



## **New Ross Educate Together National School**

**Barrett's Park, New Ross, Co. Wexford**

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**Roll no 20458m**

# **Anti-Bullying Policy**

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## School Details:

Name:	New Ross Educate Together National School
Address:	Barrett's Park, New Ross, Co. Wexford.
Telephone:	051448398
Email:	office@newrossetns.ie
Roll Number:	20458m
Principal:	Therese White

The school day starts at 8.30 and finishes at 1.10 for infant classes and 2.10 for all other classes.

## Introductory Statement & Rationale:

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 New Ross ETNS 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.

## Relationship to the Ethos of the School

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 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.

## Defining Bullying

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 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.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools (Appendix 1).

## Relevant Teachers

The relevant teacher for investigating and dealing with bullying behaviour is as follows:

- The Principal
- The Class teacher
- Any teacher may act as a relevant teacher if circumstances warrant it

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

## Education and Prevention Strategies

New Ross ETNS uses a three-tiered approach for the education and prevention of bullying.

### Tier 1: School-Based

Primary prevention includes a school-wide anti-bullying policy that includes all students, all parents, and all staff including teachers, administrators, support staff, and the Board of Management.

### *What we do at New Ross ETNS:*

Annual/ Termly/ Monthly/ Weekly activities which encourage friendship, respect and promotion of Anti-bullying are as follows:

1. Friendship Week
2. On-going Assembly Themes based on the core principles of Learn Together
3. Yard Week
4. Learn Together Notice Boards
5. The school's Code of Behaviour details the approaches taken by the school to foster respect, kindness and appropriate behaviours.

The school ensures the following takes place:

- A school-wide approach to the fostering of respect for all members of the school community. This is evident throughout the school and is reflected in the everyday communication within the school between the whole-school communities.
- 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 extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- 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.
- Professional development with a specific focus on the training of the relevant teacher(s).
- School wide awareness raising and training on aspects of bullying, to include pupils, parent(s)/carer(s) and the wider school community.
- 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.
- The school's anti-bullying policy in conjunction with The Code of Behaviour is discussed with pupils and all parent(s)/carer(s) at the class meeting at the start of the

year and at the New Parents meeting in June. Copies of each are available to all parents and guardians at the school office.

Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. An awareness will be taught to the children about the difference between "tattling" v "telling". This will be taught at a whole school/ class and individual level. 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 development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- 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 email addressing a trusted teacher in the school.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Clear protocols are in place, which encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. In consultation with parents, staff and management, all parents and guardians are advised to follow this line of communication: class teacher-principal- BOM.

### *Implementation of curriculum*

- The full implementation of the SPHE, RSE and Stay Safe Programmes.
- Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, The Walk Tall Programme
- School wide delivery of lessons on:
  - Stop Think Do
  - Cyber Bullying: Web wise Primary teachers' resources,
  - [http://www.scoilnet.ie/online\\_safety\\_primary.shtm](http://www.scoilnet.ie/online_safety_primary.shtm), [www.Kidsmart.org](http://www.Kidsmart.org)

### *Links to other policies*

- SPHE Policy- Stay Safe Programme, Walk Tall
- Ethical Education- Learn Together Policy
- Code of Behaviour Policy
- Child Safeguarding Statement
- AUP (Internet Acceptable Use Policy)
- Code of Conduct for Parents and Visitors

## Tier 2: Class-Based

### *What do we teach in classes?*

Programmes Used to promote Anti-Bullying in class:

1. Stay Safe\* Programme
2. Walk Tall Programme
3. Learn Together Curriculum

\* The Stay Safe lessons are taught every second year, with a brief review of key messages also occurring every other year.

- The whole school Code of Behaviour teaches and encourages the children to behave in a respectful, safe and friendly manner.
- Bystander Education- the school will emphasise the importance of Bystander Education in all classes. The slogan “Bully Free Starts with Me” will be used to teach and promote Anti-bullying behaviours among all the school community.
- Children will be taught the CALM approach see Appendix 2. This approach will then be taught at an individual level for those children who have SEN or may need added reinforcement in this area.
- Special support may be given to classes with particular needs in the areas of friendship, respect and the promotion of Anti-bullying.
- Resources are available to every class to support and promote an ethos of anti-bullying, friendship, respect and diversity.
- Lessons about the difference between “tattling” v “reporting” will be taught.

