



Gaelscoil Chnoc Liamhna

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 Gaelscoil Chnoc Liamhna 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. (Appendix 1)
 - Effective leadership (Appendix 2)
 - 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 bullying behaviour are included in the definition of bullying:

- a) **Deliberate isolation/exclusion, malicious gossip and other relational bullying**
- b) **Cyber-bullying**

Identity-based bullying such as but not exclusive to: gender identification based bullying, homophobic bullying, racist bullying, bullying of religion, bullying based on membership of the Traveller/ other specific community and bullying of those with disabilities or special educational needs

- d) **Name calling**
- e) **Damage to property** .
- f) **Physical aggression**
- g) **Intimidation**
- h) **Extortion**

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 will be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, 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. In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "**relevant teacher**".

The **relevant teacher** for investigating and dealing with bullying is the **class teacher**

A pupil or parent may bring a bullying concern to any teacher in the school.

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. It will 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.

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;

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.

5. The education and prevention strategies that will be used by the school are as follows:

A School – wide approach

Steps we will take	Who will do it?	Complete Ongoing Deferred
As a staff we will model respectful behaviour to all members of the school community at all times	All staff	Ongoing
We will explicitly teach pupils at all class levels what respectful language and behaviour looks like, acts like, sounds like and feels like in class and around the school	All staff	Ongoing
Respectful language and behaviour will be discussed on a regular basis at weekly assemblies.	Principal	Ongoing
We will engage in CPD events in relation to Anti-Bullying and also set aside planning time as a staff for this area	All staff	Ongoing
We will, when formulating new code of behaviour, agree to make respect as a key cornerstone of the policy. The pupils will be involved in the discussion of the meaning of respect when drawing up this policy.	All Staff/ Pupils	Ongoing
We will consistently tackle the use of discriminatory and derogatory language in the school and language that is belittling of pupils with a disability or SEN	All staff	Ongoing
We will ensure that all pupils (a) understand the importance of reporting bullying behaviour, (b) understand the seriousness of fabricating a report , (c) know to whom they should report any bullying behaviour and (d) know how they should do this: <ul style="list-style-type: none"> • Go directly to the relevant teacher at break time • Include a note with the homework for the relevant teacher • Ask their parents/guardians to report to the relevant teacher. 	All staff	Ongoing
Once a year , all pupils from Rang a 1 to Rang a 6 will discuss Form B4	Relevant Teachers	Ongoing
We will inform the pupils about our Acceptable Use Policy for the use of technology in the school. The rules regarding the use of mobile phones and cameras will be discussed regularly throughout the school year.	All staff	Ongoing
Formal and informal school activities will be used to promote and improve the self-esteem and self-respect of all pupils	All staff	Ongoing
We will ensure appropriate monitoring and supervision of all pupils in classrooms, in the yard, in the sports field, on school trips, when using technology and during all extra-curricular activities. All teaching and non-teaching members of staff are obliged to report all incidents to the relevant teachers	All staff	Ongoing
The school’s anti-bullying policy will be discussed with the pupils and will be available on the school website.	All staff	Ongoing
A culture of reporting bullying behaviour will be promoted and pupils will be encouraged to have the confidence to report inappropriate behaviour or language.	All staff	Ongoing

<u>Curriculum</u>		
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<ul style="list-style-type: none"> • The SPHE curriculum will be implemented fully. • The following programmes will be taught in all classes RSE Stay Safe Walk Tall / Weaving Wellbeing • The community garda will present the SPHE programme of the Garda Síochana to Rang a 4, 5 and 6. This programme includes a talk on personal safety and cyberbullying • A workshop for Rang 3 – Rang 6 once a year “Don’t be Mean behind Your Screen”. • Friendship Week will be held after the February midterm break. 	All staff	Ongoing
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6. The school’s procedure for the 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:

- (a) i) The relevant teacher will take a calm, objective approach to investigating any allegations or reporting of bullying. All reports, including anonymous reports of bullying will be investigated. All discussions will take place outside the classroom to ensure the privacy of all concerned.
- ii) The relevant teacher will record in their dialann that bullying has been reported and will record the names of the individual children concerned. If the report is made while the children are in the yard, the teacher on yard duty will also record it in the yard book. This teacher informs the relevant teacher when children are returning to class.
- iii) The relevant teacher will inform the Principal and the Deputy Principal that such a report has been received.
- iv) The relevant teacher will use the survey in Form B1 to investigate the report.

