

Ratified by BoM Date: 27/11/22

Review Date: Sept 23



# St Francis National School

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## Anti-Bullying Policy

### 1) Rationale

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 St. Francis NS 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 and embraces the antibullyingcampaign.ie guidelines.

### 2) Key principles

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which:
  1. welcomes difference and diversity and is based on inclusivity;
  2. encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  3. promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that:
  1. build empathy, respect and resilience in pupils;
  2. explicitly address the issues of cyber-bullying and identity-based bullying
  3. including in particular, homophobic and transphobic bullying.
  4. Engaging in termly regular class surveys to identify possible bullying or potential bullying behaviours.
- Effective supervision and monitoring of pupils;

- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies i.e. *The Anti Bullying Campaign*); and
- On-going evaluation of the effectiveness of the anti-bullying policy through yearly review of policies and practices.

### **3) Definition of Bullying**

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 group) and which is repeated over time.

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

- a) deliberate exclusion, malicious gossip and other forms of relational bullying,
- b) cyber-bullying and
- c) identity-based bullying such as homophobic bullying, racist bullying, and bullying of those with disabilities or special educational needs.
- d) repeated, deliberate physical aggression and intimidation of a person or persons by a group or individual.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour. Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour. Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

### **4) Types of bullying behaviour:**

The following are some of the types of bullying behaviour that can occur amongst pupils:

- Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.
- Intimidation: Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body

language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

- Isolation/exclusion and other relational bullying: This occurs where a certain person/group is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".
- Cyber-bullying: It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.
- Name calling: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.
- Sexual / Hurtful Language: Persistent use of sexualised /hurtful language directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour.
- Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- Extortion: Demands for money may be made, often accompanied by

threats sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

The above types of bullying can also apply to adults in the following situations

1. Teacher/Pupil, Pupil/Teacher bullying
2. Teacher/Parent, Parent/Teacher bullying.
3. Teacher/Teacher

The same strategies for dealing with bullying incidents will apply where applicable.

## **5) Education and Prevention Strategies**

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display our core message "Be Safe! Be a Friend!" in classrooms, in assembly areas and around the school and involve pupils in the reinforcement of these messages.
- 'Catch them being good' - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school –this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media. Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Council in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- Using the [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie) resources (Primary Schools Handbook 1) to promote awareness of positive and negative behaviours and what behaviour can be classified as bullying.

## **6) Procedures for investigating and dealing with bullying**

*All procedures are in line with the new DES Strategies as detailed on the*

[www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie) website.

The **class teacher** will have primary responsibility for investigating alleged cases of bullying using the resources available in Primary Schools Handbook 2 on [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie) website. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

The school engages in a three pronged approach to dealing with bullying. These are:

1. Prevention Strategies through awareness raising activities and the promotion of positive interpersonal and appropriate social interaction skills.
2. Continuous, systematic monitoring of behaviours through regular class surveys.
3. A staged approach to dealing with reported/observed incidents of bullying.

**Step 1** Prevention strategies to take place in September/ October.

All class teachers from 2<sup>nd</sup> Class to 6<sup>th</sup> Class will engage in awareness raising activities using resources, videos, etc from [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie).

**Step 2:** November, February and May

All class teachers from 2<sup>nd</sup> Class to 6<sup>th</sup> Class will carry out the **Regular Class Survey Form** (Appendix 1 from [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie).) where the children feel safe to identify others as there will be no punishment at this time. Prior to the survey the teacher will read the **Where the School Stands on Bullying form** (Appendix 2) to the class and discuss its content. From this any recurring names/inappropriate behaviour can be identified. If a class teachers have any concerns this for can be filled out at any time to gather information.

