School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Gaelscoil Chnoc Liamhna has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* 2024.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools:*

- Bullying is a targeted behaviour, online or offline that causes harm.
- The harm caused can be physical, social and/or emotional in nature.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour .

The harm can be :

Physical (eg: personal injury, damage to or loss of property)

Social: (eg: withdrawal, loneliness, exclusion)

Emotional: (eg: low self esteem, depression, anxiety)

• A one-off instance of negative behaviour towards a student is not bullying behaviour.

(However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.)

Behaviour that is not bullying behaviour:

If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but , importantly, must be addressed under the school 's code of behaviour.

Some students with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.

Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Types of Bullying:

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+ , physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be : Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, sixe, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats

Bullying can be :Indirect:

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

Online bullying behaviour:

- Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	9/06/25	Meeting and Half day training with policy discussion and teacher/ staff input
Students	12/06/25	Survey Discussion with Student Council
Parents	9-13/06/25	Online survey with space for comments
Board of Management	18/06/25 12/06/25	Board Meeting Draft sent to the Board
Wider school community as appropriate, for example, bus drivers		They were at the ½ day meeting
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

Culture and Environment: We strive to :
- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility

- Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- We have a tranquil room , dark dens, sensory trails an dyard games and seating areas to cater for different needs and interests.
- We have a brightly coloured and vibrant school.
- Set up a wellbeing committee with students.
- Create a positive school culture and climate which-
1. is welcoming of difference and diversity and is based on inclusivity;
2. encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
3. promotes respectful relationships across the school community;

Ways in which we work to achieve these goals are as follows:
- Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed on the Staff Room notice board for ease of access also.
- Anti Bullying week activities such as Random acts of Kindness homework, Poster making, slogan making, etc
- Playground helpers – students in higher classes volunteer to support younger classes on yard to help with games and positive interactions. Minders at lunchtime also.
- Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
- Parents receive information at times regarding useful information on Anti Bullying.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.
- Class and School Charter development as well as notice board to promote kindness and build responsibility amongst pupils.
- Each class should have an incident Diary to record incidents which may amount to bullying in the future.

Curriculum (teaching and learning)
We strive to :
- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.
- One of our main school rules is Meas (respect) and another is Sábháilteacht (Safety) These are on display and discussed regularly with the students
- Teach SPHE and RSE content which fosters student's well-being and self confidence as well as promoting personal responsibility for their own behaviours and actions.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- The Zones of selfregulation are taught throughout the school.
- Weaving Wellbeing is taught from 2nd Class upwards.
- The Community Garda comes in to chat with the students about online safety and communication.
- We have a cyber safety talk with classes from 3rd to 6th each year.
- We specifacly teach a module on bullying with each class.
- We engage the help of the Neps Pilot scheme to engage with students and classes to build friendships where needed and to discuss bullying and causes of this behaviour.
- Curricular and Extra-curricular activities can help to develop a sense of self worth, working together, inclusion and respect.

- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Research the following programmes to be possibly used in the school:
- Fuse, Friends for Life, helping hands.

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.
- 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.

Policy and planning
The aim of our Bi Cineálta policy is
- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.
- The Acceptable Use Policy, Supervision policy, Special Education Policy and Code of Behaviour as well as the Agree to Agree policy all support the implementation of the Bi Cinealta policy.
- Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP,middle management and all staff focused on supporting the implementation of this policy.

Relationships and Partnerships

- Raise awareness of the policy and proper procedure with parents, staff and students.
- Engage with outside agencies to assist if the need arises. e.g. Neps, Garda, ZEEKO, Cybersafety, TUSLA
- Encourage open communication.
- Conduct workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying

Preventing cyberbullying behaviour
- implementing the SPHE curriculum
- Tying the topic of cyberbullying in with the schools six rules.

- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour

- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online
- Inviting the community Garda in to talk with the senior classes.
- holding an Internet safety day to reinforce awareness around appropriate online behaviour
- Having a voluntary no smartphone pact within the school.