The relevant teacher will then interview each pupil concerned seeking answers to the questions of what, where, when, who and why. If the report includes a group of children each child will be interviewed individually first and later as a group.

Each child will be asked to give his/her own account of what happened so that each child understands the statements of the other children.

Each child is then asked to write a short account of the reported incident. These are kept in the children’s comhad.

- v) Using his/her professional judgement, the relevant teacher may conclude from this exercise that there is no evidence of bullying and records this in the Comhad.

“I received a report from _____ that _____ on _____.
Having investigated the report on _____ I have as yet no evidence of this”.

The relevant teacher then informs the Principal and Deputy Principal that this is the case. If the report was received from a parent, the relevant teacher will contact him/her to discuss the results of the investigation. The relevant teacher will also inform the parents of the children involved that such an investigation has taken place.

(b) **Cases where investigation leads to the conclusion that bullying has taken place:**

- (i) The relevant teacher will use the survey in Form B1 and B2 to investigate the report.

The relevant teacher will then interview each pupil concerned seeking answers to the questions of what, where, when, who and why. If the report includes a group of children each child will be interviewed individually first and later as a group.

- (ii) Where it is determined by the relevant teacher that bullying behaviour has occurred the relevant teacher informs the Principal and Deputy Principal. The parents of the parties involved will be contacted straight away to inform them of the matter and explain the actions being taken. Parents will be given an opportunity to meet the relevant teacher to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils. The above details are recorded in the Comhad.

- (iii) It will be made clear to the pupil engaged in bullying behaviour that he/she is in breach of the school's anti-bullying policy and an effort will be made to try to get him/her to see the situation from the perspective of the pupil being bullied.

The relevant teacher will ask the child to sign a Pupil Behaviour Promise (Form B3)

All the above details are recorded in the children's Comhad.

- (iv) The pupil(s) involved in the bullying incident will be asked to complete Form B4 –Types of Bullying Behaviour and Form B5 that will encourage the pupil(s) to think about the effects of bullying on the victim.

This information will be recorded in the Comhad.

- (v) In cases where the Pupil Behaviour Promise is broken, the relevant teacher will ask the pupil(s) to sign a second Pupil Behaviour Promise. This second promise will be signed by the parents/guardians as well. No blame or sanction will be accorded at this point.

- (vi) To determine whether a bullying case has been adequately and appropriately addressed the relevant teacher must 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.

- (vii) The relevant teacher will use the recording template in 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.

(b) where the relevant teacher has decided that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal and Deputy Principal.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 3 will be completed in full and retained by the teacher in question and a copy provided to the Principal and Deputy Principal.

If the second promise given by the child is broken, the relevant teacher will follow the procedure for dealing with gross misbehaviour as described in our Code of Behaviour:

- a formal meeting will be organised with the parents (and with the child if required). The class teacher, Principal and Deputy Principal will be present
- the gross misbehaviour will be discussed at the meeting and with the co-operation of the parents and child, an effort will be made to deal with the incident of misbehaviour
- the Chairperson of the Board of Management will be notified and the parents will be asked to attend a meeting with the class teacher, the Principal and the Chairperson (or a representative of the Board of Management)
- the child will be suspended or expelled from the school when all other efforts to deal with the misbehaviour have failed. The child's parents will be notified of the suspension in writing.

Immediate Suspension

In exceptional circumstances the Principal may decide that an immediate suspension is appropriate where it could be demonstrated that the student's continuing presence at that time would be a threat to the safety of school students or staff, or to anyone else. Fair procedures will always be implemented.

Suspension

The school will endeavour to make every effort in accordance with the Code of Behaviour before it will suspend or expel a child from the school. The child will be suspended in accordance with Rule 130(5) of the Rules for National Schools and the Education (Welfare) Act 2000. The Principal and Chairperson will be informed immediately of the misbehaviour and suspension will be sanctioned. The Board of Management has deferred responsibility to the Principal to impose a three day period of suspension. Permission to impose a period of suspension in excess of the three days requires Board of Management approval. This approval may be obtained at a regular meeting of the Board or at an emergency meeting at which the Chairperson and the Principal outline the reasons why they feel it is necessary to impose a further suspension. In line with the requirement of the Education (Welfare) Act 2000, the Board of Management will inform the Education Welfare Board when a child's period of suspension equals or exceeds six days.

When a child is suspended, parents will be requested to take the child home from the school. The Principal will meet with the child's parents to outline to them the child's suspension and the Principal will present them with a written statement of the terms, duration and date of termination of the suspension.

Removal of Suspension

During a period of suspension from the school, parents have the right to apply to have their child reinstated to the school. The parents must give an undertaking that the suspended child will fully comply with the school's Code of Behaviour. In addition the Principal must be satisfied that the child's reinstatement to the school does not constitute a risk to the safety of the other children, the staff or him/herself. If required, the Principal in consultation with the class teacher, the parents and the child will prepare a plan of behaviour for the child and will re-admit the child formally to the class. If a satisfactory resolution to the problem is achieved within the period of suspension, the Chairperson or the Principal may re-admit the child to school.

Expulsion

The Board of Management has the authority to expel a child from the school in the case of gross misbehaviour or in the case of repeated incidents of misbehaviour that interfere with the education of other children or where there is a threat to the health and safety of children and school staff. This sanction will be imposed under the terms of the Education (Welfare) Act 2000. Before expelling a child from the school, the Board of Management will inform the Local Welfare Education Officer in accordance with Section 24 of the Education (Welfare) Act. If the Board of Management deems it necessary, they may contact the Garda Síochána.

Rule 130(5) of the Rules for National Schools

Where the Board of Management deems it necessary to make provision in the code of discipline to deal with continuously disruptive pupils or with a serious breach of discipline, by authorising the Chairperson or Principal Teacher to exclude a pupil or pupils from school, the maximum initial period of such exclusion shall be 3 school days. A special decision of the Board of Management is necessary to authorise a further period of exclusion up to a maximum of 10 school days to allow for consultation with the pupil's or pupils' parents or guardians. In exceptional circumstances, the Board of Management may authorize a further period of exclusion in order to enable the matter to be reviewed (Dept of Education 'Rules for National Schools' 1965)

Bullying as part of a continuum of behaviour

Bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious assault or harassment. In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Educational Psychological Service will be sought.

Referral of serious cases to the HSE

6.8.12 In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan.

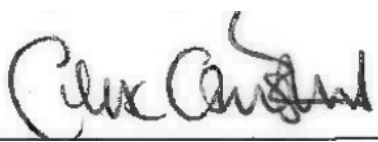
6.8.13 Serious instances of bullying behaviour will, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

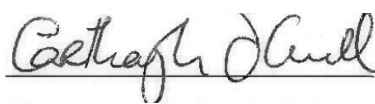
6.8.14 The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person will seek advice from the HSE Children and Family Social Services.

Where a parent is not satisfied that the school has dealt adequately with a bullying case, the parents will be referred to the school's complaints procedure.

In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

7. **The school's programme of support for working with pupils affected by bullying:**
- Implementation and revision of the Walk Tall Programme / Weaving Wellbeing.
 - Counselling if necessary.
 - Participation in activities designed to raise self-esteem and self-worth.
 - Activities designed to develop friendship and social skills.
8. **Supervision and Monitoring of Pupils**
The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.
9. **Prevention of Harassment**
The Board of Management confirms that the school will, in accordance with its 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.
10. This policy was adopted by the Board of Management on 7/12/22
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: 
(Chairperson of Board of Management)

Signed: 
(Principal)

Date: 7/12/22

Date: 7/12/22

Date of next review: 7/12/23

Appendix 1

Key Elements of a positive school culture and climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of 'at risk' pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Appendix 2

Effective Leadership

- Effective leadership, supporting a school culture and climate that celebrates difference, is key to good practice.
- Principals and other leaders in the school, including all teachers, will strive to engender an ethos under which bullying is unacceptable.
- As pupils model their behaviour on that of adults, all members of staff will act as good role-models and not misuse their authority. They will be fair, firm, clear and consistent in their disciplinary measures.
- The NEWB publication *Developing a Code of Behaviour: Guidelines for Schools* recognises the role of all adults, including parents, in modelling good behaviour and states “The adults in the school have a responsibility to model the school’s standards of behaviour, in their dealings both with pupils and with each other, since their example is a powerful source of learning for pupils. Parents should be expected to model the standards that pupils are asked to respect. In order to do this, they need to be familiar with the standards and to understand the importance of expecting pupils to behave according to these standards. The way in which parents and teachers interact will provide pupils with a model of good working relationships”.
- A school-wide approach (involving school management, staff, parents and pupils) to dealing with the problem of bullying behaviour is a key element of effective practice. Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and, ultimately, in the wider community.

Appendix 3

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	
Field	
Toilets	
School hall	
Other	

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

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

Physical Aggression		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	Othe (specify)

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

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9. **Details of actions taken**

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal and Deputy Principal _____

B1

Anti-Bullying Campaign

Regular Class Survey

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

Your Name: _____ Class: _____

Name any pupils(s) in your class who are badly treated by others:

Describe the mean behaviour:

Have you ever treated them this way? Often
 Sometimes
 Never

Name any pupil(s) in your class that you know regularly treat(s) them this way:

What I have written about is true.

Signed: _____ **Date:** ___/___/___

Anti-Bullying Campaign

Alleged Bullying Interview Sheet

This interview should be conducted in an amicable way, seeking information and a promise

Teacher: _____ Time: _____ Date: ___/___/___

Interview with: _____ Class: _____

1. Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying (Y/N)? _____
2. We want all our pupils to be happy in school, including you. If some pupils are being mean to you we would try to get them to stop. Nobody should be mean to you. Do you understand this? _____
3. We did a survey about bullying and we are now worried that a pupil in your class is being bullied. Are you surprised (Y/N)? _____ Explain: _____
4. Who do you think might be getting bullied in your class? _____
5. The survey shows that pupils in your class think you have been bullying her/him a bit. What have you been doing that might make them think this? _____
6. Why have you been treating her/him this way? _____
7. Have you ever been bullied? (Y/N) _____ If 'Yes' how did it feel? _____
8. Imagine your Mother/Father being treated this way by people at work. How do you think she/he would feel? _____
9. If you knew he/she was treated this way how would you feel? _____
10. Now, can you understand how unfair it is to treat someone like this (Y/N)? _____
11. Did you know that bullying breaks our school rules (Y/N)? _____
12. We do not want to tell the Principal (depending on seriousness you may add "or the Board of Management" or "or even the Gardaí") about this. We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this (Y?N)? _____

We will now ask you to sign a written promise (Form B3)

To be completed by teacher:

Parent signature required (Y/N)? _____

Promise signed (Y/N)? _____

Returned with parent signature (Y/N)? _____

Date: ___/___/___

Anti-Bullying Campaign

Bullying Behaviour Checklist

Please use the letter “Y” for “yes,” or “sometimes” or even for “once.”

Pupil Name: _____ Class: _____ Date: ___/___/___

When you are with (N): _____ have you ever

Verbal: Called (N) names? _____
 Said things to make (N) feel bad? _____
 Said (N) is “thick”? _____
 Said nasty things (N) heard? _____
 Teased (N) ? _____
 Teased (N) about appearance? _____
 Said nasty things about (N)’s parent (e.g. mother) or family? _____
 Said bad things or made fun of (N) re:
 Skin Colour? _____
 Religion? _____
 Nationality? _____
 Home Background? _____
 A disability? _____

Written: Written nasty notes about (N)? _____
 Written graffiti about (N)? _____
 Sent text messages about (N)? _____
 Put nasty things about (N) on the Internet? _____
 Sent an embarrassing phone message about (N)? _____

Property: “Borrowed” (N)’s stuff without (N)s permission? _____
 Hid (N)’s stuff? _____
 Stole (N)’s stuff? _____
 Damaged (N)’s stuff? _____
 “Went at” (N)’s stuff? _____
 Tried to get money from (N)? _____

Discrimination: Treated (N) badly because (N) seems “different”? _____
 Treated (N) badly because you think he is “not like us?” _____

Social: Laughed at (N), with others, knowing that (N) could hear you? _____
 Pretended (N) wasn’t there? _____
 Given (N) a “dirty” or disgusted look? _____
 Left (N) out of games? _____
 Left (N) alone in yard etc? _____
 Tried to cause trouble between (N) and (N)’s friends? _____
 Made fun of (N) in front of others? _____
 Said (N) said things he did not say? _____
 Spread rumours about (N)? _____

Intimidation: Given (N) an angry stare? _____
 Tried to make (N) angry? _____
 Threatened (N)? _____
 Ganged up on (N)? _____
 Followed (N) around? _____
 Sent (N) a threatening text? _____
 Forced (N) to do something (N) did not want to do? _____

Physical: Thrown objects at (N)? _____
 Pulled (N)’s hair? _____
 Stuck a pencil/pen in (N)? _____
 Pushed (N)? _____
 Punched (N)? _____
 Kicked (N)? _____
 Hit (N)? _____
 Pinched (N)? _____
 Splashed/Wet (N)? _____
 Tripped (N)? _____
 Spat at (N)? _____
 “Head-locked” (N)? _____
 Grabbed at (N)’s private parts? _____

Any other details or comments: _____

Return to main interview sheet and complete it now!

B3

Anti-Bullying Campaign

Pupil Behaviour Promise

Pupil Name : _____ *Class*: _____

I know that all pupils are different from each other and from me in many ways (*hair colour, skin colour, what we wear, whether we are loud or quiet, find learning challenging, good at sports etc*). I would not like to be treated unfairly and made to feel bad by anyone because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all pupils fairly, equally and respectfully despite our differences and whether I like them or not.

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

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

Teacher: _____

Name: _____
Class: _____
Date: _____

Anti-Bullying Campaign

ANNOYING HURTING	WORRYING MEAN	UPSETTING UNFAIR	UPSETTING NASTY				
TYPES OF BEHAVIOUR							
Tick the boxes that show the effects of the following incidents.							
Incidents	Annoying	Worrying	Upsetting	Hurting	Mean	Unfair	Nasty
1. Taking someone's pens or pencils							
2. Showing someone's picture on computer							
3. Hitting someone							
4. Making fun of how someone looks							
5. Writing nasty comments about someone							
6. Calling someone Names							
7. Tripping someone Up							
8. Purposely leaving someone out							
9. Teasing someone about their home							
10. Sending someone a threatening text							
11. Spreading rumours about someone							

Anti-Bullying Campaign

WRITE IN THE BOXES BELOW ANY HURTFUL WORDS/NAMES YOU HAVE HEARD USED AGAINST SOME OF YOUR CLASSMATES BY OTHERS

THEN CRUMPLE AND SQUASH THIS PAGE AS MUCH AS YOU CAN AND EVEN STEP ON IT ON THE FLOOR. WHEN YOU HAVE DONE THIS, SMOOTH THE PAGE OUT AGAIN AND LOOK AT IT CLOSELY.

JO JO 



**LOOK AT HOW SCARRED JO JO'S FACE IS! TELL JO JO YOU ARE SORRY!
WHAT DO YOU NOTICE? HAS THIS FIXED JO JO? ARE ALL THE SCARS GONE? WHEN YOU BULLY SOMEONE WITH HURTFUL WORDS OR HURTFUL NAMES OR BULLY THEM IN ANY OTHER WAY THE SCARS CAN REMAIN FOREVER.**

By: _____ Class: _____