**Step 3:** Following survey

Class teacher will discuss the results of the survey with any child identified by the class group. The assumption is that the pupil has done something wrong without understanding the consequences and that this simply needs to be corrected. The perpetrator is reminded how damaging and hurtful the bullying behaviour is, or could be, how unfair and unacceptable it is and asked to make a solemn promise to stop. The class teacher and child agree to sign the **Pupil Behaviour Promise Form** (Appendix 3). If this promise is forthcoming and honoured the best possible outcome is achieved. The perpetrator has learned an important lesson but is neither humiliated in the process nor blamed and punished. He or she is given both a chance and the responsibility to deliver a

positive outcome. Parents are not contacted at this point

**Step 4** If bullying behaviour persists.

If this promise is not honoured then the parents of the parties involved will be contacted and a second Pupil Behaviour Promise form is drawn up which is signed by the pupil, the teacher and the parents. In this way the school will give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school. (Appendix 4 **Pupil Behaviour Promise Form 2**)

**Step 5** If bullying behaviour again persists.

The matter reverts to the Code of Conduct. The Principal or Deputy Principal will request a meeting with the parents to discuss the child's behaviour.

**Bullying reported outside the survey procedure.**

All reports, including anonymous reports of bullying will be investigated and dealt with by the class teacher. The teacher will begin at **Step 3** of the above procedure. In that way pupils will gain confidence in 'telling'. It will be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the class teacher. Where there has been a report of an incident during break time involving students in one class the class teacher will investigate. However, this does not have to be done directly after break. It may be more appropriate to get the class settled and working and then investigate the issue. If a number of classes are involved the teacher can liaise with other teaching staff to help in any investigation.

*Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.*

When analysing incidents of bullying behaviour, the teacher will seek to answer the following questions; what, where, when, who and why. This will be done in a calm manner, setting an example of dealing effectively with a conflict in a non-aggressive manner.

Incidents will generally be investigated outside the classroom situation to ensure the privacy of all involved. All parties involved in the incident will be heard along with any possible witnesses.

Each member of a group will be supported through the possible pressures that they may face from the other members of the group after interview

by the teacher.

Where appropriate, those involved will be asked to write down their account of the incident(s). (Appendix 5 **Incident Survey Form**)

In the case where the perpetrator continues to engage in bullying behaviour sanctions will be imposed in accordance with the school Code of Discipline. It will be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the Principal.

If appropriate, follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it will be recorded by the relevant teacher in **Action Taken in Response to Incident Form (Appendix 6)**

However, depending on the seriousness of the actions involved, the class teacher may decide to involve the Deputy Principal / Principal in accordance with our Code of Behaviour. Where an alleged incident of bullying involves students from a number of classes, the class teacher will liaise with the Deputy Principal to carry out the investigation. The primary aim will be to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

Whether the bullying behaviour has ceased;

1. Whether any issues between the parties have been resolved as far as is practicable;
2. Whether the relationships between the parties have been restored as far as is practicable; and
3. Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the school's complaints procedures. (see Appendix 7). If having exhausted these procedures the parent is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

## **7) Procedures for recording bullying behaviour**

All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour is as follows:

- i) The class teacher will use his/her professional judgement in relation to the records to be kept of all reports of bullying, the actions taken and any discussions with those involved regarding same. If it is established by the class teacher that bullying has occurred, he/she will 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.
- ii) The relevant teacher will use the appropriate template to record the bullying behaviour. In cases where the bullying has been resolved the template form will serve as a summary of the investigation. However, where appropriate, additional notes and details will be attached to the form to retain on file, particularly in cases where the bullying was not resolved within 20 days of the initial investigation. All records will be maintained with the class teacher until the end of the school year and thereafter in the child's front office file. It should also be noted that the timeline for recording bullying behaviour in this recording template does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

### **8) Code of Behaviour / Referral to Outside Agencies**

Bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. Accordingly instances of bullying will be dealt with in tandem with the school's overall code of behaviour. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) or CAMHS will be sought.

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

Where school personnel have concerns about a child but are not sure whether to report the matter to the TÚSLA, the Designated Liaison Person will seek advice from TÚSLA. (cf. 'Children First' National Guidance for the Protection and Welfare of Children 2011 (cf. Child Protection Procedures for Primary and Post-Primary Schools, DES).

### **9) Support for pupils:**

The school's programme of support for working with pupils affected by bullying (both victims and those involved in bullying behaviour) is as follows:

- Provide opportunities to participate in activities/lessons designed to raise their self-esteem, to develop their friendship and social skills



- and thereby build resilience (as per SPHE programme).
- Teachers deliver bullying awareness lessons appropriate to each age-group from [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie)
  - Regular Class surveys will be carried out once per term to provide a forum for reporting bullying behaviour and for teachers to monitor whether unreported or unrecognised bullying behaviour is occurring.
  - Encourage friendship and small-group team-building exercises focused on affected students where appropriate.
  - Close monitoring of pupils (those bullying and those being bullied) on yard in the weeks following an incident of bullying.
  - Follow up meetings with students on an ongoing basis following any incident of bullying
  - Learning strategies within the school to allow for the enhancement of the pupil's self-worth.
  - Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with teachers

### **10) 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.

### **11) Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

### **12) Ratification and Implementation**

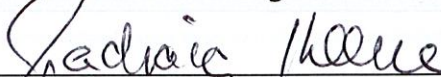
The implementation of this policy will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Council. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy is to be reviewed in September 2023.

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## **Anti-Bullying Policy**

Ratified by the Board of Management on 27/9/2022

Signed: 

(Chairperson, Board of Management)

forms for identified bullying behavior and for teachers to report

- The school leadership and staff group have ongoing meetings focused on school issues where appropriate.
- These meetings include school leaders and staff (where appropriate) to ensure the school is aware of bullying and follow up meetings with students on an ongoing basis following any incident of bullying.
- A school anti-bullying strategy is in place for the management of all school anti-bullying.
- Cases where serious incidents of bullying behavior will be investigated to ensure fair and equitable

1.1) Supervision and Monitoring of Staff  
The Board of Management confirms it is responsible for supervision and monitoring of staff and practices are in place to help prevent and deal with bullying behavior and to facilitate early intervention where possible.

1.2) Prevention of Bullying  
The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all steps that are reasonably practicable to prevent and/or minimize incidents of staff or the harassment of pupils or staff in any of the nine groups specified in the Gender Equality (Prohibition of Discrimination) Act 2015, namely: gender, race, disability, age, religion, sexual orientation, and membership of the Traveller community.

1.3) Policies and Procedures  
The implementation of this policy will be reviewed by the Board of Management once in every school year. Where necessary, the Board will ensure that the policy is updated where it is found to be inadequate to school personnel. A copy of the policy and its contents will be made available to all staff to the extent and in a manner that is appropriate.

1.4) Reporting of Bullying

1.5) Reporting of Bullying

1.6) Reporting of Bullying

1.7) Reporting of Bullying

1.8) Reporting of Bullying

1.9) Reporting of Bullying

1.10) Reporting of Bullying





## St Francis N.S.

### Anti-Bullying Campaign

Please return to the relevant Teacher or the Anti-Bullying Coordinator



Please read all the "bold" parts of the points below to senior pupils (5<sup>th</sup> & 6<sup>th</sup> Classes - aged 11-12 years) before class surveys. For younger pupils (2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> Classes - aged 8 - 10 years) give a shorter, simpler version, e.g. points 1, 3, 5, 8, 10 & 11.

#### Where This School Stands on Bullying

1. **When someone is being mean and does or says things over and over again to upset or annoy someone else this is what we call BULLYING.** This could include pushing or hitting them, "going at" their stuff, not letting them join in, calling them names, saying nasty things to them or about them, or "making fun" of them in any way.
2. **If six pupils "pick on" someone just once each day for a week the targeted pupil is "picked on" and upset 30 times that week. That is BULLYING and it is very unfair.**
3. **Pupils who are bullied over and over again by others feel bad, sad, miserable and embarrassed. Even if they laugh and don't let on or if they pretend they don't mind, they really want it to stop!**
4. **Our school policy on bullying says the following:** *(Read one key sentence from the policy printed in pupils' school journals. Emphasise the fact that "respect" is fundamental to the whole policy).*
5. **Pupils have a right not to be bullied because they are different. We are all different and that is a very good thing.** We may be brown skinned or white, tall or small, heavy or skinny, Irish or Indian, red haired or fair, loud or quiet, rough or gentle, good at maths or bad at Irish etc. We should not be bullied because we are different. **What is important is that everyone deserves equal respect.**
6. **You do not have to like everyone in your class group but you must still respect them.** If you dislike some of them you can simply keep away from them but you must not bully them.
7. **Often pupils who bully others do not realise the serious harm they are doing.** Bullying can be very deeply damaging.
8. **Pupils who see or know about bullying and do not tell a teacher are helping the bullying pupil to continue bullying. If they report the bullying it can be stopped and everyone can "live happily ever after," even the bullying pupils(s). It is very important to report all bullying to a teacher.**
9. **In this school we try to bring bullying to an end so we don't need to tell the Principal, Parents, the Board of Management or the Gardaí (Police).**
10. **We want all bullying to stop – NOW!** If we hear that a pupil is bullying others we want to quietly meet that pupil, explain how serious and unfair bullying is and how bad it feels for anyone to be bullied. We want to ask that pupil for a promise to stop the bullying. If the bullying stops nobody will be punished and **that will be the end of the matter.** But the bullying must stop!
11. **We need your help. We need to know if there is anyone we need to talk to about bullying. We will now do a survey where you answer questions. You will be putting your name on it. We need you to tell the truth in the survey. If your answers are different from everyone else's it will look like you are not telling the truth - like you are helping those who bully others by hiding the truth.**
12. **In the survey you will be asked if you have "picked on" any pupil(s) yourself and also to name anyone in your class or in the school who has done so. Please be honest here. Remember! We simply want to talk to those involved, and if the bullying stops the matter will end quietly there. But we need to know who to talk to.**

Thank you!



**St Francis N.S.**

**Anti-Bullying Campaign**

*Please return to the relevant Teacher or the Anti-Bullying Coordinator*

**Appendix 3**



***Pupil Behaviour Promise***

**Pupil Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

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

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

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

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**Name:**

**Pupil:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_



**St Francis N.S.**  
**Anti-Bullying Campaign**  
 Please return to the relevant Teacher or the Anti-Bullying  
 Coordinator



### **Pupil Behaviour Promise**

**Pupil Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

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

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

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

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**Name:** Pupil: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Teacher: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Parent or Guardian: \_\_\_\_\_ Date: \_\_/\_\_/\_\_



**St Francis N.S.**  
**Anti-Bullying Campaign**  
 Please return to the relevant Teacher or the Anti-Bullying Coordinator



**Incident Survey**

Bullying is being mean to someone over and over again. Someone could be pushing or hitting pupils, "going at" their stuff, not letting them join in games, calling them names, saying or writing nasty things about them or "making fun" of them. If this keeps happening it is bullying.

Bullying is always unfair, disrespectful, and wrong. Nobody deserves to be bullied and anyone who knows of bullying behaviour should tell a teacher.

**If you know of any bullying happening in your class or in the school please write the details below so we can talk to those doing it and ask them to stop. If they promise to stop and then keep that promise they will not be punished, they will not be in trouble, and everyone can "live happily ever after." Thank You!**

If you saw or know about bullying that happened recently in class or in school please write:

Name(s) of bullied pupil(s): \_\_\_\_\_

Name(s) of bullying pupil(s): \_\_\_\_\_

Where it happened: \_\_\_\_\_ Day: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_ Time: \_\_\_\_\_

Others who saw it: \_\_\_\_\_

Did any of these join in and if so who? \_\_\_\_\_

What happened: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why do you think this school does not like bullying? \_\_\_\_\_

\_\_\_\_\_

How do you think bullying affects people? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The information I have given above is true.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_





## **List of other Resources**

(Located in the resource area on the landing)

- Anti Bullying Campaign: Primary Schools Handbook 1 Tools for Raising Awareness About Bullying
- Anti Bullying Campaign: Primary Schools Handbook 2 how to use tools provided to resolve possible bullying situations and restore relationships without apportioning blame.
- Impact Statement Form
- Pupil Incident Observer Report Form
- Bullying Behaviour Checklist
- Alleged Bullying Interview Sheet
- Bullied Pupil Alert
- Pupil Friction Alert
- Vulnerable
- For Difficult Cases Only – Whole Class Individual Interviews.
- "Joining-In" Promise
- Incident Report Form

