

**BROADFORD & KILBANE  
NATIONAL SCHOOL**

**ANTI-BULLYING POLICY**

2022/23

# ANTI-BULLYING POLICY DOCUMENTS

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# Whole School Care Programme

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 [Broadford & Kilbane N.S.](#) 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 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 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.

Each class teacher will be responsible for the investigation of bullying issues within their own classroom. Should a student lose two care credits, the matter is dealt with by the principal.

## Anti-Bullying Education & Prevention Strategies

**BROADFORD & KILBANE NATIONAL SCHOOL** runs its Care Programme on an annual basis.

1. At the beginning- of term one all children are inducted into the Care Programme by engaging in an Anti-Bullying Lesson across all classes.
2. Each student signs an Anti-Bullying Promise and receives their Care Credit Card.
3. Anti-bullying lessons will be given on the 1st Friday of each month after assembly across all classes. Themes covered in these classes reference all manifestations of bullying behaviour.
4. Each class creates a Care Corner where all Anti-Bullying messages, creative images and any other materials relating to the issue are posted and regularly refreshed.
5. An Anti-Bullying class survey is rolled out to students once a term to measure the health of the class social climate.
6. At the end of each academic year each student will be awarded with a Teastas Cúrama (Care Certificate) in recognition of their caring behaviours throughout the year. **BROADFORD & KILBANE NATIONAL SCHOOL** supports and encourages empathy based approaches to issues of a bullying nature and always strives to enhance and promote healthy behaviours amongst us by highlighting the benefits of such on a regular basis. We view the disclosure of bullying behaviour within our community as an opportunity for growth and healthy change for the future. Our community will undertake an annual review of our Anti-Bullying Policy which will include an evaluation of the levels of bullying behaviour in our school and the effectiveness of our Care Strategy.

# Investigation Procedure & Rationale

Ní leagainimid Milleán... Insímíd an Fhírinne... Tugaimid aire dá chéile!  
(We don't blame others. We tell the truth. We care.)

BROADFORD & KILBANE NATIONAL SCHOOL adopts a No Blame approach to bullying behaviour in our school. We support our students to take ownership and responsibility for their own behaviours and endeavour to bring a common thread through our contact with them by regularly highlighting the nature of bullying behaviour, encouraging regular Anti-Bullying Self Checks and engaging in regular social climate testing surveys with the students. We are committed to the consistent raising of awareness of the merits of engaging positive behaviours within our community and we agree that by raising this awareness continuously we can build a culture of prevention of bullying behaviours amongst all members of the whole school communities.

Our Care Strategy holds at its core a stepped procedure for dealing with specific disclosures of bullying behaviour by teachers, parents and students. This Care Strategy is underpinned by the ongoing delivery of specific awareness raising modules on the subject of bullying behaviour prevention through the current SPHE Programme. We focus specifically on empowerment and resilience building amongst our community, particularly amongst our students.

Our Care Strategy is a four step procedure. This procedure is triggered upon disclosure by any member of the whole school community.

On a yearly basis each of our students will receive a Care Credit Card with three care credits and will sign a Care Promise. It is each student's responsibility to keep their three care credits by continuing to be as caring as they can in the school environment.

**If there is a disclosure of bullying behaviour by anyone in the school community the following four steps will be triggered and taken.** The formats used in the steps may be varied in the case of junior and senior infant classes to account for age-related considerations; in particular, use of a sociogram methodology will be considered when investigating allegation of bullying among infant students.

## Céim 1 Foirm 1 Foirm Tuairisce le líonadh amach.

(Anti bullying Referral Form is filled out.)

If any member of the whole school community discloses issues of a bullying nature towards a student by another student or group of students within the school to a class teacher this will necessitate the filling out of an Anti bullying Referral Form by that individual. As much

detail as possible, including dates, times and places where bullying behaviour may have taken place including names of any students who may have engaged in bullying behaviour.

### **Céim 2 Foirm 3: I Seicliosta d'Iompar Bulaíochta a dháileadh**

(Bullying behaviour checklist is given out to peer group.)

Subject to the completion of the Anti-Bullying Referral Form a Checklist of Bullying Behaviour is given out to the peer/class group in question by the relevant class teacher. Students will be asked to re-familiarise themselves with the various manifestations of bullying behaviour highlighted on this form.

### **Céim 3 Foirm 2 Suirbhé Ranga Frithbhulaíochta le líonadh amach**

(Anti-Bullying Class Survey is filled out by peer group.)

