

Drumcondra N.S. Anti-Bullying Policy

Introduction:

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 Drumcondra National School 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.

Principles of preventing and tackling bullying behaviour:

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

- A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
- 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-
 - build empathy, respect, well-being and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

What is 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 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 and
- 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.

Some bullying behaviour may occur outside the school or through media which is not allowed in school. If it is discovered /reported to the school that a child/children is/are involved in any form of bullying outside of school hours, the staff and/or the Board of Management will inform the parents of the child/children involved. Parents will be advised by the class teacher, with the support of the Principal, that staff/BOM will not undertake any involvement with regards to difficulties arising from bullying incidents outside of school hours (unless there are repercussions during school hours). This will be phone/letter or email. However, if this behaviour has repercussions during school hours, the school has a responsibility to deal with it, by following its Anti-Bullying Procedures. (Circular 45/2013)

It is the responsibility of parents to ensure their children are of an appropriate age to open accounts with social media sites, to ensure the children comply with the terms and conditions of the sites.

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*.

Staff responsibilities:

The relevant teachers for investigating and dealing with bullying are (are) as follows the class teachers. The principal teacher has overall responsibility for investigating and dealing with bullying. Any teacher may act as a relevant teacher if circumstances warrant it.

Education and prevention strategies:

The school has a wide range of education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) which may be used.

Positive school environment:

- Promote a positive school atmosphere, acknowledging non-academic achievement, through "Show and Tell" of sporting and other extra-curricular achievements at morning assembly time.
- Model respectful behaviour to all members of the school community at all times.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Ensure there is adequate playground/school yard/outdoor supervision.
- Utilise the services of the Community Garda to deliver programmes of benefit to the policy.

- Celebrate friendship week, to promote friendship in the school

Curricular work:

- Complete the anti-bullying section of the Stay Safe programme.
- Complete the Cyber Bullying section of the Webwise programme. (<http://www.webwise.ie/WebwisePrimaryProgramme.pdf>).
- Complete the Stop, Ask, Listen, Talk programme, as this programme will help the pupils learn what conflict is, what it feels like to be in conflict and how to negotiate effectively to create a better outcome for themselves and others. The programme focuses on building each pupil's capacity to develop and access their own skills set when dealing with difficult and sometimes emotional situations.
- Complete the Friends for Life and Fun Friends programmes in the school
- Explicitly teach pupils about the appropriate use of social media.
- 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 key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- Pupils create a map of the school, which identify "hot spots" and "hot times" for bullying in the school.
- Pupils draw images and create wordless of what bullying means to them and different types of bullying, to help develop their understanding of bullying.
- Pupils create cartoons, to investigate ways to help pupils being bullied and understand what they should do if they are being bullied.
- The importance of the role of the bystander will be taught, as everyone has a role to play in stamping out bullying.
- Programmes to promote resilience and well-being in the pupils. <https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Resources-for-Promoting-Well-Being-in-Primary-Schools.pdf>

Strategies to use when dealing with bullying behaviour:

- 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.
- Positively encourage pupils to comply with the school policy on mobile phones and other electronic devices and internet usage. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Utilise sociograms and questionnaires to obtain information, which can then be used to deal with bullying (see Appendix 6)

Recording and investigation procedures:

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- The primary aim of the investigation is not to blame the parties involved, but to see to restore their relationship.
- The teacher will use his/her judgement to determine if bullying has taken place and how to resolve the situation. The template for recording unacceptable behaviour should be used (Appendix 6)
- All reports are to be investigated by the relevant teacher. All non-teaching staff and volunteers have a responsibility to report any incidents of bullying behaviour to the relevant teacher.
- Parents and pupils are required to co-operate with any investigation.
- Every effort will be made to investigate the incident outside the classroom. However, this may not be possible due to supervision and space limitations.