## Tier 3: Individual-Based

### *What do we teach individual children?*

- Targeted strategies focus on those children who have been identified as at-risk for being a bully or victim. Prevention programmes are targeted at students with severe needs, including those students who are perpetual bullies and victims, and those who have threatened violence to peers and/or teachers and staff. These programs include ‘Trouble with Tempers’ and ‘A Time to Talk’.
- Anti-bullying resources such as social stories, games, video clips and books are used to explore the topic of bullying with individual children.

## Procedures for Investigation

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:

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)/carer(s)) understand this approach from the outset. An outline of this approach will be highlighted to any parent/ guardian/ pupil or staff member who may become involved in a suspected incident of bullying.

### Reporting bullying behaviour

- Any pupil or parent(s)/carer(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), 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

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. In the initial stage of witnessing a possible bullying incident the staff at New Ross ETNS will use the Stop, Talk, Walk approach when dealing with possible bullying situations, (see Appendix 3). During all stages of investigation, the teachers will take a calm, unemotional problem-solving approach.

- Parent(s)/carer(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;
- Where possible, incidents will be investigated outside the classroom setting/ away from whole class group to ensure the privacy of all involved.
- 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.
- When analysing incidents of bullying behaviour, the relevant teacher will endeavour to 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, it is aimed that each member will 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;
- 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.
- It must also be made clear to all involved (each set of pupils and parent(s)/carer(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)/carer(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)/carer(s) or the school 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 carer(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/carer(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:

#### 1. Informal- pre-determination that bullying has occurred

All incidents witnessed by a staff member must be verbally reported to the relevant teacher.  
Where deemed appropriate:

- All staff must keep a written record of any incidents witnessed by them or notified to them which they deem as a bullying type incident. Ref. Appendix 5 (Behavioural Log).
- 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
- The relevant teacher must inform the principal of all incidents being investigated.

## 2. 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.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

## 3. Formal Stage 2(Appendix 4)

The relevant teacher must use the recording template at Appendix 4 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.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's Code of Behaviour.

When the recording template is used, it must be stored in the child's file which is in the principal's office.

## 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)/carer(s) to support school interventions
- No Blame Approach
- Circle Time

The Procedures mention the following intervention strategies and reference Ken Rigby;  
[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

### Programme of Support for Affected Pupils

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.
- Pastoral care system- class teacher, support teacher, school counsellor, other relevant personnel.
- Buddy / Peer mentoring system- arranged by pastoral care personnel e.g. buddy system in the yard
- Care team- where deemed appropriate a care team meeting will take place for the child. Time is put aside on Friday afternoons for this purpose.
- Group work such as Circle Time.
- If pupils require counselling or further supports the school will endeavour to liaise with parents to organise support from outside agencies. 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. Ref. Bystander Education at Class level.

### Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring of policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

### 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, Communication and Review

This policy was reviewed by the Board of Management on 17/01/22 <sup>05/01/23</sup>.

This policy has been made available to school personnel, published on the school website and provided to the Parent-Teacher Association. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school on request.

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: Therese White  
(Principal)

Signed: [Signature]  
(Chairperson, Board of Management)

Date: 05/01/23

Date of next review: January 2024

## Appendix 1: Examples of Bullying Behaviours

<p>General behaviours which apply to all types of bullying</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>• A “look” which makes another person feel uncomfortable</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>
<p>Cyber</p>	<ul style="list-style-type: none"> <li>• Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation</li> <li>• Harassment: Continually sending vicious, mean or disturbing messages to an individual</li> <li>• Impersonation: Posting offensive or aggressive messages under another person’s name</li> <li>• Flaming: Using inflammatory or vulgar words to provoke an online fight</li> <li>• Trickery: Fooling someone into sharing personal information which you then post online</li> <li>• Outing: Posting or sharing confidential or compromising information or images</li> <li>• Exclusion: Purposefully excluding someone from an online group</li> <li>• Cyber stalking: 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/Ask.fm/ 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> 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>	

Homophobic and Transgender	<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... or any other term used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> <li>• Discrimination, prejudice 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>
Relational	<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>• A "look" that makes another person feel uncomfortable</li> <li>• Use or terminology such as 'nerd' in a derogatory way</li> </ul>
Sexual	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
Special Educational Needs, Disability	<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>

\*This list is not, and cannot be, exhaustive.

## Appendix 2: CALM Approach

### **Cool down.**

Teach students to recognize stress signals and learn calming strategies. Deep breathing and positive value statements can be practiced with the student.

### **Assert yourself.**

Part of the social skills curriculum for students with ASD should include teaching assertive body language. Role playing and video modelling can assist in teaching non-verbal body language that can deflect and detour bullying attempts.

### **Look them in the eye.**

Although eye contact can be difficult for many students particularly those with SEN such as ASD, parents and school professionals should teach students how to face a bully and look them in the eye. Visual supports and a social story may be beneficial in teaching eye contact during a bullying attempt.

### **Mean it.**

The speech and language therapist and school team should work directly with the victim of bullying on specific language scripts for responding to a bully. Students should learn a non-confrontational script such as “stop that,” “leave me alone,” “you are being a bully,” or “get away from me now.” Ref. Stay Safe: “Say No!”

## Appendix 3: Whole-School Teacher Approach

### **Stop!**

1. Stop the action from happening. Use a firm and calm voice to state that that behaviour is not acceptable in our school. Try to relate it to a Golden Rule.
2. Do not get into an argument with the child.
3. Ensure body language is respectful and assertive.
4. If the behaviour is of a physical nature the staff member will tell the children to stop.
5. The staff member will send a responsible child to locate a nearby member of staff.
6. At no point will the staff member intervene in a physical altercation.

### **Talk!**

1. Ask the child to explain why you saw a particular behaviour.
2. This may be done in a public area if the situation is calm and safe. This allows others to see that bullying is not acceptable at New Ross ETNS.
3. Fill in an incident form to record, if the behaviour was of a bullying nature.

### **Walk!**

1. Walk the children to the appropriate place and stay with them until a supervising adult is Present.
2. Where deemed necessary the children will be brought to Principal.

[https://www.pbis.org/common/cms/files/pbisresources/bullyprevention\\_ES.pdf](https://www.pbis.org/common/cms/files/pbisresources/bullyprevention_ES.pdf)



## Appendix 4: 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

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9. Details of actions taken

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

Date submitted to Principal \_\_\_\_\_

\* Note: These forms will be given to the school Principal and stored in the Principals office in a separate file.

## Appendix 5: Behavioural Log

<b>Behavioural Log</b>		
Pupil Registration Number		
Date:	Incident	Signature

## Appendix 6: Additional Support Materials

- [http://www.pdst.ie/sites/default/files/Anti-Bullying%20prevention%20and%20intervention%20strategies\\_support%20materials%20-%20Primary%20Final\\_0.pdf](http://www.pdst.ie/sites/default/files/Anti-Bullying%20prevention%20and%20intervention%20strategies_support%20materials%20-%20Primary%20Final_0.pdf)
- [http://www.bullyingawarenessweek.org/pdf/Bullying\\_Prevention\\_Strategies\\_in\\_Schools\\_Ken\\_Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/Bullying_Prevention_Strategies_in_Schools_Ken_Rigby.pdf)
- [http://www.pdst.ie/sites/default/files/All%20Together%20Now%20Educational%20Resource%20LGBT\\_0.pdf](http://www.pdst.ie/sites/default/files/All%20Together%20Now%20Educational%20Resource%20LGBT_0.pdf)
- [http://www.pdst.ie/sites/default/files/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools\\_1.pdf](http://www.pdst.ie/sites/default/files/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools_1.pdf)
- <https://antibullyingcentre.ie/>
- <https://www.education.ie/en/Publications/Education-Reports/Being-LGBT-in-School.pdf>
- <http://tacklebullying.ie/>
- <http://belongto.org/>
-

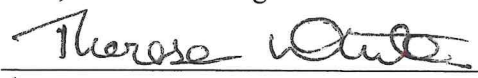
## Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

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?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
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?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	NA.

Signed   
Chairperson, Board of Management

Date 5/1/2023

Signed   
Principal

Date 05/01/23

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

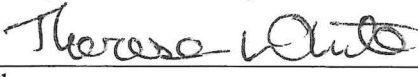
To: Educate Together

The Board of Management of New Ross ETWS 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 05/01/23 [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   
Chairperson, Board of Management

Date 5/1/2023

Signed   
Principal

Date 05/01/23