

River Valley Community National School



Anti-Bullying Policy



Anti-Bullying Policy

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 River Valley Community National School, has adopted the following Anti-Bullying policy within the framework of the school's overall Positive 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.

POLICY STATEMENT

River Valley Community National School Board of Management recognises the very serious nature of bullying and the negative impact that it can have on a person's life. River Valley CNS BoM are fully committed to ensure that every child is protected from bullying at school, that incidents of bullying are responded to, and that children are given an education free from fear and intimidation.

DEFINITION OF BULLYING

- i. Bullying is defined as unwanted negative behaviour - verbal, physical or psychological, which is repeated over time and carried out by an individual (or group) against another person (or persons). A once off fight or disagreement is not bullying. 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.
- ii. 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
 - Identify -based bullying such as bullying according to race, gender, sexual orientation, family status, marital status, religious or political beliefs, and bullying of pupils who may be physically, culturally, emotionally, or academically different from other pupils.
 -

Bullying may be:
Child – Child, Adult – Child or Adult – Adult
- iii. River Valley CNS accepts the definition of bullying presented above. The Board of Management accepts that definitions may vary, but all definitions have the underlying theme of wilful, conscious and intentional aggression which may be of a physical or psychological nature over a period of time. A behaviour must be intentional and directed, and the victim must experience a degree of intimidation due to this behaviour, for it to be seen as bullying.
- iv. We recognise that it is not bullying when a teacher has made a fair and just comment on a student's work or, after investigating an alleged wrong-doing in accordance with

school procedures, finds it necessary to discipline a child in accordance with the discipline policy of the school.

2. COMMITMENT TO KEY PRINCIPLES OF BEST PRACTICE

River Valley Community National School is committed to adopting a proactive approach to the prevention of bullying and tackling of bullying behaviour by:

- i. creating a supportive, inclusive school culture and climate which
 - welcomes and celebrates diversity
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
 - promotes respectful relationships across the school community
- ii. maintaining an 'open door' approach to the reporting of bullying. Any comments on the anti-bullying policy from any representative group within the school community will be considered by the Board of Management.
- iii. ensuring that the Anti-Bullying Policy is communicated to all members of the school community
- iv. ensuring a whole school approach to educating our students about bullying through our monthly Anti-Bullying topics
- v. keeping the policy alive through an active process of consultation whereby all the constituted groups within the school community will be consulted prior to any proposed change in the school policy. The policy will be reviewed once a year. The Board of Management, through the Principal have the responsibility for the implementation of this policy.

3. ROLES AND RESPONSIBILITIES

River Valley CNS accepts that it is everyone's responsibility to report incidents of bullying to the school authorities, and that those employed in the school are obliged to act on any such disclosures.

ROLE OF PATRON

- To ensure the policy is in keeping with the ethos of the school.
- To support the Board of Management in their role in the implementation of the policy.

ROLE OF THE BOARD OF MANAGEMENT

- To ratify the policy.
- To ensure the policy is reviewed as required and on a yearly basis, with student, teachers and parents (Appendix 1).
- To support the Principal and staff in implementing the policy.
- To support and fund training of staff in the area of anti-bullying.
- To ensure all parents joining the school receive a copy of the Anti-Bullying School Policy.

- To provide the physical infrastructure to make the school environment a more child friendly place.
- To provide for the health and safety of all those using its premises.
- To ensure that the school is following the Acceptable User Policy and DES guidelines in relation to safe internet access for the students.