Steps to be followed:

- Class teachers must keep accurate records of all investigations. Each class teacher has a booklet of forms, which are the appropriate way to record these investigations. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements. Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.
- It may also be appropriate or helpful to ask those involved to write down their account of the incident.
- If the teacher determines a bullying incident has taken place, the parents of all parties involved will be contacted to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
- If parents report a possible bullying situation to the school, the relevant teacher will investigate the incident and record the information received using the Template for Recording Incidents of Unacceptable Behaviour and the person who made the report, will be informed of the result of this investigation.
- If it is determined that a pupil has engaged in bullying behaviour, he/she will be informed that he/she is in breach of the school's anti-bullying policy and will be encouraged to see the situation from the perspective of the pupil being bullied.
- If disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school. It will not be discussed amongst the school body.
- Follow-up meetings with the relevant parties involved should 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 must be recorded by the relevant teacher in the recording template in Appendix 6.

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
- Whether any issues between the parties have been resolved as far as is practicable
- Whether the relationships between the parties have been restored as far as is practicable
- 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 must be referred, as appropriate, to the school's complaints procedures. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Procedures for recording bullying behaviour

The Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour and these must be documented in the school's anti-bullying policy. All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

- While all reports of bullying must be investigated and dealt with by the relevant teacher, he/she will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved. It is recommended an incident report form be completed for each incident and any written accounts from the pupils be kept (see Appendix 2). This will enable the teachers to track repeated incidents of bullying behaviour.
- The teacher will make every effort to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The relevant teacher must use the recording template at Appendix 1 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; and
 - 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.

Bullying as part of a continuum of behaviour

It is also important to note that 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. To ensure that any such cases are dealt with appropriately, the school's anti-bullying policy must provide for appropriate linkages with the overall code of behaviour and provide for referral to be made to relevant external

agencies and authorities where appropriate. 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) should be sought.

Referral of serious cases to Tusla

In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2017* (Children First) and the *Child Protection Procedures for Primary and Post-Primary Schools* provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult Tusla with a view to drawing up an appropriate response, such as a management plan”.

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

The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the matter to Tusla, the Designated Liaison Person must seek advice from Tusla.

Supporting pupils affected by bullying:

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- Drumcondra National School is committed to providing a system of supports, which will strengthen the child being bullied and provide a way to integrate the child into his/her peer grouping again. These measures will include some or all of the following:
 - Utilising Learning Support to develop resilience skills, to empower the pupil to deal with bullying
 - Utilising learning support, to develop friendship and social skills
 - Providing opportunities for the pupil to have positive experiences with their class, in a closely supervised manner, eg baking cookies
 - Encouraging the pupil to write a diary, to be shared with the staff, as this is a safe way of informing staff of incidents
 - The teacher will place a kindness box in the classroom and the pupils will be encouraged to write kind messages about each other.
 - If it is deemed necessary for a pupil to receive counselling, the school will work with the parents to help them to seek this counselling.
 - Agree a signal, which may be used to get a time out from the classroom.
 - Allow the pupil to select a safe adult, with whom he/she may speak if having problems.
 - The completion of a programme to promote resilience and well-being.
<https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Resources-for-Promoting-Well-Being-in-Primary-Schools.pdf>
- Drumcondra NS may provide supports for those pupils involved in bullying behaviour. Some of these supports may include
 - Opportunities will be developed to improve the pupil's self-worth.
 - Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others. If it is

deemed necessary for a pupil to receive counselling, the school will work with the parents to help them to seek this counselling.

- Utilising Learning Support to develop resilience skills, to empower the pupil to deal with bullying
- Utilising learning support, to develop friendship and social skills
- Providing opportunities for the pupil to have positive experiences with their class, in a closely supervised manner, eg baking cookies
- Agree a signal, which may be used to get a time out from the classroom.
- Allow the pupil to select a safe adult, with whom he/she may speak if having problems.
- Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers. Teachers may choose to put in place a comments box, in a room which is perceived to have a bullying problem, as this is a safe way for pupils to report concerns.
- The teachers will complete the S.A.L.T. (Stop, Ask, Listen, Talk) programme, to teach the pupils how to deal with conflict and the Bullying strand of the Stay Safe programme, to teach the pupils how to recognise bullying and ways to deal with it.