Preventing homophobic/transphobic bullying behaviour
- maintaining an inclusive physical environment such as by displaying relevant posters
- encouraging peer support such as peer mentoring and empathy building activities
- challenging genderstereotypes
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- encouraging students to speak up when they witness homophobic behaviour

Preventing racist bullying behaviour
- fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- having the cultural diversity of the school visible and on display
- conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents

Preventing sexist bullying behaviour
- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- ensuring all students have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contributions of all students
- encouraging parents to reinforce these values of respect at home

Preventing sexual harassment
- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment
- Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy .

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Supervision
- **Staff supervision:** All staff members should be trained to recognise and respond to bullying behaviour. They should be present and visible in common areas and playgrounds during break times.
- **Student supervision:** Class teachers should supervise students during class time and break times. They should be aware of what is happening in their classrooms and on the playground.
- **Visitor supervision:** Visitors to the school should be supervised at all times. They should not be left alone with students.

Monitoring

- **Incident reporting:** The class teacher investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and records on an incident report form.
- **Incident investigation:** All reports of bullying should be investigated promptly and thoroughly. The investigation should include interviews with the student who reported the incident, the student who was allegedly bullied, and any witnesses.
- **Follow-up:** The school should take appropriate action to address the bullying behaviour.

By implementing these policies, we can create a safer and more positive school environment for all students.

Section C: Addressing Bullying Behaviour

When bullying behaviour occurs, the school will:

> ensure that the student experiencing bullying behaviour is heard and reassured

> seek to ensure the privacy of those involved

> conduct all conversations with sensitivity

> consider the age and ability of those involved

> listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation

> take action in a timely manner

> inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

Section C: Addressing Bullying Behaviour
The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:
Class Teacher and in some instances School Management team

In order to confirm bullying has occurred, the class teacher must be satisfied that the following criteria are met:

Identifying if Bullying Behaviour has Occurred?
1. Targeted.
   Is the behaviour targeted at a specific student or group?
2. Harm
   Is the behaviour intended to cause harm?
3. Repeated.
   Is the behaviour repeated over a period of time.

If the answer to each of the questions is **Yes**, then the behaviour **is bullying behaviour** and the behaviour should be addressed using the BíCineáltaProcedures.

If the answer to any of the questions is **No**, then the behaviour **is not bullying behaviour**. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Bullying may be reported to the teacher by anybody.

The school discourages any private discussions on WhatsApp groups regarding bullying. **For repeated incidences to be deemed as part of a bullying case there must be no more than 90 days between them. Otherwise they wll be treated as two isolated incidents. ,**

Step 1:
- The teacher investigates if bullying has occurred. If it is proven yes, then the case is moved to step 2.
- Class teacher(s) investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and managing the behaviour.
- In investigating and dealing with bullying, the class teacher(s) will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Class teacher(s) will be fair and consistent in their approach when addressing bullying behaviour reported by pupils, staff or parents.
- Interviews will be conducted outside the classroom in a fair and consistent way.
- If a group has been involved, each member will be interviewed individually at first and, thereafter, as a group when each child will be asked for his/her account of what happened. It may be helpful to ask the students involved to write down their account of the incident on a designated report sheet.

The following principles must be adhered to when addressing bullying behaviour:
- Ensure that the student experiencing bullying behaviour feels listened to and reassured.
- Seek to ensure the privacy of those involved.
- Conduct all conversations with sensitivity.
- Consider the age and ability of those involved.
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- Take action in a timely manner. (20 Days)
- Inform parents of those involved.

Step 2:
Record and Address

All incidents of bullying behaviour should be recorded. This record should document the following:
- Form of bullying behaviour (Section 2.5 Bí Cinealta)
- Type of bullying behaviour (Section 2.7 Bí Cinealta)
- Where and when (if known)
- Date of initial engagement with student(s)/parent(s)
- Views of student(s)/parent(s) regarding the actions to be taken to address bullying behaviour
- Date of review with student(s)/parent(s) to determine if bullying behaviour has ceased and the views of students and their parents in relation to this
- Engagement with external services/supports (if any)

<u>Addressing the situation:</u>
Where the 'Relevant Teacher(s)' has/have 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 perspective of the pupil being bullied.

