



ANTI-BULLYING POLICY

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the TUSLA, the Board of Management of Scoil Naomh Treasa, Bellewstown, 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). 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
- promotes respectful relationships across the school community

(b). Effective leadership

(c). A school-wide approach

(d). A shared understanding of what bullying is and its impact

(e). Implementation of education and prevention strategies (including awareness raising measures) that:

- build empathy, respect and resilience in pupils
- explicitly address the issues of cyber-bullying and identity-based bullying, including in particular homophobic and transphobic bullying

(f). Effective supervision and monitoring of pupils

(g). Supports for staff

(h). Consistent recording, investigation and follow up of bullying behaviour and alleged bullying behaviour

(i). On-going evaluation of the effectiveness of the anti-bullying policy (including use of established intervention strategies)

3. In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is “unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.”

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying
- cyber-bullying
- identity-based bullying such as, homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller Community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school’s code of behaviour.

Examples of Bullying Behaviours

General behaviours which apply to all types of bullying:

- 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
- The “look”
- Invasion of personal space
- A combination of any of the types listed.

Cyber Bullying Behaviours:

- 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

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).

Homophobic and Transgender:

- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation
- Name calling e.g. Gay, queer, lesbian...used in a derogatory manner
- Physical intimidation or attacks
- Threats

Race, Nationality, Ethnic Background and Membership of the Traveller Community:

- 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

Special Educational Needs or Disability:

- 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
- Setting others up for ridicule

Relational Bullying Behaviours:

This involves manipulating relationships as a means of bullying. Behaviours include:

- Malicious gossip
- Isolation & exclusion
- Ignoring
- Excluding from the group
- Taking someone's friends away
- Hurtful comments and remarks
- Spreading rumours
- Breaking confidence
- Talking loud enough so that the victim can hear
- The "look"
- Use of terminology such as 'nerd' in a derogatory way

Sexual Bullying Behaviours:

- Unwelcome or inappropriate sexual comments or touching
- Harassment

4. The relevant teachers for investigating and dealing with bullying are as follows:

- All class teachers
- Any teacher can act as a relevant teacher if circumstances warrant it

5. The School Wide Approach to Prevention encompasses:

- **Classroom Based Prevention**
- **Curriculum Implementation**
- **Prevention at Individual Level**

Classroom Based Prevention:

- Classroom management and organisation will allow for the active involvement of students in formulating rules and sanctions for those found to be in breach of the rules.
- Each teacher will be responsible for creating a safe and caring classroom environment where the rules, rights and responsibilities of all are equally addressed.
- Class rules will make it clear that pupils are expected to 'say no' to anything that they think is wrong and to report their concerns to the class teacher.
- Class rules, rights and responsibilities will be displayed on the walls of classrooms.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

Curriculum Implementation:

SPHE is the principal context for anti-bullying work in schools. It is designed to promote the personal development and well-being of students and time can be allocated to focus on issues around bullying, including conflict resolution, friendship, safety and relationships. The consistent application of a two-year SPHE cycle will ensure that pupils are afforded the opportunity to explore all strand units of the SPHE curriculum in their entirety.

The following is a list of resources and programmes which teachers may use when implementing SPHE:

- Stay Safe Programme
- Walk Tall Programme
- Relationships and Sexuality Education
- Webwise Primary Programme
- Webwise, Anti-Cyber Bullying Primary Pack
- Garda Primary Schools Programme
- Friends for Life Programme

Staff will engage in continuous professional development in the above areas.

Prevention at Individual Level:

Some pupils, such as those who are especially vulnerable, those have SEN, those who may have been victimised or those who may be the perpetrators of bullying behavior may need additional and dedicated time to:

- Explore the concepts taught as part of the SPHE curriculum
- Develop strategies and skills needed for their protection
- Develop understanding and empathy for others
- Build resilience and to strengthen self
- Build positive and respectful relationships with peers and staff
- Explore how they make and keep friends
- Discuss and agree behaviours that are unacceptable in their class
- Make an agreement on how they will behave in class

This can be achieved in-class by the class teacher or by using a whole-school approach involving the Learning Support or Resource Teacher, other Class Teachers or the Principal. In some situations, the school may have to look to agencies outside the schools for support or advice in relation to individual pupils.

6. Investigating and Intervention Methods

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).

The following six methods of intervention may be used in cases of school bullying.

1. The Traditional Disciplinary Approach
2. Strengthening the Victim
3. Mediation
4. Restorative Practice
5. The Support Group Method

6. The Method of Shared Concern

1. The Traditional Disciplinary Approach

This is a three-step approach.

1. The rules of behavior established by the school are invoked
2. Cases are investigated
3. Transgressors are duly disciplined

This approach seeks to prevent bullying from continuing by imposing sanctions on the pupil(s) who were engaged in bullying behavior. Sanctions imposed may include:

- Verbal reprimands
- Meetings with parents
- Temporary removal from class
- Withdrawal of privileges
- Detention
- Suspension
- Expulsion

The school adopts a whole-school approach to this method. Class teachers use the following recommendations to support the use of the traditional disciplinary method throughout the school.

1. Make it as clear as possible to the staff and to the pupils what bullying is, the forms it takes and especially the harm it does.
2. Carry out classroom discussions with pupils on the issue of bullying and especially on the kinds of rules that ought to govern relations between pupils in the school. Have the class compile a list of reasonable guidelines for pupil behavior.
3. As far as possible gain acceptance from the pupils that some 'consequences' are justified in cases of bullying. When more pupils are involved in the formulation and development of class codes, acceptance will be more widespread.
4. Intervene as soon as possible after an act of bullying has been identified so that the memory of the nature of the offence is present in the mind of the pupil(s) engaged in bullying behaviour.
5. Where possible apply sanctions that are appropriate to the behavior, for example, sanctions requiring recompense and restorative action to be undertaken rather than largely unrelated impositions such as writing lines.
6. Apply positive reinforcements whenever the pupil acts constructively or helpfully towards another pupil, thus setting up habits that are incompatible with bullying.
7. Engage in 'serious' talks with the pupil to be disciplined (and if appropriate parents too), giving the reasons for the actions being taken by the school.
8. Maintain a rigorous surveillance of pupils' interpersonal behavior in the classroom and playground. Discipline is more likely to work if behavior is being carefully monitored.
9. Do whatever is possible to ensure that the authority of the school and teachers is justified and respected.

See Appendix 1.1 for more information on the Traditional Disciplinary Approach.

2. Strengthening the Victim

This involves using techniques to assist the pupil who is being bullied to cope more effectively in interactions with pupils engaged in bullying behavior. Pupils who are being targeted are advised or trained to become less vulnerable, for example, by learning to act more assertively.

The decision to use this approach will depend in part on an assessment of the situation and on the views of teachers as regards the suitability of the approach for individual pupils.

The possible strategy for strengthening the victim is:

1. Building Student Confidence

This involves delivering class, small group and individual programmes on building student self-esteem, with the explicit teaching of self-esteem and communication skills in a named subject area.

See Appendix 1.2 for more information on Strengthening the Victim.

3. Mediation

Mediation is an attempt to bring about a peaceful settlement or compromise between pupils through the intervention of a neutral party. With mediation, the pupil who is bullied and the pupil who is engaged in bullying enter into negotiation with each other freely and are assisted by a teacher to reach an agreed and peaceful solution.

Mediation usually involves the following stages:

- Identify that the pupils who are in conflict are ready to negotiate with the help of a teacher, to resolve their differences peaceably.
- Arrange a meeting with the pupils who are in conflict, preferably when tempers have cooled.
- Pupils are required to agree to the rules of the mediation process. This includes a requirement that only one pupil talks at a time while the other pupil listens without interrupting. Pupils must remain in the room to hear each other out.
- The teacher asks each pupil to describe in turn what has been happening. Each participant must repeat what has been said without making any judgements or comment. The teacher may seek more information to clarify what is being said. At this stage there is no discussion or point scoring.
- While the pupils describe what they see as having happened, the teacher must listen carefully and then summarise what has been said to the satisfaction of those involved.
- Next, the pupils share their feelings about each other's actions. Each pupil is expected to say how they felt without being interrupted and the other pupil reflects back what has been said - without making any comment. The teacher summarises what has been said.
- The teacher invites the pupils to make suggestions about what could be done to improve matters and these are listed.
- Having a list of options before them, the pupils are invited to choose a solution to the conflict that is most acceptable to them. It is not up to the teacher to say which solution is the best.
- The teacher records the actions that the pupils have agreed to carry out, using their own words and each pupil signs a document to indicate that he/she will abide by the agreement.
- The behaviour of the pupils is monitored and if necessary further meetings may be held.

See Appendix 1.3 for more information on Mediation.

4. Restorative Practice

Restorative Practice involves getting the pupil who engages in bullying behaviour to reflect upon his/her unacceptable behaviour, experience a sense of remorse, and act to restore a damaged relationship with both the pupil who is bullied and the class and/or school community.

Restorative Practice can be used to resolve problems of bullying involving two individuals, a small group or a class group. It can also be used at school community level and can be attended by those involved in the bullying plus significant others such as parents.

It seeks to heal the hurt that has occurred, to put it behind both the pupil who is bullied and the pupil who engaged in bullying behaviour. It puts repairing harm done to relationships over and above the need to assign blame and dispense sanctions.

Restorative Practice involves three elements:

- Engagement - include all pupils who are involved in the bullying behaviour
- Explanation - adopt a shared understanding of the situation by all involved
- Clarity - involve all in a vision for the future

Questions for the pupil(s) engaged in bullying behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

Questions for the pupil(s) who is bullied:

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next to make things right?

It is crucial that the facilitator has been trained in Restorative Practices and before any Restorative Practice meeting commences a set of ground rules are agreed by all present.

See Appendix 1.4 for more details on restorative Practice.

5. The Support Group Method (No Blame Approach)

This is a non-punitive approach and, as with Restorative Practice, the emphasis is on:

- Getting the pupil involved in bullying behaviour to appreciate the suffering they have inflicted on the pupil who is bullied

- Providing a solution to the problem rather than providing retribution for wrongdoing

There are seven steps in the Support Group Method:

Step 1 - Talking with the pupil who is bullied

The teacher meets with the pupil who is bullied to establish the impact that the bullying has had on the pupil.

Step 2 - Convening a group meeting

The meeting includes the pupil who has been identified as having been engaging in bullying behaviour, and some other students who are selected by the teacher because they are expected to be helpful in bringing about a positive outcome.

Step 3 - Explaining the problem

The teacher draws attention to the problem and especially to the distress that the pupil who is being bullied is experiencing, using evidence provided by the pupil himself/herself.

Step 4 - Promoting shared responsibility

A group is convened to help solve the problem and everyone has a responsibility to improve the situation.

Step 5 - Asking for ideas

The teacher asks for suggestions about how things can be made better for the pupil who is being bullied.

Step 6 - Leaving it up to them

The teacher passes responsibility for the problem over to the group and indicates that there will be further meetings to see how things are going.