When accusations are made, but there is no clear evidence:

If accusations of bullying are made but there is no clear evidence to indicate any particular pupil(s) is guilty a restorative approach will be taken as follows:

- a) A record will be kept of the complaint
- b) The class teacher will speak to each pupil involved individually and a written record will be kept of any information gathered.
- c) Under the guidance of the class teacher(s) all pupils involved may have a chance to speak to each other and explain why they feel upset.
- d) Programmes such as Stay Safe, Walk Tall, The Salt Programme , The Bucket Story etc may be used
- e) After the initial complaint the class teacher(s) will check in regularly with all pupils involved. He/She will also remind them of the Dear Teacher Box (or similar) that is in the classroom.
- f) If appropriate, the Principal/all staff will be advised.
- g) Should points a-f not help and there is still a difficulty, but no proof, a period of separation may begin where all parties, in as far as is possible, are kept separate for all activities during the school day. This includes seating arrangements in class and in Church, team/group activities in P.E., Drama, Swimming, Tours, Trips etc. At break times pupils are not allowed to play together and are encouraged to join other groups in the playground.
- h) NB: It is the responsibility of the class teacher to ensure that all staff including non-teaching staff and parent helpers at events such as tours, swimming etc. are made aware of these arrangements. Information in this regard will only be given on a need-to-know basis in order to maintain pupil/school confidentiality.
- i) This decision (f) will be reviewed when necessary.

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.

Prevention of Harassment:

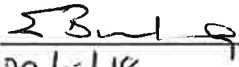
The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual


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.

This policy was adopted by the Board of Management on _____ [date].

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). 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 and provided to the Parents' Association (see Appendix 3 and 4). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:  (Chairperson of Board of Management)
Date: 22/5/18

Signed:  (Principal)
Date: 22.05.18

Date of next review: 2018. Sept

**Appendix 1: Drumcondra N.S.
Template for recording bullying behaviour**

1. Name of pupil being bullied and class group

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

Name	Class
_____	_____
_____	_____
_____	_____

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

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

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

Playground	<input type="checkbox"/>	Toilets	<input type="checkbox"/>	Bus while on trips	<input type="checkbox"/>
Classroom	<input type="checkbox"/>	Corridor	<input type="checkbox"/>		<input type="checkbox"/>

5. Name of person who reported the bullying concern.

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6. Type of bullying behaviour (tick relevant boxes)

Physical aggression	<input type="checkbox"/>	Name calling	<input type="checkbox"/>	Malicious gossip	<input type="checkbox"/>
Damage to property	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>
Isolation/ exclusion	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>		<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief description of the bullying behaviour and its impact.

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9. Details of actions taken.

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Signed: _____ (teacher) Date: _____
Date submitted to the Principal or Deputy Principal. _____

Appendix 2

Template for Recording Unacceptable Behaviour

1. Name of pupils involved and class groups

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

Name	Class
_____	_____
_____	_____
_____	_____

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

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

4. Name of person who made the report

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

Playground	<input type="checkbox"/>	Toilets	<input type="checkbox"/>	Bus while on trips	<input type="checkbox"/>
Classroom	<input type="checkbox"/>	Corridor	<input type="checkbox"/>		<input type="checkbox"/>

6. Type of unacceptable behaviour (tick relevant boxes)

Physical aggression	<input type="checkbox"/>	Name calling	<input type="checkbox"/>	Malicious gossip	<input type="checkbox"/>
Damage to property	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>
Isolation/exclusion	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>		

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

Homophobic	Disability/SEN related	Racist	Membership of traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief description of the incident

Lined area for writing the brief description of the incident, containing 20 horizontal lines.

9. Details of actions taken.

Lined area for writing details of actions taken, containing 20 horizontal lines.

Was this unacceptable behaviour determined to be bullying behaviour?

Yes ____ No ____

Signed: _____ (teacher)

Date: _____

Appendix 4: Drumcondra N.S.

Checklist for annual review of the anti-bullying policy and its implementation.

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes/No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff is sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their pupil from the school citing dissatisfaction with	

the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Date of annual review: _____

Signed: _____ (Chairperson)

Date: _____

Signed: _____ (Principal)

Date: _____

Appendix 5: Drumcondra N.S.
Notification regarding the Board of Management's annual review of the anti-bullying policy

To: Drumcondra N.S. P.T.A.

The Board of Management of Drumcondra N.S. 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*.
- <http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf> - link to the procedures.

Signed _____
Chairperson, Board of Management
Date _____

Signed _____
Principal
Date _____

Appendix 6

Individual Questionnaire – to be completed independently

Name _____

Class _____

Do you want to talk to someone about bullying?

Yes ____ No ____

Do you know someone having a hard time?

Yes ____ No ____

Any other comments?

Sociogram – to be completed by the pupil and teacher.

Name: _____ Date: _____

Sociogram questionnaire

Are you happy with the atmosphere in your class?	
Who are your friends?	
Are you being bullied in any way? <i>(Take details and reassure student that the problem will be addressed)</i>	
Is there anyone in class having a hard time or being picked on?	
Has anyone ever told you they are having a hard time in school?	
How are they having a hard time?	
Is anyone being left out, or ignored?	
Is anyone spreading rumours, gossip, using notes, phone calls, text messages or e-mails to make others feel bad about themselves?	
Can you give examples?	
Who do you think is causing the problem?	
What can you do to help pupils having a hard time?	
Have you been bullying anyone?	

Teacher Signature _____

What is Bullying Questionnaire?

True or False???

- | | | |
|---|------|-------|
| 1. Bully is just teasing | True | False |
| 2. Some people deserve to be bullied | True | False |
| 3. Friends are never bullies | True | False |
| 4. Bullies can change their behavior | True | False |
| 5. People who complain about bullies are babies | True | False |
| 6. Bullies will go away if you ignore them | True | False |
| 7. It's tattling to tell an adult when you're being bullied | True | False |
| 8. The best way to deal with a bully is by fighting back | True | False |
| 9. People should mind their own business when a bully is picking on someone | True | False |
| 10. Bullies are only people who become physical and hurt others | True | False |

Name _____ (optional)

Class _____

Date _____

Anti-bullying Policy Information Sheet for Pupils

What is bullying?

Here are examples of ways in which you might be bullying another child or another child might be bullying you.

Physical	<ul style="list-style-type: none"> • Pushing • Shoving • Fighting • Taking other children's things and not giving them back
Verbal	<ul style="list-style-type: none"> • Calling names • Teasing • Threatening • Gossiping • Saying mean things
Cyber bullying	<ul style="list-style-type: none"> • Sending horrible emails or text messages • Posting embarrassing pictures or videos
Other forms	<ul style="list-style-type: none"> • Leaving someone out of a game • Refusing to play with someone

Bullying in school or the classroom does not happen once. It happens again and again.

How will bullying make me feel?

- You might feel sad or scared.
- You might have a pain in your tummy.
- You might not want to go to school.
- You might feel like you have no friends and you are all alone.
- You might not want to do any work in school.

What can you do?

- Tell the other child to stop and that you do not like what is happening to you.
- If you don't feel safe, walk away.
- Always tell someone if you are being bullied.
- Tell a teacher, your parents or a friend.
- If you see someone being bullied, tell a teacher or your parents.

What will happen now?

Your teacher has to know what is happening, to start to investigate it. Your teacher or the school will investigate it in a number of different ways.

- The teacher will speak to the children involved, to find out what was happening.
- The teacher will take notes, to help remember what was happening.
- The teacher may ask to speak to some parents.
- The teacher will not be able to tell you what happened to the person who was bullying you. This is private between the child, his/her parents and the school.
- The school will usually do some work with the class about bullying and how we can stop it.

Do I have to be friends with the bully?

- You do not have to be best friends with the bully afterwards. But you do have to be polite. The school will work with everyone to try to help you all be polite to each other.