The ''Relevant Teacher'' **does not apportion blame** but should make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain

how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.

If 2 separate behavioural promises are not deemed to have been kept or successful the students may be suspended for bullying behaviour or if the bullying type breaches the schools code of conduct for serious or gross misbehaviour then the code will be used to sanction the student in question.

Repeated incidents of bullying behaviour will result in the imposition of sanctions. Such sanctions will be proportionate to the seriousness of the bullying behaviour. It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required that this is a private matter between the pupil being disciplined, his or her parents and the school.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must 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 must advise the parents of their rights to make a complaint to the Ombudsman for Children.

Outside agencies may be used to help resolve the bullying case and help the different students.

If there has been no recurrence of the bullying behaviour after 20 days it is deemed that the bullying has ceased. A new case would need to be opened after that.

 Non-teaching staff such as special needs assistants (SNAs), caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a class teacher.
School staff should know what to do when bullying behaviour is reported to them.

Step 3: After no more than 20 days of recorded incident of bullying the case should be reviewed with the parents and the student to see if the bullying has ceased.

Step 4: The teacher then decides if the case is still ongoing or if the behaviour has ceased.

Step 5:
 Bullying Behaviour Update
At **each** meeting of the board of management, the principal **must** present a bullying behaviour update. **Appendix D** provides a guide to supporting principals in this regard.
The update **must** include the following:
the number of incidents of bullying behaviour that have been reported since the last meeting
the number of incidents of bullying behaviour that are currently ongoing
the number of incidents of bullying behaviour that have been reported since the beginning of the school year

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report.

 Bullying Behaviour Outside the School
A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta

policy.
Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

Supporting Bullied pupils: - Ending the bullying behaviour,
- Fostering respect for bullied pupils and all pupils, Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes.
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations
- Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding)
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school)

Supporting Bullying pupils:

- . Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others, (if possible)
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,

- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child.
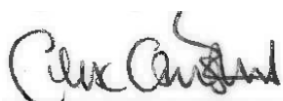
All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools.*
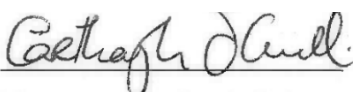
Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed:_____   Date: 18/06/25

 (Chairperson of board of management)

Signed:_____   Date: 18/06/25

(Principal)

Forms of Bullying Behaviour:
Direct bullying behaviour:
- Physical bullying behaviour
- Verbal bullying behaviour
- Written bullying behaviour
- Extortion

Indirect bullying behaviour:
- Exclusion
- Relational

Online bullying behaviour

Types of bullying behaviour
- disablist bullying behaviour
- exceptionally able bullying
- gender identity bullying
- homophobic/transphobic (LGBTQ+) bullying
- physical appearance bullying
- racist bullying
- poverty bullying
- religious identity bullying
- sexist bullying
- sexual harassment

Foirm Tuairisc Bulaíochta/ Bullying Report Form

1. Ainmneacha na bPáistí atá Bainteach / 1. Names of Children Involved

Dalta(í) atá ag Fulaingt Bulaíocht/*Student(s) Experiencing Bullying*:

Dalta(í) atá ag Déanamh Bulaíochta/*Student(s) Engaging in Bullying Behaviour:*

Finnéithe Eile/ *Other Witnesses (if any):*

2. Fhoirm na Bulaíochta / *Form of Bullying*
Díreach/Direct:
Fisiciúil/*Physical* ☐   Ó Bhéal /*Verbal* ☐   I scríbhinn/*written* ☐ Sracadh/ *Extortion* ☐
Indíreach/ Indirect
Eisiamh/ *Exclusion* ☐ Caidrimh/ *Relational* ☐ ibearbhulaíocht/ *Cyberbullying* ☐
Eile/*Other*