Each student will then be given an Anti-Bullying Class Survey to complete. All students in BROADFORD & KILBANE NATIONAL SCHOOL have been trained with regard to what bullying behaviours are, the role of the bystanding group and how to fill out this survey. In line with Models of Best Practice this survey is designed to illicit information on bullying behaviour from the peer group in question which will help to identify those who have been choosing to engage in the behaviour.

### **Céim 4 Foirm 3 Billeog d'Agallamh Frithbhulaíochta le líonadh amach**

(Anti-Bullying Interview Form is filled out.)

Students who have been named as engaging in bullying behaviours will then be asked to fill out an Anti-Bullying Interview Form. This form will help the student/s in question to recognise where they may have used bullying behaviours, how this has affected the victim of the behaviours and how to begin to empathise with the discomfort of the victim. The student/s in question will then forfeit a care credit from their care credit card and will be encouraged to begin to earn this credit back by being as caring as they possibly can towards their peers.

### **Ath Fhás agus Tús Nua!**

(re-growth...a new start)

BROADFORD & KILBANE NATIONAL SCHOOL Restorative Approach to Bullying & Support Programme for the Social Group affected by bullying issues.

BROADFORD & KILBANE NATIONAL SCHOOL plans to become a restorative school. This means that established restorative processes will be engaged to support any social groups within the school affected by bullying issues. In later revisions of this Policy, details of these approaches will be outlined in this section as they are developed and implemented.

BROADFORD & KILBANE NATIONAL SCHOOL Learning Support Team will continue to provide support for students affected by bullying issues in the interim.

## 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.

## 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.

## Review

A copy of this policy will be made available to the Department and the patron if requested.

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. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

## Ratification

The policy was reviewed by the Board of Management of Broadford & Kilbane National School at its meeting held on the 18th of October 2021:

Signed:

(Chairperson of Board of Management)

Date: 28th September 2022

Signed:

(Principal)

Date: 28th September 2022

Date of next review: September 2023

## Appendix 1 - 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> ?	Y
Has the Board published the policy on the school website and provided a copy to the parents' association? ( <b>* no parents association in the school</b> )	Y
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Y
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Y
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	Y
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	N
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	N
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	Y
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Y
Has the Board put in place an action plan to address any areas for improvement?	Y

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

Date 28th September 2022

Signed \_\_\_\_\_  
Chairperson, Board of Management

Date 28th September 2022

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

To: Parents of Children attending Broadford & Kilbane N.S.

The Board of Management of Broadford & Kilbane National School 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 18<sup>th</sup> of October 2021.
- 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: 28th September 2022

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

Date: 28th September 2022

# Appendix 1: Types and Forms of Bullying in the School Setting

# Emotional Maltreatment or Abuse in the school setting (Hyman & Snook, 1999):

- Discipline and control techniques based on fear and intimidation.
- Low quantity of human interaction in which teachers communicate lack of interest, caring, and affection for students through ignoring, isolation and rejection.
- Limited opportunities for students to develop adequate skills and feelings of self worth.
- Encouragement to be dependent and subservient, especially in areas where students are capable of making independent judgements.
- Motivational techniques for performance that are overly critical, excessively demanding, unreasonable, and ignore children's ages and abilities.
- Denial of opportunities for healthy risk taking such as exploring ideas that are not conventional and approved of by the teacher.
- Verbal assaults including the use of sarcasm, ridicule, humiliation and denigration.
- Scapegoating and bullying.
- Failure to intervene when students are teased, bullied and scape-goated by peers.

## Emotional Abuse towards Children DES Child Protection Guidelines:

- Persistent criticism, sarcasm, hostility or blaming.
- Where level of care is conditional on his or her behaviour.
- Unresponsiveness, inconsistent or inappropriate expectations of a child.
- Failure to provide opportunities for the child's education and development.
- Use of unrealistic or over-harsh disciplinary measures.