Step 7 - Final meetings

A week or so later the teacher meets with members of the group individually to discuss progress. The pupil who is being bullied is also interviewed.

See Appendix 1.5 for more information on the Support Group Method.

6. The Method of Shared Concern

This is a non-punitive method of dealing with bully/victim incidents aimed at empowering pupils who have contributed to bullying behaviour, or who have become aware of bullying, to act to resolve the problem.

The method involves the following seven stages:

Stage 1 - Individuals involved in a bully/victim problem are identified.

Stage 2 - A number of pupils are identified as likely to have taken part in bullying behaviour, or to have supported it in some way and are interviewed by the teacher.

Stage 3 - The pupil who is bullied is interviewed.

Stage 4 - Several days later, follow-up meetings are held with the pupil engaged in bullying behaviour.

Stage 5 - At the group meeting of suspected pupils engaged in bullying behaviour, each member is asked to say what they have done to try to improve the situation.

Stage 6 - A brief meeting with the pupil who is bullied.

Stage 7 - When progress has been made, a meeting is held with the pupil(s) suspected of being engaged in bullying behaviour to plan how the problem might be resolved.

See Appendix 1.6 for more information on the Method of Shared Concern.

7. Interview Techniques to help with the above Intervention Methods

Teachers will enlist the help of a colleague when interviewing pupils. They will refer to the behaviour rather than the person. All interviews will be conducted in private and teachers will take a non-confrontational approach using 'I' statements such as:

- There seems to be some difficulty between some people in your class. I am here to help resolve the situation. I need your co-operation to get it sorted out, because I feel your contribution to the solution is going to be extremely important. Your help is going to make all the difference.
- If you have made a mistake in your behaviour, even if it is a serious one, I want to help you work things out. The most important thing from everyone's point of view is that it never happens again. I think it is very important that it is settled here and now.
- We have dealt with a lot of different kinds of situations and we usually manage to sort things out, even serious problems.
- Let us have a look at the incident now.
- I need to understand your involvement.
- Can you help me fill in the details from your point of view?
- This is what I need to be clear about: What happened? When and where did it take place? Who was involved? What part did you play? Was there more than one person involved on either side? Were there any witnesses? Did this take place more than once? Have you been involved in anything like this before?

Children may be given the choice between writing down what happened and talking about it.

Teachers will encourage the pupil engaged in bullying behaviour to take responsibility for their own actions, rather than attributing blame to others. Statements such as 'I was only messing' or 'Everyone was doing it' will not be accepted. The following questions may be used to help the pupil to talk about their specific role in the bullying behaviour:

- What did you actually say or do?
- How would someone else who witnessed the incident describe your actions?
- Would you do the same thing again, or act differently?
- What did you do wrong?
- Do you understand what was wrong about it?
- What is the problem about what you did?
- How do you feel about the situation?
- Are you worried about what is going to happen?
- What do you think is fair in the situation?

The teacher should then outline a fair outcome such as:

- Apologizing
- Agreeing to mediation
- Signing an agreement with a parent present
- Agreement to speak to the Principal
- Paying for damage
- Detention
- Suspension

If there is complete denial of involvement in bullying behaviour the teacher will repeat the evidence as they see it and try again. They will not accuse the pupil of lying. Instead they will use phrases such as:

- This is the situation as I see it
- Anybody who examined it would think the same about your responsibility
- I do not accept that I am hearing the full story from what has been said so far

If there is still denial the teacher will point out that he/she will not let the matter rest until it has been resolved, and will outline the next steps, for example, reporting the matter to the Principal, initiating a wider investigation, contacting parents, or outside agencies such as NEPS or the Gardai.

It will be made clear that:

- The specific behaviour you have discussed should cease immediately.
- That the person engaged in bullying behaviour is made aware that disciplinary implications already apply in the situation.
- Agreement will be sought about not taking revenge against the victim or others whom the bully suspects may have provided information.
- Measures will be taken to ensure the safety of the victim, and to supervise the behaviour of any others involved.
- A case discussion involving school management and other relevant personnel will decide on possible sanctions.
- If bullying continues, management have to choose between suspension/expulsion or referral of the offender for a clinical psychological assessment.
- Discuss with the parents the possibility of counselling their son/daughter.

8. Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal: Pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. This will be recorded in the "class incident book". All incidents must be reported to the relevant teacher.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.

- The relevant teacher must inform the principal of all incidents being investigated.

Formal: Stage 1 – Determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- All “class incident books” will be collected at the end of each academic year and stored in the principal’s office for distribution to the relevant class teacher at the start of the next academic year.

Formal: Stage 2 – Please refer to Appendix 2

The relevant teacher must use the recording template at Appendix 2 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 school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable e.g. violent behaviour causing physical injury; gross offensive language and nasty remarks; extortion/stealing; intimidation.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. These records will be kept in the principal’s office. Relevant teachers and parent(s)/guardian(s) of the accused child (ren) will have access to them and they will be retained for ten (10) years after the child (ren) have left the school.

9. 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.

- There are agreed appropriate monitoring and supervision practices in the school.
- Bullying danger spots have been identified.
- Pupils, in particular senior pupils, will be involved as a resource to assist in counteracting bullying. In this regard, a mentoring/buddy system will be considered.
- In relation to Acceptable Use Policy in the school the following issues are addressed:
 - All Internet sessions are supervised by a teacher
 - Pupils have been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision.

This policy was adopted by the Board of Management in October 2019.

This policy has been made available to school personnel, will be published on the school website, is readily accessible to parents and pupils on request and will be provided to the Parents' Council. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year.

Written notification that the review has been completed will be made available to school personnel, published on the school website, be readily accessible to parents and pupils on request 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. (Please see Appendix 3).

Signed: Fr John Conlon Chairperson BOM	Signed: Bernadette Mc Guinness Principal
Policy Reviewed: October 2019	Date of next review: June 2020

Appendix 1.1 The Traditional Disciplinary Approach

The Traditional Disciplinary Approach According to surveys of teachers and counsellors across many countries including the US, Australia, Canada, Germany, Norway and Finland, the disciplinary approach is seen by about 75% of school staff as the most appropriate way of dealing with most, if not all, forms of bullying (Bauman, 2008; Rigby, 2010). Essentially, it seeks to prevent bullying from continuing by imposing sanctions on the pupils(s) who were engaged in bullying behaviour. Sanctions imposed may include verbal reprimands, meetings with parents, temporary removal from class, withdrawal of privileges, school community service, detention, internal school suspension, short-term external suspension, and permanent exclusion from school.

Parents often favour this approach also, especially if their children are being bullied at school, because it is perceived as giving a message to other pupils about what will happen to them if they engage in bullying. The approach is often viewed as straightforward: the rules of behaviour established by the school are invoked, cases are investigated, and the transgressors duly punished. This apparent simplicity is contrasted with other more complex approaches in which counselling approaches are employed. By stating the consequences of different forms of bullying behaviour in advance, the school can represent the outcome for the pupils who engage in bullying as being brought about by their own actions.

Although this approach may deter some pupils from bullying, it can also result in pupils continuing to bully in more covert and less detectable ways that are at least equally hurtful to those they bully especially if the pupil who engages in bullying believes that the sanction imposed was unjust. This can result in a strong degree of resentment and a desire to continue the bullying, often in ways that are difficult to detect. The approach requires a high degree of surveillance, which is often impossible or difficult to maintain. However, in cases of very violent or criminal behaviour, or in cases for which counselling approaches prove unsuccessful, sanctions are generally required.

Critics of the traditional disciplinary approach argue there is an assumption that when pupils are deterred from acting anti-socially they will be open to engaging in pro-social behaviour, especially if they are rewarded or praised afterwards for doing so. Rigby (pp. 43-44, 2010) makes ten recommendations to schools to support the traditional disciplinary approach:

1. Make it as clear as possible to the staff and to the pupils what bullying is, the forms it takes and especially the harm it does.
2. Carry out classroom discussions with pupils on the issue of bullying and especially on the kinds of rules that ought to govern relations between pupils in the school. Have the class compile a list of reasonable guidelines for pupil behaviour.
3. As far as possible gain acceptance from the pupils that some 'consequences' are justified in cases of bullying. When more pupils are involved in the formulation and development of an anti-bullying policy, acceptance will be more widespread.
4. Intervene as soon as possible after an act of bullying has been identified so that the memory of the nature of the offence is present in the mind of the pupil(s) engaged in bullying behaviour.
5. Where possible, apply sanctions that are appropriate to the behaviour; for example, sanctions requiring recompense and restorative action to be undertaken rather than largely unrelated impositions such as writing 'lines'.
6. Apply positive reinforcements whenever the pupil acts constructively or helpfully towards another pupil, thus setting up habits that are incompatible with bullying.
7. Engage in 'serious' talks with the pupil to be punished (and if appropriate the parents too), giving the reasons for the actions being taken by the school.

8. Maintain a practice of rigorous surveillance of pupils' interpersonal behaviour in the classroom and playground. Punishment is more likely to work if behaviour is being carefully monitored.
9. Do whatever is possible to ensure that the authority of the school and teachers is justified and respected. This is particularly important among older pupils who are generally more distrustful of institutional authority than younger pupils.
10. Recognise that any action taken by teachers at the school that is widely seen as unfair or arbitrary will increase the distrust and disrespect felt by pupils, and result in disciplinary action taken in cases of bullying being less than effective.

According to research over 90 per cent of schools use the traditional disciplinary approach in the majority of bullying cases (Rigby, K., 2014)

Appendix 1.2 Strengthening the Victim

This approach to dealing with cases of bullying aims at assisting the pupil who is bullied to cope more effectively in interactions with pupils engaged in bullying behaviour. To this end, pupils who are being targeted are advised or trained to become less vulnerable, for example, by learning to act more assertively. The self-esteem of the pupil who is bullied rises and the school need not take action to discipline the pupil engaged in bullying behaviour, thereby avoiding any negative consequences associated with the use of sanctions.

The decision to use this approach will depend in part on an assessment of the situation and on the views of teachers as regards the suitability of the approach for individual pupils. Can the pupil acquire the necessary capability to resist effectively?

In an online survey conducted by Bauman et al. (2008) of 736 teachers and counsellors in the US, 36% of respondents thought that they would 'tell the victim to stand up to the bully'; 40% thought they would not; and 24 per cent were uncertain. Some teachers believe that there is a large imbalance of power between a pupil who is bullied and a pupil engaged in bullying and they are concerned that this will affect any efforts that the pupil who is bullied can make. Sometimes teachers consider that the pupil who is bullied is doing his best and if he could resist, he would. Still others believe that there are ways in which the pupil who is bullied can be helped to act in order to improve the situation Strategies for strengthening the victim.

If this approach is adopted a school needs to consider the following strategy:

1. Building student confidence - Class, small group and individual programmes (depending on the age and ability level of students) on building student self-esteem need to be prioritised to organise for the explicit teaching of self-esteem and communication skills in named subject areas. A cross-curricular approach is then required to transfer the teaching and learning of these skills across the curriculum for the pupils.