3. Cineál na Bulaíochta / *Type of Bullying*

Iompraíocht bhulaíochta i leith duine atá faoi mhíchumas/ *disablist bullying behaviour* ☐

Bulaíocht ar dhuine ardchumais/ *exceptionally able bullying* ☐

Bulaíocht i leith duine mar gheall ar fhéiniúlacht inscne/ *gender identity bullying* ☐

bulaíocht homafóbach/trasfhóbach/ *homophobic/transphobic bullying* ☐

Bulaíocht mar gheall ar chuma fhisiciúi/ *physical appearance bullying* ☐

Bulaíocht chiníoch/ *racist bullying* ☐

Bulaíocht bhochtaineachta/ *poverty bullying* ☐

Bulaíocht mar gheall ar fhéiniúlacht reiligiúnach/ *religious identity bullying* ☐

Bulaíocht ghnéasaíoch/ *sexist bullying* ☐

Ciapadh gnéasach/ *sexual harassment* ☐

Eile/*Other*

4. Cá Háit agus Cathain / 4. Where and When
Suíomh/ *Location:*
Dáta/Am:/ *Date/Time:*

5. Dáta na Chéad Chomhroinnte / 5. Date of Initial Engagement
Le Dalta(í) *With Student(s):*

Le Tuismitheoir(í)/ *With Parent(s):*

6. Tuairimí an Dalta/na Dtuismitheoirí / 6. Views of Student(s)/Parent(s)

(Maidir leis na gníomhartha atá le déanamh chun dul i ngleic le bulaíocht)
(Regarding the actions to be taken to address bullying behaviour)

7. Dáta Athbhreithnithe / 7. Date of Review

(Chun a chinneadh an bhfuil deireadh tagtha le hiompar bulaíochta)
(To determine if bullying behaviour has ceased)
Dáta Athbhreithnithe:
Review Date:
Toradh:
Outcome:

Tuairimí an Dalta/na nDaltaí:
Views of Student(s):

Tuairimí an Tuismitheora/na dTuismitheoirí:
Views of Parent(s):

8. Rannpháirtíocht le Seirbhísí/Tacaíochtaí Seachtracha / 8. Engagement with External Services/Supports (Más any/ If any)

Seirbhísí a Teagmháladh/ Services Contacted:

Sonraí na Rannpháirtíochta/ Details of Engagement:

9. Múinteoir a Thaifead / 9. Recording Teacher

Ainm:
Name:

Dáta a Taifeadadh:
Date Recorded:

Appendix 2 – Prevention/Awareness Raising

	Exercises From: "Walk Tall"	Exercises From: "Stay Safe"	Exercises From: "Anti-Bullying Campaign"
Junior Infants	3.3 Kind or not so Kind	2.1 Friendship 2.2 What is Bullying?	9 Exercises – Friendship, Kindness and Respect - *see pages below . .*
Senior Infants		2.3 How can we stop Bullying?	9 Exercises – Friendship, Kindness and Respect - *see pages below . .*
1st Class		2.1 Friendship 2.2 What is Bullying 2.3 Exclusion	9 Exercises – Friendship, Kindness and Respect - *see pages below . .*
2nd Class	4.6 Bullying (Cope – Tell)	2.4 Effects of Bullying 2.5 Class Agreement	9 Anti-Bullying Exercises - *see pages below . .*
3rd Class	4.1 What is Bullying? 4.2 The Effects of Bullying 4.3 What we think of Bullying 4.4 Witnessing Bullying 5.5 A Bully-Free Zone 4.6 Standing up to Bullying	2.1 Friendship 2.2 What is Bullying? 2.3 Other types of Bullying	9 Anti-Bullying Exercises - *see pages below . .*
4th Class	5.3 Dealing with Bullying	2.4 Cyber-Bullying 2.5 Coping with Bullying 2.6 Class Agreement	9 Anti-Bullying Exercises - *see pages below . .*
5th Class	7.4 Bullying 8.4 Name Calling	2.1 Friendship 2.2 What is Bullying 2.3 Other types of Bullying	9 Anti-Bullying Exercises - *see pages below . .*
6th Class	8.4 Bullying 9.5 Name Calling	2.4 Cyber-Bullying 2.5 Coping with Bullying 2.6 Class Agreement	9 Anti-Bullying Exercises - *see pages below . .*