## Workplace Bullying

- **Exclusion and enforced isolation** including exclusion from decision-making regarding own work, specialist equipment, area of responsibility or limiting access to own specialist room, responding to complaint with further isolation, refusal to process Grievance Procedure despite processing complaints procedures against colleagues
- **Destruction of previously good reputation** including removal of responsibilities, removal from supervision and substitution scheme
- **Limiting or preventing communication with colleagues** including using alleged requirement of confidentiality to undermine support of colleagues
- **Eroding positive relationships with colleagues** including use of insulting terms or disparaging remarks in front of other staff

- **Withholding of information necessary to do one's work** including no in-service training in timetabled unfamiliar subjects, limiting in-service training re. changes in specialist subject area
- **Erosion of a person's opportunity of contributing** including refusal to allow participation on relevant committee (e.g. for union rep. on staff/management liaison committee), preventing from accompanying own class on field trip in own specialist area, favouring instead two teachers unfamiliar with that specialist area
- **Talking down to** including tone used in communication conveying this attitude
- **Angry outbursts** including disciplining staff member in front of students, leaving threatening message on phone, angry outburst to colleague whose help was sought
- **Blamed wrongly for errors** including apportioning blame rather than listening to explanation
- **Abusive surveillance** including refusal of access to personal file within statutory timeframe, asked to explain and be accountable for uncertified sick days taken over a year
- **Invasion of privacy** including having CCTV cameras placed outside or (uniquely in the whole school) inside specialist room, walking through specialist room for no particular reason during class time many times, standing outside home in the early morning, giving home address and mobile phone number to 3<sup>rd</sup> parties without consent, use of private correspondence outside intended context
- **Giving extra menial tasks outside one's brief** including adding unnecessary extra complications and additions to workload for example on pretext of safety
- **Setting impossible tasks** including adding to workload to the point of overload
- **Persistent and unfounded criticism** including criticising and complaining about, or implying criticism by treating less well without justification
- **Inconsistent application of rules** including change of responsibilities attaching to Post of Responsibility without consultation
- **Insults and put-downs** including directly or by innuendo
- **Withholding of recognition** including banning from school office and/or school secretary's office, refusal to recognise position of elected school steward of teacher union
- **Stealing credit for another's ideas and work** including giving no credit for assisting injured colleague, refused permission to accompany student to hospital when parents were not contactable, no credit for suggestion of better use of facilities, though implemented
- **Spreading malicious rumours about someone** including about home life or family
- **Unfair and unjust manipulation of one's timetable** including giving over classes in specialist areas uniquely to unqualified teachers rather than maintaining normal continuity for three years, replacing with unfamiliar SPHE and CSPE without agreement, qualifications or in-service training. Timetabling for work necessarily involving extra non-timetabled travel time and/or non-timetabled break time. Refusal to consult, as normal, on preferred times for supervision and substitution, leaving alone to supervise larger than safe number of students,
- **Withholding of support** including not providing necessary in-service, not providing facility to contact parents by phone or letter, to deal with serious injuries or to contact emergency services
- **Total suspension of verbal communication** including refusing access to school office and/or school secretary's office, receiving a very large number of letters to private home address

# Appendix 2: Care Cards, Promises & Teaching Resources

# Care Credit Cards



**This Care Credit Card belongs to:**

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Broadford & Kilbane N.S.**



**This Care Credit Card belongs to:**

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Broadford & Kilbane N.S.**



**This Care Credit Card belongs to:**

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Broadford & Kilbane N.S.**



**This Care Credit Card belongs to:**

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Broadford & Kilbane N.S.**



**This Care Credit Card belongs to:**

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Broadford & Kilbane N.S.**



**This Care Credit Card belongs to:**

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Broadford & Kilbane N.S.**



**This Care Credit Card belongs to:**

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Broadford & Kilbane N.S.**



**This Care Credit Card belongs to:**

\_\_\_\_\_

**Date:** \_\_\_\_\_ **Broadford & Kilbane N.S.**



# Anti-Bullying Promise



Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

I have been trained to know what bullying behaviour is and how it can hurt and damage people. I understand that when bad behaviour is repeated against someone, it is bullying.

All students, teachers, parents and other school staff have agreed that we want our school to remain a safe, healthy and happy place where everyone is treated in the same way.

I know that I must try to care about everyone in the school environment.

If I see anyone who is not behaving in a caring way and may be behaving in a bullying way towards another student then I must not be a bystander.

I must tell an adult so that the person who is being bullied will not suffer any longer and the bullying will stop.

I have also agreed that I will never behave in a bullying way towards anyone in our school and that if I do, it will be seen and understood by others and an adult will be told.

When this happens there will be an investigation into what has gone on and I will be interviewed and I may lose a care credit.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent(s) Signature: \_\_\_\_\_

# Termly Class Anti-Bullying Survey

Today, we explained what bullying is. It's important to remember that bullying is **repeated**. If it is happening to you, or you are seeing it happen to someone else, or if you think you might be doing it yourself, it is really important that you talk to someone about it, because it is affecting your mental health.