Appendix 1.3 Mediation

Mediation is an attempt to bring about a peaceful settlement or compromise between pupils through the intervention of a neutral party. Mediation is different from arbitration, which is sometimes carried out in schools when pupils in conflict accept the verdict of a third party (e.g. a teacher, Deputy Principal, Principal) as to how a conflict is to be resolved. With mediation the pupil who is bullied and the pupil who is engaged in bullying enter into negotiation with each other freely and are assisted by a trained mediator to reach an agreed and peaceful solution. The mediator may be a trained member of staff or a student who has received relevant mediation training. The latter are known as peer mediators. There are advantages in training pupils as mediators. Pupils do not generally come across as authority figures and are less likely than teachers to impose their will on the proceedings. In addition, pupils are more likely to understand the situation in which other pupils find themselves.

Typically, mediation involves the following stages:

1. Identify pupils who are in conflict and are ready to negotiate, with the help of a mediator, to resolve their differences peaceably. Without this initial commitment mediation cannot proceed.
2. Arrange a meeting with the pupils who are in conflict. This is best organised when tempers have cooled. Generally, a private place is found where there are no interruptions.
3. All pupils are required to agree to certain rules that make the process of mediation predictable. This includes a requirement that only one pupil talks at a time while other the other pupil listens without interrupting and each stay to hear each other out.
4. The mediator asks each pupil to describe in turn what has been happening. Each participant must repeat what has been said without making any judgements or comment. The mediator may prompt, if necessary, to seek more information and clarify what is being said. Importantly, at this stage there is to be no discussion or point scoring.
5. While the pupils describe what they see as having happened, the mediator must listen carefully and then summarise what has been said to the satisfaction of those involved.
6. Having established what happened according to the pupils, the next stage is to enable the pupils to share their feelings about each other's actions. Again, each of the pupils is expected to say how they felt without being interrupted and the other pupil reflects back what has been said – without making any comment. Again, the mediator summarises what has been said.
7. Next, the mediator invites the pupils to make suggestions about what could be done to improve matters, and these are listed.
8. Having a list of options before them, the pupils are then invited to choose a solution to the conflict that is most acceptable to them. This may involve the pupils in finding a win-win course of action that effectively solves the problem or they agree a compromise. It is not up to the mediator to say which solution is best.
9. The mediator records the actions that the pupils have agreed to carry out, using their own words and each pupil signs a document to indicate that he/she will abide by the agreement.
10. Subsequently, the behaviour of the pupils is monitored and, if necessary, further meetings may be held. In practice, there may be variation in how mediation is carried out. For instance, some schools have sought to mediate between pupils AFTER the pupil who is bullying has been sanctioned. Other schools give pupils who have bullied others the option of being sanctioned or accepting mediation. While other schools hold the threat of sanctions over the pupils who engages in bullying behaviour if they do not cooperate with mediation. These three variations are inconsistent with the general ethos of mediation, which requires that those in dispute are treated impartially, non-

judgementally and helped to reach a solution that is in no way forced or part of a process that implies coercion or manipulation.

It is generally accepted that mediation is difficult in the following situations:

- If there is an imbalance of power between the pupil who is bullied and those that engage in bullying behaviour especially if the pupil engaged in bullying behaviour is admired by other pupils. For the pupil engaged in bullying behaviour there may be little or nothing to be gained from ending the bullying. The role of the mediator is to help bring about an agreed solution between all parties and in this situation the mediator may find it difficult to take a neutral stance
- If the bullying is severe and the pupil engaged in bullying behaviour is highly culpable. It may be difficult to find staff to mediate in such circumstances.
- Sometimes pupils may distrust the mediation process fearing that they would be ridiculed if they asked mediators for help. They also fear that confidentiality would not be respected.
- In certain cases, perceived norms are such that pupils feel obliged to fight and in these cases, mediation is rejected as a soft option. This suggests that changes in the school climate or ethos may sometimes need to be made before teacher or peer mediation is considered as one of the school's responses to addressing bullying behaviour. Once cases of conflict and bullying are dealt with successfully through mediation, the school ethos itself begins to change.
- When teacher or pupil mediators are poorly trained and/or time and resources for monitoring and supervising the mediation process is limited. A school environment that provides strong support for the mediation process is crucial to the success of the approach.

Mediation can not only effectively address certain forms of bullying behaviour but can also help to create a school ethos in which bullying is less likely to thrive. In a study of fifteen Year 5 mediators in a school in England, it was reported that all the peer mediators had conducted at least one successful intervention and eight of them had been 'frequently successful' (Cremin, 2002). According to research, teachers however are divided evenly about the acceptability of this approach.

Appendix 1.4 Restorative Practice

Restorative Practice (RP) is based on the concepts and principles of Restorative Justice. RP places relationships at the core of all problem solving. Bullying is viewed as a violation of people, property, and relationships. The practice involves getting the pupil who engages in bullying behaviour to reflect upon his/her unacceptable behaviour, experience a sense of remorse, and act to restore a damaged relationship with both the pupil who is bullied and the class and/or school community.

RP can be used to resolve problems of bullying involving two individuals, a small group or a class group. It can also be used at school community level (as a community conference) and can be attended by those involved in the bullying plus significant others such as parents.

Necessary elements include the prior existence - or subsequent emergence - of remorse on the part of the pupil who engages in bullying behaviour and the readiness of the pupil who is bullied and others to accept the apology and restorative action of the pupil who bullied. The application of RP has become increasingly popular in schools over the past 15 years, especially in Great Britain, Australia, the United States, Canada, and New Zealand. Like Mediation, Restorative Practice is often seen as a reaction against the traditional disciplinary approach that does not necessarily work to repair relationships, although both approaches are concerned with justice and seek to bring about a desired change in the pupil who engages in bullying behaviour.

The essence of RP is to bring about good or tolerable relationships when things have gone wrong. It seeks to heal the hurt that has occurred; to put it behind both the pupil who is bullied and the pupil who engaged in bullying behaviour. It puts repairing harm done to relationships over and above the need to assign blame and dispense sanctions.

RP may take many forms, but all forms exist within an explicit framework of Fair Process, which allows everyone to understand the rationale for their actions. This Fair Process builds trust and commitment and involves three elements:

1. **Engagement** – include all pupils/adults who are involved in the bullying behaviour.
2. **Explanation** – adopt a shared understanding of the situation by all involved.
3. **Clarity** – involve all in a vision for the future.

Restorative Practice is not one action; rather it is a continuum involving the following:

- Restorative dialogue
- Restorative class meeting or group conference
- Mediation
- Restorative school conference and problem-solving circle

Irrespective of the stages decided on for a resolution of the bullying behaviour the following key questions are utilized to ensure a fair process for all concerned:

- **Questions for the pupil(s) engaged in bullying behaviour**
 - What happened? ○ What were you thinking about at the time?
 - What have your thoughts been since?
 - Who has been affected by what you did?

- In what way have they been affected?
- What do you think needs to happen next?

- **Questions for pupil(s) who is bullied:**

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next to make things right?

Restorative continuum for schools

For all stages of the continuum, it is crucial that the facilitator has been trained in Restorative Practices and before any RP meeting commences a set of ground rules are agreed by all present. Class/group meetings and school/community conferences require very careful planning. Stages of the RP continuum are as follows:

- **Restorative dialogue** – A restorative dialogue is a meeting between the pupil who is bullied, and the pupil engaged in bullying behaviour. A member of school staff who is trained in RP (class teacher, resource teacher, Principal Etc.) facilitates the dialogue. This can be done on the spot in response to a report by the pupil who is bullied or a member of staff who has witnessed repeated incidents viewed as not of a serious nature (e.g. a put-down or nasty comment, property borrowed without permission, a pupil being pushed). Time is given to both the pupil who is bullied, and the pupil engaged in bullying to explain not only what happened but also how they felt about the behaviour. After a restorative action has been suggested, undertaken, and (importantly) accepted by the pupil who is bullied, the case may be concluded, and the situation may continue to be monitored. Teachers often appreciate such a detailed script as it provides clear guidance and structure in dealing with cases of bullying behaviour. Depending on the age and cognitive ability of the pupils, an RP facilitator may give more detailed direction e.g. post agreement the pupil engaged in bullying behaviour may be explicitly taught how to make an appropriate apology and the pupil who is bullied may be explicitly taught how to respond positively to such an apology. Incidents of a more serious nature require a more formal dialogue at a designated time.

- **Class meeting or group conference** - In some cases it is considered appropriate to apply restorative practices in a class or group situation, for example, when the issue is of a more serious nature and is one in which a full class or group is implicated and their views are relevant to a successful resolution of the problem. In such a case, a meeting is held involving all the pupils in a class/group, including those who have not participated in the bullying in any way. The RP principles and set of questions remain the same. A class/group meeting requires careful planning, preparation and cooperation around timetable issues and may involve several teachers. The pupil who is bullied and the pupil engaged in bullying behaviour are encouraged to speak and explain how they have felt about their experiences. How the other pupils respond is of crucial importance. The expectation is that the reactions and views of the other pupils will exert pressure on the pupil who is engaged in bullying behaviour to feel remorseful and act restoratively. This class/group meeting is not a trial by pupils. Its purpose is to give a message to pupils who engage in bullying behaviour that their behaviour is reprehensible, and that restorative action is desirable. If this happens, it will meet with the approval of the wider group. Parents are usually notified before and /or after the meeting or conference. They also receive a copy of the agreement including plans for monitoring and follow-up.

• **Community conference** – According to the National Centre for Restorative in Education a community conference is a formal process which ‘seeks to repair the harm done to relationships within a community by allowing everyone involved to meet and gain a better understanding from each other of the impact of a particular incident (s), the reasons for it and the preferred outcomes. The process usually involves the pupil who is bullied and his/her parents and/or supporters and the pupil who engaged in bullying and his/her supporters as well as key school personnel and behaviour/resource support staff, where applicable’. The intention of such a conference is to promote a comprehensive understanding of what has happened on the part of everyone present – the pupil who is bullied, the pupil engaged in bullying behaviour and all interested parties – in order to restore peace and harmony. The effectiveness of such a meeting depends in part on the work done ‘behind the scenes’ by the RP facilitator in contacting and preparing the participants for the conference. After both set of pupils (pupil who is bullied and pupil who is engaged in bullying) are given an opportunity to be heard, the role of those present is to consider and accept whatever apologies and restorative acts are forthcoming. Only a trained RP facilitator should conduct this meeting.

In preparing for the introduction of Restorative Practice, some schools initially introduce a restorative approach to their current practices. This allows all members of the school community to gain a clear understanding of RP from the staff members who received training. It also ensures that all staff are included in the change process to RP practices.

Appendix 1.5 The Support Group Method

The Support Group Method (formerly the No Blame Approach) Psychologists Barbara Maines and George Robinson devised the Support Group Method in 1991. It was originally called the No Blame Approach. This is a non-punitive approach and, as with Restorative Practice, the emphasis is on

- getting the pupil involved in bullying behaviour to appreciate the suffering they have inflicted on the pupil who is bullied
- providing a solution to the problem rather than providing retribution for wrongdoing.

There are however, important differences to the Restorative Practice approach such as the fact that the Support Group Method does not assume that remorse on the part of the pupil engaged in bullying behaviour is a necessary precondition for a positive change in the behaviour of a pupil engaged in bullying behaviour. The focus is on moving the pupil engaged in bullying behaviour from one who behaves hurtfully to one who is motivated through empathic feelings to give help.

There are seven steps in the Support Group Method, beginning with an interview with the pupil who is bullied; then holding a meeting with a group of pupils including the pupil who is engaged in bullying behaviour; and ending with meetings with the pupils who have been part of the application of the method.

Step 1 – Talking with the pupil who is bullied

The teacher meets with the pupil who is bullied to establish the impact that the bullying has had on the pupil. The pupil is not asked to describe particular incidents but is encouraged to provide a detailed and graphic account of the distress that he/she has experienced. This can take the form of a verbal account or alternatively a piece of writing or drawing that expresses how the pupil has been affected by the bullying. The pupil is then asked to identify the names of the pupil(s) engaged in the bullying behaviour and to suggest the names of other pupils who will form a group to help solve the problem.

Step 2 – Convening a group meeting

This meeting includes the pupil who has been identified as having been engaging in bullying behaviour, and some other students who are selected by the teacher because they are expected to be helpful in bringing about a positive outcome. The pupil who is bullied is not required to be present. Generally, the size of the group is around six to eight.

Step 3 – Explaining the problem

The teacher draws attention to the problem and especially to the distress that the pupil who is bullied is experiencing, using evidence provided by the pupil himself/herself. Specific incidents are not described, and no accusations are made.

Step 4 – Promoting Shared Responsibility

This meeting makes it clear that no one is going to be punished. A group has been convened to help solve the problem and everyone has a responsibility to improve the situation.

Step 5 – Asking for Ideas

The teacher asks for suggestions about how things can be made better for the pupil who is bullied. Each pupil present is asked to make a personal statement on what he/she will do to help.

Step 6 – Leaving it up to them

Having explained the situation, the teacher passes responsibility for the problem over to the group, thanks them for their support, and indicates that there will be further meetings with the each of the pupils to see how things are going.

Step 7 – Final meetings

A week or so later the teacher meets with members of the group individually to discuss progress. The pupil who is bullied is also interviewed as part of the monitoring process.

Although no one is blamed for the bullying, the Support Group Method approach is quite confrontational and insists that all pupils in the group share joint responsibility to improve the situation for the pupil who is bullied. If the bullying behaviour is of a very serious nature (e.g. physical assault or serious cyber bullying incident), a disciplinary approach is seen as more appropriate.

An important assumption of the approach is that pupils who have bullied someone can be motivated to respond empathically to the plight of the pupil who is bullied. This assumption is one of a number of objections to this approach by some prominent educationalists, politicians, and anti-bullying organisations over the years who object to the philosophy underlying the method. This philosophy states that blaming individuals for their involvement in bullying incidents is not helpful in bringing about a successful resolution to a bullying problem.

The approach, however has received support from teachers, especially in England who view the approach as an effective way of dealing with some forms of bullying behaviour because the pupil who engages in bullying must take equal responsibility with the other pupils in the group for a resolution of the bullying. They have a responsibility to take action to improve matters for the pupil who is bullied. Care must be taken, however in applying this method to ensure, as far as possible, that actions taken by the group are what the pupils choose to do and were not forced to do by a teacher.

The Support Group Method is seen as appropriate for non-violent, non-criminal forms of bullying. However, it does not take into account any provocation that may have occurred to precipitate the bullying and the need, in some cases, for changes in behaviour on the part of both parties.

Appendix 1.6 The Method of Shared Concern

The Method of Shared Concern originated in Sweden in the 1980 (published in 1989) through the work of Anatol Pikas, a Swedish psychologist who adopted a solution focused approach to resolving issues of bullying. It is a non-punitive method of dealing with bully/victim incidents aimed at empowering pupils who have contributed to bullying behaviour, or who have become aware of bullying to act to resolve the problem. Although the method involves a non-blaming approach, it does not in any way seek to excuse or condone bullying. It is direct and strongly invites and expects a responsible response.

The method involves a multi-stage process, beginning with separate one-to-one interviews with pupils suspected of bullying, and with pupils who are bullied leading on to group meetings with both sets of pupils. As the process develops, it is assumed that the bullying is strongly influenced by the relationships the pupils have with each other. According to Pikas, this intervention process can cause a shift in the group dynamics, and provide an environment in which the pupils may engage in a negotiation process to bring about a peaceful and sustainable outcome. The method involves the following stages:

1. Individuals involved in a bully/victim problem are identified.

Information about what has been happening is ideally obtained through observations and/or receiving reports rather than through someone talking directly with the pupil who is bullied. The risk of the pupil being bullied further is reduced when it is clear to all concerned that no punishment is intended.

2. A number of pupils are identified as likely to have taken part in bullying behaviour, or to have supported it in some way and are interviewed by a trained interviewer (teacher).

Each pupil is seen in turn, starting (if known) with the likely ringleader. Under certain circumstances, if desired, other pupils aware of the problem, e.g. bystanders, may be included as they may sometimes play an important role in influencing the bullying. It has become customary to differentiate between the different roles that bystanders may play.

The interviews take place in private and without interruptions. Each interview begins with the teacher inviting the pupil to sit in a chair opposite (without an intervening desk). The teacher waits for eye contact before the interaction begins. At these meetings with individual pupils, it is important that no accusations are made.

The teacher first explains his/her role, to help pupils feel safe at school, then points out that it has been noticed that a particular pupil has been having a hard time at school with other pupils. The teacher describes what has been discovered about the plight of the pupil e.g. being upset, isolated, or staying away from school. Once the concerns of the teacher have been clearly and sincerely conveyed, the pupil is asked to say what he or she has noticed or knows about the situation.

As soon as the pupil has acknowledged some awareness (not guilt) relating to what has been happening, he/she is asked directly what can be done to help improve the situation. Commonly, suggestions are made about what can be done by the pupil. But if they are not, the teacher may make suggestions. It is important that the suggestions are not difficult to carry out. Strong approval is expressed for any constructive proposals; then another meeting (at an agreed time) is arranged to see how things have gone. Importantly, at this meeting no threats are made, nor

any warnings given. The remaining pupils in the group are seen, again individually, and the procedure repeated.

3. The pupil who is bullied is interviewed.

The pupil who is bullied is seen after all the suspected pupils engaged in bullying behaviour have been interviewed. The teacher begins by explaining his/her role and support over what has been happening. It is important that a trusting relationship is developed. However, questions need to be asked to find out whether the pupil has been doing something to bring on the bullying e.g. by acting as a provocative victim. Importantly, no blame is directed at the pupil. This line of questioning is done sensitively. Often the pupil is wholly innocent. The teacher discloses that they have actually talked with the pupil suspected of engaging in bullying behaviour and the pupil has given an undertaking to carry out some actions to improve the situation. The pupil who is bullied is asked to look out for signs of change. The teacher arranges to meet again with the pupil to see how things develop.

4. Several days later, follow-up meetings are held with the pupil engaged in bullying behaviour, as previously arranged.

The aim here is to ascertain whether the suspected pupil has carried out the actions, as promised, to improve the situation. Only when the teacher is satisfied that progress is being made can a meeting be convened with the suspected pupil or whole group of pupils suspected of being involved in bullying behaviour.

5. At the group meeting of Suspected Pupils engaged in Bullying Behaviour, each member is asked to say what they have done to try to improve the situation.

Prior to this meeting the teacher meets separately with the pupil who is bullied and the pupil suspected of engaged in bullying behaviour to clarify any issues remaining. The group meeting commonly has the effect of promoting further positive social interactions with the pupil who is bullied.

6. A brief meeting with the pupil who is bullied.

He/she is invited to join a meeting with the pupil suspected of engagement in bullying behaviour for a final meeting, with assurances that progress can be made at the meeting. If the pupil who is bullied does not wish to attend, his/her decision is respected.

7. When progress has been made, a meeting is held with the pupil(s) suspected of engaged in bullying behaviour to plan how the problem might be resolved.

If agreeable, the pupil who is bullied joins the meeting and an agreed solution is negotiated. Although this approach can be time-consuming, outcomes are overwhelmingly positive. The method has been found to be uniquely appropriate for dealing with cases of group bullying in 15 which the pupil who is bullied has behaved provocatively. This occurs in about 20 per cent of cases. Good planning and preparation is essential for this meeting. In this final stage, the teacher will need to act the part of mediator.

Pikas, the originator of the method, has argued that the method is best suited to problems involving older, secondary pupils, because a greater level of cognitive maturity is sometimes required on the part of the pupils. This view is consistent with reports from Stevens, de

Bourdeaudhuij and Van Oost (2000) in Belgium. The method has been found to be particularly effective in cases where the pupil who is bullied is behaving in a provocative manner. However, Duncan (1996) reported that successful interventions were obtained using the method with children in the second and third years of primary school in Scotland. Unlike other methods, including the Traditional Disciplinary Approach, Restorative Practices, and the Support Group Method, this method does not assume that the pupil who is bullied is wholly innocent.

The Method of Shared Concern differs radically from the Traditional Disciplinary Approach because it seeks to resolve cases of bullying without the use of sanctions. In this regard, it is similar to Restorative Practices and the Support Group Method. It however differs crucially from Restorative Practices in not seeking to induce or take advantage of a sense of remorse in the assumed pupil engaged in bullying as a step towards getting the 'wrongdoer' to act in a restorative manner and bring about a satisfactory relationship with the pupil who has been targeted. In place of 'remorse', it seeks to cultivate a sense of 'empathy' with the pupil who is bullied. It differs also in emphasising that enduring solutions to the problem of bullying can best be accompanied using group meetings involving those pupils who have participated in bully/victim incidents.

The Method of Shared Concern also differs from the Support Group Method in that it firstly begins work with each individual suspected of bullying behaviour rather than engaging in discussions immediately with a group of pupils among who are suspected pupils who are engaged in bullying behaviour. The method assumes that this strategy is the most practical and effective way of proceeding. Violent or criminal behaviour is normally not handled using this approach.

Appendix 2: Recording Template

1. Name of pupil being bullied and class group:

Name _____ Class _____

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

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
- Corridor
- Toilets
- School Bus
- Other

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

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

8. Brief Description of bullying behaviour and its impact:

9. Details of actions taken:

Signed: _____ (Relevant Teacher)

Date: _____

Date submitted to Principal: _____

Appendix 3: Notification regarding the Board of Management's

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 _____