Junior Infants (Age 4-5):

Exercise 1.0.01	Board Game for Dice – Friendship, Kindness & Respect 1
Exercise 1.0.02	**"Sesame Street - What Is A Friend"** – Video and Questions for Teacher to Ask
Exercise 1.0.03	**"Sesame Street - Because We're Friends"** – Video and Questions for Teacher to Ask
Exercise 1.0.04	**"Sesame Street - I Am Your Friend"** – Video and Questions for Teacher to Ask
Exercise 1.0.05	**"Grumpy Tree Story"** – Video and Questions for Teacher to Ask
Exercise 1.0.06	**"Sesame Street - Looking For A Friend"** – Video and Questions for Teacher to Ask
Exercise 1.0.07	**"Colour Your World With Kindness"** – Video and Questions for Teacher to Ask
Exercise 1.0.08	**"Respect Explained"** – Video and Questions for Teacher to Ask
Exercise 1.0.09	**"Sesame Street - Respect"** – Video and Questions for Teacher to Ask

Senior Infants (Age 5-6):

Exercise 1.0.11	Board Game for Dice – Friendship, Kindness & Respect 2
Exercise 1.0.12	**"Sesame Street - Get Along Together"** - Video and Questions for Teacher to Ask
Exercise 1.0.13	**"A Random Act of Kindness**" – Video and Questions for Teacher to Ask
Exercise 1.0.14	**"Be Responsible, Safe, Respectful Song"** – Video and Questions for Teacher to Ask
Exercise 1.0.15	**"Simple Act of Kindness Creates Endless Ripple"** – Video and Questions for Teacher to Ask
Exercise 1.0.16	**"Respect"** – Video and Questions for Teacher to Ask
Exercise 1.0.17	**"Respect Song Video - Classroom Mix Version"** – Video and Questions for Teacher to Ask
Exercise 1.0.18	**"Kindness Rhyme For Kids - You Are Amazing"** – Video and Questions for Teacher to Ask
Exercise 1.0.19	**"Kindness Changes Everything"** – Video and Questions for Teacher to Ask

First Class (Age 6-7):

Exercise 1.1.01	Board Game for Dice – Friendship, Kindness & Respect 3
Exercise 1.1.02	**"Kid's Guide - Getting Along With Classmates"** – Video and Questions for Teacher to Ask
Exercise 1.1.03	**"Inspirational Video – Pay it Forward"** – Video and Questions for Teacher to Ask
Exercise 1.1.04	**"Life Lessons sharing and respecting others"** – Video and Questions for Teacher to Ask
Exercise 1.1.05	**"Kids For Character: Respect"** – Video and Questions for Teacher to Ask
Exercise 1.1.06	**"Kindness Speech by 10 Year Old Girl"** – Video and Questions for Teacher to Ask
Exercise 1.1.07	**"Yes, That's Bullying"** – Video and Questions for Teacher to Ask
Exercise 1.1.08	**"Stand Up~ Bullying Commercial"** – Video and Questions for Teacher to Ask
Exercise 1.1.09	**"Bully-Free Zone! Song"** – Video and Questions for Teacher to Ask

from the *Anti-Bullying Campaign,* Strand 1 – Raising Awareness Handbook
for Second to Sixth Classes (Age 7-12 years) and the Whole School Community

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An Outline of Primary Strand 1 – Tools for Raising Awareness

Age 7-12 Years – Explaining the Nature and Unacceptability of Bullying

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Second Class (Age 7-8):

Exercise 1.2.1:   **"Sesame Street – Good Birds Club (2011)"** – *YouTube Video & Printed Questions to Ask*
Exercise 1.2.2:   *"Types of Bullying" – Worksheet Exercise*
Exercise 1.2.3:   **"The Meanest Girl in Second Grade"** – *YouTube Video & Accompanying Worksheet*
Exercise 1.2.4:   *"Snakes and Ladders" Exercise – game with anti-bullying messages*
Exercise 1.2.5:   **"Cyber Bullying Cinema Commercial"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.2.6:   **"Meena Cartoon – Who is Afraid of the Bully***" - YouTube Video & Accompanying Worksheet*
Exercise 1.2.7:   *Annual Anti-Bullying Drawing Competition (2 Weeks)*
Exercise 1.2.8:   *Annual Anti-Bullying Slogan Competition (2 Weeks)*
+ Surveys: From the "*Resolving Situations*" section with 'Reform, not Blame' approach explained before every survey

Third Class (Age 8-9):

Exercise 1.3.1:   *"Recognising Bullying" – Worksheet Exercise*
Exercise 1.3.2:   **"Strength in Numbers"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.3.3:   **"It's up to You"** – *YouTube Video & Accompanying Worksheet*
Exercise 1.3.4:   *"Rudolph the Red-Nosed Reindeer" Worksheet Exercise*
Exercise 1.3.5:   **"Words Hurt – Don't be a part of it"** - *YouTube Video & two Accompanying Worksheets*
Exercise 1.3.6:   **"Emma's Story - Cyberbullied by a Best Friend"** – *YouTube Video & Accompanying Worksheet*
Exercise 1.3.7:   *Annual Anti-Bullying Drawing Competition (2 Weeks)*
Exercise 1.3.8:   *Annual Anti-Bullying Slogan Competition (2 Weeks)*
Exercise 1.3.9:   **"Inspirational Video – Pay it Forward"** – *Video and Questions for Teacher to Ask*
+ Surveys: From the "*Resolving Situations*" section with 'Reform, not Blame' approach explained before every survey

Fourth Class (Age 9-10):

Exercise 1.4.1:   **12 Short Animated "Webisodes"** *(e.g. 2 sessions of six each) & Accompanying Worksheet*
Exercise 1.4.2:   **"When the Going gets Scruff"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.4.3:   *"Cyber-Bullying by Phone" Powerpoint Presentation*
Exercise 1.4.4:   **"The Power of One – School Video Sample"** - *YouTube Video to be followed by Survey*
Exercise 1.4.5:   **"Bully (Amazing Short Animation film)"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.4.6:   **"Supporting Difference"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.4.7:   *Annual Anti-Bullying Drawing Competition (2 Weeks)*
Exercise 1.4.8:   *Annual Anti-Bullying Slogan Competition (2 Weeks)*
Exercise 1.4.9:   *"Snakes and Ladders" Exercise – game with anti-bullying messages*
+ Surveys: From the "*Resolving Situations*" section with 'Reform, not Blame' approach explained before every survey

Fifth Class (Age 10-11):

Exercise 1.5.1:   **"***Simon Says" exercise, focusing positively on difference, to be led by Teacher*
Exercise 1.5.2:   **"Anti-Cyberbullying (FCF Youth Version)"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.5.3:   **"Antibullying PSA: The Price of Silence"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.5.4:   **"BackMeUp – Anti-cyberbullying"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.5.5:   *"Cyber-Bullying Online" Powerpoint Presentation*
Exercise 1.5.6:   **"Talent Show - Cyberbullying Prevention"** - *YouTube Video & Accompanying Worksheet*
Exercise 1.5.7:   *Annual Anti-Bullying Drawing Competition (2 Weeks)*
Exercise 1.5.8:   *Annual Anti-Bullying Slogan Competition (2 Weeks)*
Exercise 1.5.9:   5th & 6th Class (Age 11-12) Anti-Bullying Snakes and Ladders - *Game*
+ Surveys: From the "*Resolving Situations*" section with 'Reform, not Blame' approach explained before every survey

Sixth Class (Age 11-12):

Exercise 1.6.1: **"Mean Girls"-** *You Tube Video & Accompanying Worksheet*
Exercise 1.6.2: **"How to UnMake a Bully, Vol. 2"** – *YouTube Video to be followed by small group or class discussion*
Exercise 1.6.3: **"Cyber-Bullying"** – *YouTube Video & Accompanying Worksheet*
Exercise 1.6.4: **"Childnet International – Cyberbullying"** – *YouTube Video & Accompanying Worksheet*
Exercise 1.6.5: *Short Worksheet Exercise to avoid being cyberbullied & handout of tips re. phone & online bullying*
Exercise 1.6.6: **"Tolerance PSA - Dear Parents"** – *YouTube Video to be followed by discussion in school & at home*
Exercise 1.6.7: *Annual Anti-Bullying Drawing Competition (2 Weeks)*
Exercise 1.6.8: Computerised Anti-Bullying Poster Competition or *Annual Anti-Bullying Slogan Competition (2 Weeks)*
Exercise 1.6.9: 5th & 6th Class (Age 11-12) Anti-Bullying Snakes and Ladders - *Game*
+ Surveys: From the *"Resolving Situations"* section with 'Reform, not Blame' approach explained before every survey

All Classes: (Age 8 - 12):

- **Curricular Anti-Bullying Resources:** ***Social, Personal & Health Education, Religious Education,*** *and/or other subject area activities supporting anti-bullying work*

- **Teachers Section:** **13** – *A Selection of Poems, some of which can help older pupils understand how bullied children might feel & maybe encourage further writing*

- **Literature:** *Any literature on themes of Friendship, Kindness, Respect, Bullying etc.*

- **School Visits:** *Visiting Anti-Bullying Drama/Speaker if available/affordable*

Staff Awareness of Bullying:

- **Primary & Post-Primary Level Videos:** *Sample Various Pupil Awareness-Raising Videos from our programme*

- **Teachers Section:** **01 (a)** – *Powerpoint Presentation for Teachers on Bullying and how the Anti-Bullying Campaign works*

  01 (b) – *Video Presentation for Teachers on Bullying and how the Anti-Bullying Campaign works*

  03 (a) – *Powerpoint Presentation for Parents and Teachers on Bullying & Cyber-Bullying with an outline of the Anti-Bullying Campaign*

  03 (b) – *Video Presentation for Parents and Teachers on Bullying & Cyber-Bullying with an outline of the Anti-Bullying Campaign*

  09 – "Not in the Break Room, Not on the Playground" – *YouTube Video*

  10 – "To this Day Project – Shane Koyczan" – *YouTube Video*

  11 – Lucy's Story – *Tragedy of teen son, taunted online, told by his mum*

  13 – *Poems to help Teachers understand how bullied children might feel*

- **Visiting Drama:** *Attend any Visiting Anti-Bullying Drama/Speaker with pupils*

- **Regular Reports & "Thank You's":** *Presented at staff-meetings, staff-days, in-school inservice etc.*

Parent Awareness of Bullying:

- **Teachers Section:** **Exercise 03 (a) –** *Powerpoint Presentation for Parents and Teachers on Bullying & Cyberbullying with an outline of the Anti-Bullying Campaign*

  Exercise 03 (b) – *Video Presentation for Parents and Teachers on Bullying & Cyber-Bullying with an outline of the Anti-Bullying Campaign*

- **Policy:** *Publication of Anti-Bullying policy in School Prospectus / School Website / Pupil Journals*

- **Newsletters:** *Regular parents newsletter items re. anti-bullying activities*

Whole School Awareness: **Display in central and/or public areas in school:**

(a) *Information re anti-bullying activities*

(b) *Notice of upcoming anti-bullying events*

(c) *Anti-bullying competition winners' names*

(d) *Anti-bullying competition winning entries*