Initials \_\_\_\_\_ Date: \_\_\_\_\_ Age: \_\_\_\_\_ Class: \_\_\_\_\_

1. Has anyone at school *repeatedly* hit, kicked, pushed or hurt you physically this year?  Yes  No
  2. Has anyone this year *repeatedly* called you a name?  Yes  No
  3. Did anyone *repeatedly* make fun of the way you talk, where you come from, the way you dress, your hairstyle or anything else about you?  Yes  No
  4. Have you been *repeatedly* left out of groups, games or being part of any activity this year?  Yes  No
  5. Has anyone *repeatedly* threatened you, made you feel afraid of them, or intimidated you?  Yes  No
  6. Have you been bullied on-line this year?  Yes  No
  7. Have you felt bullied in school this year?  Yes  No
  8. If you have been bullied this year, did you tell anyone about any of the incidents involved?  Yes  No
- Would you like to write why or why not?
9. Have you seen someone else being bullied in school this year?  Yes  No
  10. Have you yourself bullied anyone this year?  Yes  No

**Comments / Bothers /**

**Worries:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Termly Class Anti-Bullying Survey Summary Sheet

Class Level			
Number of pupils in the classroom			
Number of pupils surveyed			
Question	Number Yes	Number No	Teacher Comment
1. Has anyone at school repeatedly hit, kicked, pushed or hurt you physically this year?			
2. Has anyone this year repeatedly called you a name?			
3. Did anyone repeatedly make fun of the way you talk, where you come from, the way you dress, your hairstyle or anything else about you?			
4. Have you been repeatedly left out of groups, games or being part of any activity this year?			
5. Has anyone repeatedly threatened you, made you feel afraid of them, or intimidated you?			
6. Have you been bullied on-line this year?			
7. Have you felt bullied in school this year?			
8. If you have been bullied this year, did you tell anyone about any of the incidents involved?			
9. Have you seen someone else being bullied in school this year?			
10. Have you yourself bullied anyone this year?			

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# Anti-Bullying Poster Competition



Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Anti-Bullying Slogan Competition

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Name:

Class:

# A Caring Hero

Emma is a caring hero. She never says a bad word about anyone. She never talks about anyone behind their backs. She likes to have fun, but in a healthy sort of way, that means never leaving anyone out or isolating anyone.

If Emma sees anything that she doesn't think is good and caring behaviour, she will tell the person who is doing the behaviour to STOP, and she is not afraid to tell someone she trusts about it. Emma is brave and she is confident.

Why do you think Emma is a Caring Hero?

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Is it good to be a Caring Hero?

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# Bosses & Bullies

Being a boss means that you like to tell your friends what to do when you play.

You might like to make all the rules, but friends may get upset if you never let them have a chance to be in charge.



Can you think of times that you or anyone else has been like this?

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One of the worst ways to treat a friend is to act like a bully and try to scare someone into doing what you want.

If someone bullies you, try not to get upset. Tell the bully to leave you alone and join in games with other kids who are friendly



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# Song/Video Feedback

What is the Person who is singing this song trying to say?

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What is the message in the video we have just watched?

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# What do YOU think?

*Are any of these situations bullying? Please write down below which ones you think are bullying and why.*

A. On most days after school, Joey and his friends wait at the school gate. When Roisín and her friends try to walk past them, they block their path.

\*\*\*\*\*

B. Mary’s friends suspect that she likes Rashid, a good-looking new boy at their school. They tease her. She blushes.

\*\*\*\*\*

C. Daniel is walking across the school ground when his friend Colin runs up behind him and tackles him to the ground. Colin gets up with a grin and says to Daniel, “Are you coming or what?”

\*\*\*\*\*

D. On Sarah’s first day at her new school, she approaches a group of girls and asks if she can have lunch with them. They say “yes”, but then ignore her. Sarah walks away after a few minutes. Yvonne says to Sharon, “Every day you will give me five euro to protect you - or else!”

\*\*\*\*\*

E. Brian and Ben are on the same football team. Whenever the coach isn’t looking, Brian shoves and kicks Ben. Ben ends up covered in bruises.

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A.

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B.

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C.

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D.

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E.

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# Talking out an Argument

1. Stop arguing!
2. Calm down. Take deep breaths. Count backwards, relax your muscles, or leave the group for a minute.
3. Agree to talk it out.
4. Everyone gets a turn to tell, not yell, their story and be listened to without interruptions.
5. Think up lots of ideas for solving the problem.
6. Try to choose the best solution, the one everyone agrees on and thinks will work.
7. Decide how to go about carrying out this plan.
8. Do it.
9. Remember arguments are allowed, but meanness is not!

# Appendix 3: Care Corner Resources

# Anti-Bullying Checklist

Reminder:

## BULLYING IS A REPEATED BEHAVIOUR

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Are you trying to hurt someone on purpose?

Are you using your size or your strength to make someone smaller feel frightened?

Are you repeating stories about you have heard about someone even if you are not sure they are true?

Are you saying mean things about someone to your friends so that they won't be friends with that person?

Have you watched someone else being bullied without trying to stop it and stop by-standing?

Are you damaging anyone's property and pretending it's just a joke?

Are you writing mean things to a person or about a person on the internet or by text?

Are you deliberately leaving someone out of games and other activities?

**Remember**, doing bullying behaviours damages your health and the health of all the other children you might be doing it to or who may be watching you bullying someone.

# Effects of Bullying

- Feelings of insecurity – Afraid or anxious when going to school.
- ☐ Signs of being isolated from peer group.
- ☐ Signs of interference with personal property, books, school bags.
- ☐ Frequently asking for money.
- ☐ Damage to self confidence
- ☐ Lowering of Self Esteem
- ☐ Unexplained mood changes, being nervous tense and unhappy.
- ☐ Behaviour Changes- angry outbursts towards siblings and parents.
- ☐ Stress/distress - worried about little things.
- ☐ School performance deteriorating.
- ☐ Extreme anxiety/ panic attacks
- ☐ Nervous Breakdown
- ☐ Depression
- ☐ Self Harm
- ☐ Suicide

Some of these signs can also indicate problems other than bullying. Try to talk to your child about what is going on. Sometimes an older sibling can communicate on a closer level to your child.

# Tips if you feel you are being bullied:

- ❓ Try to stand up for yourself but never try to fight back in violence.
- ❓ Make sure you are standing tall, shoulders back and looking people straight in the face.
- ❓ Walk tall, make loud footsteps this lets people know that you own your own space.
  - Give the people or person who you feel is bullying you the 'you don't bother me look'.
  - Plan some 'you don't bother me responses' that make the person you feel is bullying you look foolish for behaving in a bullying way towards you.
  - Stay cool, try to make sure you look as if the bullying behaviour isn't bothering you at all.
- ❓ Talk to your friends and remind them what you have all learned about by-standing, people who are bullying and people who are being bullied. Try to make a plan together about how to begin to stand up instead of by-standing.
  - If that doesn't work tell someone you trust.
- ❓ If an adult is bullying you then look for help from another adult you can trust.
- ❓ Make a diary of everything that is happening to you with dates and times, be as clear as you can about the types of bullying that are happening to you.
- ❓ Ask your class teacher can you talk to them and decide if you need a parent or guardian with you, bring your diary with the dates and times of what has been happening you with you.
- ❓ The class teacher will then start the Care Plan.
  - You don't have to worry about the people you feel are bullying you being told about this.
- ❓ Your class teacher will do a survey of your class / year group to find out what the problem is first.
- ❓ Your teacher will then take things further and you can relax and trust that nothing will happen to you for telling.

## Appendix 4: Resources For Parents

## Some signs that your child may be using bullying behaviours:

- ❓ Your child is being aggressive and using bullying behaviours with his/her siblings.
- ❓ Your child has been a victim of bullying behaviours.
- Your child has begun to bring home items that you haven't bought them, on a regular basis.
- Your child has begun to speak of others in a negative way, about other children's appearances, other cultures or other children's problems.
- You feel your child is insensitive to others' feelings.
- You feel your child's self-esteem may be low.

# Steps to take, if you feel your child is being bullied:

Even if there is no evidence of bullying, **discuss** bullying regularly and openly at home and what to do about it.

If your child tells you that they feel they are being bullied, **praise them** for having the courage to tell you and **tell them** that you will work it out so that they don't need to be afraid of the bullying getting worse.

**Ask** your child to write down everything that has been happening to them in as much detail as possible with dates, times and places where the bullying took place.

**Talk** to your child about how to be empowered and strong. **Tell** your child that you believe in their ability to stand up to this experience.

**Make an appointment** with your child's class teacher. Bring all details with you. Your child may decide that they would like to tell their teacher. Allow this if necessary as your child is empowering themselves to deal with the situation.

Your child's class teacher will use the **Care Programme** to deal with the issues that you have brought to light.

**Assure your child** that this way of dealing with the problem is going to be very safe for them, and that they will not have to face the person/s who they feel have been bullying them to tell them about it. The adults will take care of that.

**Empowerment strategies and resilience building** for your child are very important at this stage. Get advice or read books on how to do this for them.

# Appendix 5: Forms for Reporting and Investigating Incidents of Bullying

# Bullying Referral Sheet

Reported by: <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Staff Member <input type="checkbox"/> Other	Date:  Name:  Address & Phone:
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## Details of Bullying Behaviour

Name of Bullied Student \_\_\_\_\_ Class \_\_\_\_\_

Dates: \_\_\_\_\_

Times: \_\_\_\_\_

Possible people who bullied(s): \_\_\_\_\_ Class/Group:

Others who joined in: \_\_\_\_\_



# Bullying Behaviours List

**Remember**, bullying is when the behaviours below are *repeated* or done to a person more than once.

## Verbal Bullying

Verbal Bullying is- Name Calling, Teasing or slugging, saying hurtful things about some ones clothes, hair, things or family.

Saying bad things about a person's religion, language, colour or where they come from.

## Cyber Bullying or Written Bullying

Writing nasty notes or graffiti, sending nasty text messages, using the computer to write nasty things about someone so that others can see it.

## Social Bullying

Being deliberately ignored or left out. Being made fun of in front of others. Being given dirty or nasty looks. Being stared at. Being prevented from making new friends.

## Intimidation Bullying

Being given hostile or angry looks. Being ganged up on. Being threatened. Being followed.

## Physical Bullying

Throwing objects, blocking someone's path, being pushed or shoved. Being kicked, hit, pinched, tripped or head locked. Having clothes torn or pulled at. Hair pulling, scratching.

# Bullying Behaviours: Class Survey

Our whole school community students, teachers, parents and other school staff have agreed that we care about each other and that we will tell if we see bullying behaviours in our school. We have all been trained to understand and recognise what bullying is. We know the damage that bullying behaviour can do to people in our school community and we have all promised to keep our school environment as safe, happy and healthy as possible. We want to prevent bullying in our school. Please fill out this survey as truthfully as you can. If you have seen something you feel uncomfortable about it is better for you to write it down and not to keep it to yourself. We can then make sure that both the person who is being bullied and the person who is bullying can be helped.

Maybe there is someone being bullied. If you have seen any bullying incidents in your class or school recently can you please write them down.

Name of Victim:
Name (s) of people who bullied :
When and where you have seen the bullying behaviour:
Others who were there:
Anyone who joined in:
What happened:

Signed: Date:

# Bullying Behaviour Interview Sheet

Interviewer (s):
Interviewee:
Date:

The recent bullying behaviour surveys we carried out are showing us that you may be involved in bullying behaviour towards another student or group of students.

Do you know who is being bullied?             Yes     No

As you know, we have all been trained to recognize bullying behaviour in our school. When we were being trained, we all promised that we would always be truthful and tell someone if we witnessed someone being bullied. This is because we all agreed that we want a school that is happy, healthy and safe for everyone.

If a survey showed us that you were being bullied, we would now be trying to discover from others what was being done to you, and we would be interviewing anyone involved in treating you that way. Do you understand this?             Yes     No

Do you know which student we are talking about?

---

Did you realize that other students felt that you were behaving in a bullying way towards this person?

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Do you understand that they told us about it because we promised each other to care about everyone in our school community and to tell someone if we saw something that we felt was bullying behaviour?

---

What way have you been behaving towards this student that has made others feel that you were behaving in a bullying way?

Use our bullying behaviour checklist to help you answer. Be as truthful as you can, because the class survey has already shown us some of the things happening. We want to help you talk about it because you know that when we were all trained, we were told that people who bully others are themselves usually unhappy about things.

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Do you know why you have been treating this student in this way?

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Have you or anyone in your family ever been bullied?  
(If yes) How did it feel?

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If someone in your family was being bullied like this student, how would you feel?

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Do you remember from our training how being bullied makes someone feel?

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If the things the other students have reported are right, you have broken your promise that you made when we began our Whole School Anti-Bullying Programme. You have also broken the school rules and you have hurt someone by your behaviour towards them. Do you understand how serious this is?

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Do you understand that you have now lost a Care Credit?

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Are you ready to promise again to never behave in a bullying way towards a student in our school?

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Interviewer Signature:

School Stamp:

Interviewee Signature:

Parent's Signature:

Date: