and/or characteristic spirit as may be determined or interpreted from time to time by the Irish Episcopal Conference.

In accordance with S.15 (2) (b) of the Education Act, 1998 the Board of Management of Lisronagh N.S. shall uphold, and be accountable to the patron for so upholding, the characteristic spirit of the school as determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform and are characteristic of the objectives and conduct of the school.

### Mission Statement:

Lisronagh National School is a co-educational, Catholic, Primary school. While it is a school with a Catholic Ethos, it also has due recognition of all other religions.

In Lisronagh National School we endeavour to:

- Promote the happiness and confidence of each child.
- Develop, to the best of their abilities, the literacy and numeracy skills of each pupil.
- Foster an enquiring mind.
- Encourage a sense of respect for self and others.
- Promote honesty, independence, sociability, responsibility and a sense of enterprise.
- Instil a love of local and national community.
- Efforts will be made to promote, both individual and collectively, the professional and personal development of teachers through staff development programmes.
- The involvement of parents will be encouraged through home/school contacts and through their involvement in the Lisronagh National School Parents' Association.
- We will endeavour to enhance the self-esteem of everyone in the school community.
- Gender equality amongst the teachers and pupils will be promoted.
- Déanfaimid iarracht Gaeilge a labhairt.

The School motto is:

"Cherish to promote respect,  
Challenge to achieve the best. "

## 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 Lisronagh 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.
  
2. The Board of Management recognises the 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.

## Examples of bullying behaviours.

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

	<ul style="list-style-type: none"> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/ Instagram / Snapchat /TikTok/ Twitter/ You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<p><b>Identity Based Behaviours</b></p> <p>Including any of the nine discriminatory grounds mentioned in Equality Legislation</p>	<ul style="list-style-type: none"> <li>• gender including transgender,</li> <li>• civil status,</li> <li>• family status,</li> <li>• sexual orientation,</li> <li>• religion,</li> <li>• age,</li> <li>• disability,</li> <li>• race</li> <li>• membership of the Traveller community</li> </ul>
<p><b>Homophobic and Transgender</b></p>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<p><b>Race, nationality, ethnic background and membership of the Traveller community</b></p>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>

<p><b>Relational</b></p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> <li>• Use or terminology such as 'nerd' in a derogatory way</li> </ul>
<p><b>Sexual</b></p>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<p><b>Special Educational Needs, Disability</b></p>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> </ul>

- 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.

#### 4. The relevant teacher(s) for investigating and dealing with bullying are:

Reports of bullying behaviour, will be dealt with in the first instance by the class teacher. The principal will become involved at the request of the class teacher when necessary or in serious incidences. Any teacher may act as a relevant teacher if circumstances warrant it.

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

##### School-wide approach

- Through a programme of positive action the school promotes an atmosphere of friendship, respect and tolerance and the promotion of the value of diversity and stereotyping, and highlight the unacceptability of bullying behaviour, for example Friendship Week.
- The SPHE curriculum, Walk Tall, the Stay Safe Programme and RSE are used throughout the school to support the anti-bullying policy. Two teachers are trained in the Zippy's Friends programme, which covers topics such as; feelings, communication, relationships, conflict resolution and more. One teacher is trained in the Incredible Years programme, where the goal is to prevent and treat young children's behaviour problems and promote their social, emotional, and academic competence. Teachers will use resources from the [tacklebullying.ie](http://tacklebullying.ie) website when relevant, in their anti-bullying lessons.
- Delivery of the Garda SPHE Programme at primary level. These lessons delivered by the Community Gardaí, cover issues around personal safety and cyber-bullying.

- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it -prevention and intervention.
- Positive self-esteem is fostered among the pupils by celebrating individual differences and achievements, by acknowledging and rewarding good behaviour and by providing opportunities for success.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular 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. (see Acceptable Usage Policy)
- The staff is particularly vigilant in monitoring pupils who are considered at risk of bullying or being bullied
- The school's anti-bullying policy is discussed regularly with pupils.
- All parents receive a copy of the school's Anti-Bullying Policy and Code of Behaviour upon enrolment and copies are made available upon request. The school website displays both.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. Children are regularly reminded 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.
  - Get a parent / guardian to tell on your behalf.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

#### Links to Other Policies:

Examples of school policies, practices and activities that are particularly relevant to bullying are:

- Code of Behaviour
- Child Protection Policy
- Anti-Cyber Bullying Policy
- Supervision of Pupils
- Acceptable Use Policy
- Dignity at Work Policy
- Attendance Policy
- Extra-Curricular Activities
- School Tours
- Parental Complaints Procedure etc.

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:

#### Investigation:

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). 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 (we recommend the class teacher) in the school.
- All 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;
- 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;
- A calm, unemotional problem-solving approach is needed;
- Pupils who are not directly involved may also provide useful information.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- 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 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 will be contacted at an early stage to inform them of the matter and explain the actions being taken.
- Where a pupil has engaged in bullying behaviour, it will be made clear to them that they are in breach of the school's anti-bullying policy and efforts should be made to try to get them to see the situation from the perspective of the pupil being bullied;
- It will also be made clear to those involved (pupils and parents/guardian(s) that in any situation where disciplinary sanctions are required, it is a private matter between the pupil being disciplined, their parent(s)/guardian(s) and the school.

### 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. All incidents must be reported to 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.
- The relevant teacher must inform the principal of all incidents being investigated.

### **Formal Stage 1 - determination that bullying has occurred**

- If it is established by the relevant teacher that bullying has occurred, he/she will keep a written record of the discussion with those involved. This record is to assist the teacher to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- All records should be maintained carefully by the class teacher and a copy stored in the relevant child's file in the centrally locked cabinet.

### **Formal Stage 2 - Appendix 3 · If the pupil re-offends (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 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 Principal as applicable.
- When the recording template is used, it must be retained by the relevant teacher in question and a copy retained by the principal. Due consideration has been given to locations where these records are kept, who has access to them, and how long they will be retained (please refer to the Data Protection policy).

### **Formal Stage 3:**

- In the case of further bullying behaviour occurring the school's Code of Behaviour will apply.
- It will also be made clear to those involved (pupils and parents/guardian(s)) that in any situation where disciplinary sanctions are required, it is a private matter between the pupil being disciplined, their parent(s)/guardian(s) and the school.

## **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)s to support school interventions
- No Blame Approach
- Circle Time

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

The following suggestions will be implemented at an age-appropriate level:

- Classroom lessons dealing with raising self-esteem, for example Circle time.
- Providing a block of time with the SET teacher for social and emotional development with parental permission.
- Revise school rules with all children.
- Encourage friendships and positive relationships through Friendship Weeks.
- Host an information workshop for parents and children on cyber safety and cyber bullying.
- Teachers will use resources from the [tacklebullying.ie](http://tacklebullying.ie) website when relevant in their anti-bullying lessons.
- Seek advice and support from outside agencies such as NEPS and CAMHS.
- Refer to Behaviour Support Guidelines published by NEPS.
- Encourage participation in outside clubs and sports etc to build confidence and form friendships.
- If pupils require counselling or 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 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 obligations 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.

## RATIFICATION AND COMMUNICATION

10. This policy was adopted by the Board of Management on 12/6/2024.

11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

12. 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 and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Peter O'Leary Signed: Clairie Kenna  
(Chairperson of Board of Management) (Principal)

Date: 12/06/2024

Date: 12/6/2024

Date of next review: 12/06/2025

## Appendix 1

### Procedures for investigating and dealing with bullying

6.8.9 School authorities must ensure that the school has clear procedures for investigating and dealing with bullying and that these are set out in the school's anti-bullying policy. The school's procedures must be consistent with the following:

- (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;
- (iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- (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 should 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;
- (ix) 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;
- (x) 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;
- (xi) If a group is involved, each member should be interviewed individually at first. 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;
- (xii) Each member of a group should be supported through the possible pressures that they may face 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 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 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 should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- (xvi) It must 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 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. 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 must 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 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; 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 must 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 must advise the parents of their right to make a complaint to the Ombudsman for Children

## Appendix 2 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 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 involve 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 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	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

--

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

### 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

--

### 9. Details of actions taken

--

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.

## 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 <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and 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 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 and minuted the periodic summary reports of the Principal?	
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?	
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 \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_

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

To: \_\_\_\_\_

The Board of Management of Lisnacroghna NS wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 12/6/24 [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 Adele Aheue  
Chairperson, Board of Management

Date 12/6/2024

Signed Clare Keane  
Principal

Date 12/6/24



# Lisronagh NS

## 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**

--

**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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. Brief Description of bullying behaviour and its impact**

--

**9. Details of actions taken**

--

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

***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 slagging,

Deliberate staring with the intent to 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 in his/her absence,
  - Deliberately refusing to address issues focusing instead on the person.
  
- **Ostracising or isolating, for example:**
  - Deliberately marginalizing an individual
  - Deliberately preventing a person from joining a group,
  - Deliberately preventing from joining in an activity, schoolwork-related or recreational
  - Blaming a pupil for things s/he did not do.