ROLE OF SCHOOL STAFF

- To acknowledge and respect the unique role that both they and parents hold, and the different relationships which both they and the parents have with the child.
- To respect the need for confidentiality when they are dealing with parents or children involved in bullying behaviour, notwithstanding the professional obligations of the teacher.
- To acknowledge the importance of the parent – teacher partnership; particularly recognising the needs of those parents whose children are involved in bullying behaviour.
 - To acknowledge the right of all children to a fair hearing.
- Most bullying in schools takes place in the playground. The school staff will at all times be vigilant for any signs of bullying. All accessible areas will be patrolled during break time.
- To educate the children, in line with our ethos, about self-respect, respect of others, empathy and kindness, in all forms of communication including face to face, by phone and cyber communication. To ensure that the monthly Anti-Bullying topic is taught inline with the school plan and that each month the Anti-Bullying theme is communicated to parents. See Appendix 2
- On the last meeting of the year the staff will evaluate improvements made to the general school environment, taking into account the results of student survey regarding any improvements required.
 - Any suggestions will be considered in the first staff meeting of the following term.
 - The school will encourage the children to become involved in the design stage of any development of the school environment.

ROLE OF CHILDREN

- To respect the rights of others.
- To tell their class teacher and parents when they are unhappy.
- To stay within sight of staff during break times.
- To report instances of any form of bullying behaviour to the class teacher or parents (face to face, by phone, cyber). If, for any reason, they are uncomfortable with approaching the teacher, then they should bring the matter directly to the Principal or another member of staff.
- Bystanders will be encouraged to report any instances of bullying behaviour that they may be aware of, secure in the knowledge that confidentiality will be kept and their own safety and well-being preserved.

ROLE OF PARENTS

- To acknowledge the unique role that both they and the teachers hold, and the different relationships which both they and teachers have with the child.
 - To be aware that there are potential risks and dangers associated with their children using forms of social media and that parental supervision is required
- To support the school in the education of the children, in line with the ethos, about self-respect, respect of others, empathy and kindness, in all forms of communication including face to face, by phone and cyber communication. To discuss the monthly Anti-Bullying theme with their child (See Appendix 2).
- To respect the need for confidentiality in all discussions relating incidents of bullying behaviour.

- To report suspicions of bullying behaviour to the class teacher or principal, based on the information they have been supplied with regarding bullying and what to do about it.
- To accept any information regarding the involvement of the child in bullying behaviour, which is communicated to them, in good faith. The genuine concern of teachers for the child should be accepted.
- To devise and implement, with the class teacher, a plan of action regarding the involvement of their child in bullying. The plan would relate to action that would be taken by both the teacher and the parent.
- To fully support any policy decisions relating to behaviour, discipline and bullying behaviour about which they have previously been consulted, when in the presence of their child. If they need to question decisions, this will be done privately with the class teacher.

4. POSSIBLE SITUATIONS OF BULLYING

i. Child/Child (or group of children)

As per Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools, the relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- The Class teacher or teacher on duty
- The Deputy Principal
- The Principal

(Any teacher may act as a relevant teacher if circumstances warrant it.) All cases of bullying must be recorded using Appendix 3 and presented to the Principal.

ii. Adult /Child

Such a complaint may be made by a parent or significant adult against a teacher. In this case please refer to agreed procedures in the Parental Complaints Procedures Policy. Any allegation of bullying by a teacher of a child will be taken seriously by the school and acted upon by the Board of Management.

iii. Workplace Bullying

Where there is an allegation of bullying between a teacher and the Principal, a teacher and a teacher, a teacher and a member of the Board of Management or a teacher and/or a member of the Board of Management the 'Working Together Document' agreed between the Managerial Bodies and the I.N.T.O. will apply.

Any non-teaching staff may use this approach when dealing with alleged bullying but will be advised at the appropriate stage to seek advice from their representative body.

It is expected that inspectors will familiarise themselves with all school policies. If a teacher should have any difficulty with an inspector then that teacher should follow the agreed procedures.

iv. Bullying between Members of Staff and Members of the School Community

If a member of staff feels that excessive and unreasonable demands are being placed on him/her by a parent(s) of a child in the school (may include constant meetings being called, teacher having to repeatedly account for actions or curricular decisions), they might feel that he or she is being bullied. Similarly, if a teacher feels that he or she is constantly being monitored or is being undermined and that their professionalism is constantly being questioned then he or she may feel that he or she is being bullied.

- This should be referred to the Principal
- The parent should be informed that he or she should follow agreed procedures
- It is school policy that probationary and substitute teachers when meeting a parent or parents in a formal setting may have a senior member of staff in attendance

Teachers are entitled to:

- expect that this procedure will be respected and that they will not be subjected to criticism in any forum or other public assembly. This includes situations where a teacher may not be explicitly named but is clearly identifiable due to the context of the discussion.
- The school community understands that the committee of any constituted group within the school community is responsible for the conduct of its members during any meetings/talks they organise.
- It is the responsibility of the chairperson/acting-chairperson to ensure the proper conduct of meetings.

River Valley CNS wishes to state that repeated breaches of this procedure may represent bullying and may result in appropriate action being taken to resolve any such incidents.

Parents are entitled to:

- confidentiality with respect to all discussions they hold with teachers.
- They are entitled to expect (notwithstanding the professional responsibilities of the teacher) that this confidentiality will not be breached, including in circumstances where, although a parent is not explicitly named, they are clearly identifiable.

5 POSSIBLE SIGNS OF BULLYING

Parents and teachers must be aware of possible signs that an individual may have some involvement in bullying behaviour, be it as the recipient or the person who demonstrates the behaviour. The child may:

- show a change in mood of individual e.g. becoming withdrawn, developing a stammer or displaying a loss of confidence, being sullen, having violent outbursts
 - display phantom illness
- request money
- practise self-harm
- refuse to say what is wrong
- give improbable excuses
- show a deterioration in school performance
- be reluctant to go to school. This is not to be confused with school phobia.
- be unable to explain why some of his/her belongings or money are missing or damaged.

N.B. Parents should consider any factors at home which may have coincided with the onset of behavioural difficulties.

A. If you think your child is a recipient of bullying behaviour:

It may be useful to consider the following questions before coming to the school:

- What happened to the child?
- How often?
- Who is responsible?
- When did the bullying behaviour take place?
- Did your child report this?
- To whom was it reported?
- Who told you (parent) about this bullying behaviour?
- What are the signs that something is wrong?
- Is your child anxious about anything else?

B. If you think your child demonstrated bullying behaviour:

It may be useful to consider the following questions before coming to the school:

- Who is your child demonstrating bullying behaviours towards?
- What does your child do to this person?
- When does it happen?
- Where does it happen?
- How long has it been going on?
- How did you get to know of it?
- Has anyone reported it to the school?
- Why do you feel that he or she is involved?
- Is your child witnessing demonstrating bullying behaviour at home or in the community?
- Parents should record full details and inform the school.

6. INFORMATION ON AND AVENUES FOR THE REPORTING OF ALLEGED BULLYING

- The school will provide avenues for the reporting of bullying behaviour. Children will be encouraged to express concerns to their teacher; have access to the Principal at all times; ask for confidential 'chat' with teacher(s).
- Bystanders who report witnessing bullying will not be named unless prior permission is granted but will be kept in confidence.
- Children may approach any member of staff to report bullying concerns, the staff member will bring it to the attention of the Principal.
- The parent or guardian may contact the school by requesting a meeting with the class teacher via email, Aladdin or phone. A note of this communication will be filed. An account of the meeting would be kept on the child's file.
- All forms of communication would be kept, confidentially, on file. Teachers will use recording template available on Aladdin for recording (Appendix 3).
- The Principal will be informed of any bullying identified.

7. INVESTIGATION/REPORTING OF ALLEGED BULLYING

All incidents of alleged bullying behaviour reported will be investigated and recorded. The contact person in the school (usually the class teacher) will:

Step 1 – Attend to the safety needs of the recipient of the behaviour.

Step 2 - Acknowledge what the person says, listening actively and recording factual information.

Step 3 - Complete a standardised reporting form on the school Aladdin data system (Appendix 3)

Step 4- Inform the Principal there is an alleged bullying situation in the class.

Step 5– Arrange a meeting for all those involved separately and, if appropriate, collectively. (i.e. victim, bully, bystander(s))

Step 6 – Contact the parents of all parties involved, if bullying found to have taken place, to inform them of the matter and explain the actions being taken. Parents will not be involved in the mediation process at this point.

Step 7 -Monitor situation and meet again in 1 to 2 weeks

8. WORKING WITH THE PERSON WHO DISPLAYED BULLYING BEHAVIOUR:

At the initial meeting with the student the teacher will:

Step 1 – Explain the problem. Listen to the students response.

Step 2 – Go through the Anti-Bullying Campaign Bullying Behaviour Checklist (Appendix 4). Discuss the shared responsibility. Discuss how they would feel if they or someone close to them was treated the same way. Discuss school expectations.

Step 3– Identify solutions. Involve him/her in designing a programme to change this behaviour.

Step 4 – Get child to sign the school's anti-bullying promise, co-signed by teacher. No further blame or sanction.

The teacher involved will file a copy of this programme signed by the child concerned and parent, if deemed necessary.

IF THE BULLYING BEHAVIOUR CONTINUES:

If the bullying persists and involves the same individuals or if the bully bully's other individuals the school will:

Step 1 - Interview the child again.

Step 2 – Go through the Anti-Bullying Campaign Bullying Behaviour Checklist (Appendix 4)

Step 3– Identify solutions.

Step 4 – Get child to sign the school's anti-bullying promise, co-signed by teacher and parent. No further blame or sanction. If necessary, a behavioural contract will be drawn up and agreed by the bully and/or victim. This contract will be signed by the teacher, parent and the bully and if necessary the victim. This contract will specify the sanction to be imposed if this contract is broken.

These reports will be kept on file.

Sanctions may range from a written exercise, missing out on a school activity, to suspension and in extreme cases expulsion. Please refer to the school Code of Positive Behaviour.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred to the school's complaints procedures. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

9. WORKING WITH THE RECIPIENT OF BULLYING BEHAVIOUR:

All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

- Pastoral care system
- Buddy / Peer mentoring system
- Social groups
- Care team / Student Support Team
- Group work such as circle time

Social skills such as the following will be explicitly taught through the SPHE programme

- Use of body language i.e. non victim body language.
- Assertive techniques.
- How to respond appropriately to different situations.
- Resisting manipulation and threats.
- Responding to name-calling.
- How to enlist support.
- Remaining calm in stressful situations.
- Boosting of self-esteem.
- How to be positive about oneself.
- How to stand up for oneself.
- Maintaining assertive behaviour.

If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

10. STRATEGIES FOR DEALING WITH BULLYING BEHAVIOUR

The following support systems may be employed when dealing with various forms of bullying:

- Mediation
- Peer mediation
- Peer mentoring
- No Blame Approach (see below)
- Method of shared concern
- Social skills training
- Behavioural counselling
- Curricular approach i.e. Learn Together Programme, Social, Personal Health Education (SPHE) Circle Time, and Assembly. (See below)
- Thematic Approach
- Outside Supports may be engaged, when necessary, to assist in tackling bullying.

Tackling of bullying through the curriculum

River Valley CNS have put together a monthly Programme of Anti-Bullying Themes which will be taught across the whole school context. Each month parents will be informed as to what Anti-Bullying theme the classes are exploring. See Appendix 2.

The aim of curricular intervention is:

- To help children develop an awareness of what happens in social situations and to provide practice in the skills needed to cope effectively.
- To heighten the self-esteem of children providing opportunities to improve their relationships with others.
- To encourage pupils to formulate positive goals.
- To encourage problem solving and co-operative work.
- To focus on positive behaviour and empathy.
- The subject of bullying will be dealt with through discrete lessons, at least once a term, in the Social Personal and Health Education (SPHE) and the Learn Together Programme.
- Efforts will be made to include material in various subject areas which will deal with the theme of bullying.
- Circle time, role plays, drama etc., will be employed to explore the theme of bullying and to identify approaches to dealing with various situations that students may find themselves in.
- In a situation where chronic bullying has been identified, intensive curricular intervention may be employed.
- Whole school Friendship Week every academic year.
- Prevention and awareness raising measures must also deal explicitly with cyber-bullying. These should focus on educating pupils on appropriate online behaviour and how to stay safe

online, emphasizing that digital content posted on-line can be viewed and shared by numerous people almost instantly, and is almost impossible to remove completely.

11. IMPLEMENTATION/RATIFICATION and REVIEW

This policy was ratified by the chairperson and Principal of River Valley CNS on
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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> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____



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

To: _____

The Board of Management of _____ 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 _____ [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

APPENDIX 2:



River Valley CNS Anti-Bullying Topics

September - Celebrate Diversity – It's OK to be Different!

October - What is Bullying?

November - Helping Hand - The Role of the By-Stander – What to do if you see someone being bullied

December - We are all Unique – December (Odd Sock Fridays)

January - One Kind Word

February - Friendship

March - Spread Kindness; Stop Bullying

April – Speak Out Against Bullying

May - Being Safe Online – Cyber Bullying

June – What Would You Do?

APPENDIX 3:



Template for Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

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 _____

APPENDIX 4

Available [here](#)



(School Name Here) Anti-Bullying Campaign

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Alleged Bullying Interview Sheet

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

Team Member(s): _____ Time: _____ Date: ____/____/____

Interview with: _____ Class: _____ Due to Report/Survey (R/S): _____

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 were 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? _____ (Probe)
5. The pupil is: _____
6. 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? _____ (Probe)
7. I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions (Y / N)? _____
(Use the checklist overleaf, then return to complete the section below). P.T.O. →
8. Why have you been treating her/him this way? _____ (Probe)
9. Have you ever been bullied? (Y / N) ____ If 'Yes,' how did it feel? _____ (Probe)
10. Imagine your Mother being treated this way by big people at her work. How do you think she would feel? _____ (Probe)
11. If you knew she was treated this way how would you feel? _____ (Probe)
12. Now, can you understand how unfair it is to treat someone like this (Y / N)? _____
13. Did you know that bullying breaks our school rules (Y / N)? _____
14. 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 (Decide which version?)

To be completed by team member later:
Parent signature required (Y/N)? _____ Promise signed (Y/N)? _____
Returned with parent signature (Y/N)? _____ Date: ____/____/____



(School Name Here) Anti-Bullying Campaign

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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 ...

<p>Verbal: Called (N) names? _____ (E.g. Ref Survey) Said things to make (N) feel bad? _____ Said (N) is "thick"? _____ Said nasty things (N) heard? _____ Teased (N) (Toilets/Dressing Room)? _____ Teased (N) about appearance? _____ Said (N) is "a swat"? _____ 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 (special needs)? _____</p> <p>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)? _____</p> <p>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)? _____</p> <p>Discrimination: Treated (N) badly because (N) seems "different"? _____ Treated (N) badly because you think he is "not like us"? _____</p>	<p>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 on bus, in yard etc? _____ Tried to cause trouble between (N) and (N)'s friends? _____ Made fun of (N) in front of others? _____ Stared at (N) as a group? _____ Said (N) said things he did not say? _____ Spread rubbish, about (N)? _____</p> <p>Intimidation: Given (N) an angry stare? _____ Given (N) a disgusted look? _____ 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? _____</p> <p>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? _____</p>
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Any other details or comments: _____
Return to main interview sheet overleaf and complete it now! P.T.O. →

APPENDIX 5

EXAMPLES OF BULLYING BEHAVIOUR

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • A combination of any of the types listed
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	

Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person’s sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone’s friends away • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The “look” • Use or terminology such as ‘nerd’ in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability