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# Anti- Bullying Policy

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St. Martin de Porres NS  
Roll Number: 19617W

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**Date:** 27<sup>th</sup> September 2023

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# Anti-Bullying Policy

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## 1. 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 St. Martin de Porres 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 by the Department of Education in September 2013. This policy document supersedes all previous Anti-Bullying policy documents published by the Board of Management.

Here, at St. Martin de Porres NS, we believe that our pupils have the right to learn in a supportive, caring and safe environment. All institutions, whether large or small, contain some individuals who have the potential for bullying behaviour. The Board of Management, teaching staff and parents recognise the very serious nature of bullying and the negative impact it can have on the lives of pupils and is therefore fully committed to following the 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 and resilience in pupils; and
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and trans phobic behaviour.
- ✧ Effective supervision and monitoring of pupils;
- ✧ Supports staff;
- ✧ Consistent recording, investigation and follow-up of bullying behaviour (including use of established intervention strategies); and
- ✧ On-going evaluation of the effectiveness of anti-bullying policy.

## 2. THE 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 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 minority ethnic backgrounds in addition to 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 (direct post) 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 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 are available at **APPENDIX 1**.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools which can be found at:

<https://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf>

This policy applies to activities and events that take place:

- ✧ During school time
- ✧ During yard time
- ✧ At assemblies
- ✧ On school trips
- ✧ At sporting events

St. Martin de Porres NS reserves the right to take action, if appropriate, against bullying perpetrated beyond the scope of the activities/events above. This will be the case in relation to cyber-bullying.

### 3. ROLES & RESPONSIBILITIES IN IMPLEMENTING OUR POLICY

The relevant teacher(s) for investigating and dealing with bullying are as follows:

<b>The Class Teacher</b>
<p>For the purpose of this policy, the 'relevant teacher' will be referred to as the class teacher. The class teacher will explicitly teach the children educational and prevention strategies in relation to bullying. This will be done in the context of the Social, Personal and Health Education (SPHE) curriculum. It is the joint responsibility of the teachers and the parents to explain the contents of this policy to the child so that he/she clearly understands the consequences of not adhering to the policy.</p> <p>The class teacher will be responsible for investigating, following up on and recording all reports of alleged bullying, including reports made by a pupil/parent or submitted anonymously. They will speak to the relevant parents (alleged bully &amp; alleged victim) and inform the Principal/Deputy Principal. The class teacher may bring a concern directly to the Principal/Deputy Principal.</p>
<b>Principal/Deputy Principal</b>
<p>The Principal and Deputy Principal will continually promote and nurture the positive school climate. They will support the class teacher in his/her duty of care in implementing this policy. As part of any investigation process, the Principal/Deputy Principal will advise as to any relevant staff members who may need to be informed for the purpose of further investigation and observation of children. The Principal/Deputy Principal will report to the Board of Management at every Board meeting the number, if any, of Bullying Behaviour Records filed on the Child Protection Oversight Report.</p>
<b>The Board of Management</b>
<p>The Board of Management will receive and minute the regular reporting of bullying forms by the Principal. The Board will discuss the progress in handling any reports of bullying. The Board will ensure that the policy has been made available to school staff, Parents' Association and is posted on the school website. The Board will ensure that the policy has been adequately communicated to all parents and children and will review and update (if necessary) the policy annually using the DES Annual Review Checklist.</p>
<b>Special Needs Assistants</b>
<p>Special Needs Assistants play a vital role in the effective supervision and monitoring of children and subsequently, in the prevention and reporting of bullying. The constant supervision by teachers and SNAs encourages a high standard of behaviour among children. When an SNA witnesses negative/concerning behaviour in the classroom or on the yard, he/she will intervene if necessary and, in all cases, report the incident to the class teacher.</p>
<b>Parents</b>
<p>Parents can play a pivotal role in assisting the school in preventing bullying. School staff and parents should work together to create a school that is free of bullying. Parents are encouraged to take time each day to have a conversation with their child about their day-to-day life. If a child is comfortable talking to their parent(s) about school life, friends and activities, they will feel comfortable talking to their parents if they become a target of</p>

bullying or have witnessed bullying behaviour. Parents are also advised to become aware of the signs and symptoms of bullying, as well as the signs and symptoms of a bully. **APPENDIX 2** provides suggestions to parents on how to support/respond to a child who is bullied or is an alleged bully.

#### **4. EDUCATION AND PREVENTION STRATEGIES**

Effective practice includes prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils. As self-esteem is a major factor in determining behaviour, our school will endeavour to provide pupils with opportunities to develop a positive sense of self-worth.

St. Martin de Porres NS adopts a school-wide approach to the fostering of respect for all members of the school community. Our school promotes the value of diversity in addressing issues of prejudice and stereotyping, and highlighting the unacceptability of bullying behaviour. The education and prevention strategies that will be used by the school are as follows:

##### **SCHOOL-WIDE APPROACH**

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.

***“Diversity is our strength; unity is our power.”***

- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it – prevention and intervention.
- School-wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- The school’s Anti-Bullying Policy is discussed with pupils and all parent(s)/guardian(s) of incoming pupils are given a copy of the Code of Behaviour.
- The school’s Anti-Bullying Policy will also be available to view in the staff-room, the secretary’s office and on the school website.

##### **CREATING A CULTURE OF TELLING**

- The staff of St. Martin de Porres NS repeatedly reinforces the message that all incidents of bullying behaviour must be reported. Reassurance is given that all incidents of bullying will be dealt with in a safe manner to ensure pupils gain confidence in telling.
- Bystanders can be the key to resolving bullying. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are acting in a responsible manner.

- Emphasis on ensuring pupils know **who to tell** and **how to tell**, e.g.
  - ✧ Direct approach to teacher at an appropriate time, for example, after class
  - ✧ Hand up a note to teacher
  - ✧ Use the class worry box
  - ✧ Ask a parent(s)/guardian(s) to tell on your behalf
  - ✧ Ask a friend to tell on your behalf
    - ✧ Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

### **SUPERVISION AND MONITORING**

- Effective supervision and monitoring systems to facilitate early intervention
- Supervision and monitoring of classrooms, corridors, hall, playgrounds, school grounds, school tours and extra-curricular activities.
- Non-teaching staff are encouraged to be vigilant and report issues to relevant teachers.
- Supervision also applies to monitoring student use of communication technology within the school.

### **IMPLEMENTATION OF CURRICULA**

- Full implementation of the SPHE, RSE Grow In Love and Stay Safe Programmes
- Continuous Professional Development for staff in delivering these programmes
- School wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, The Walk Tall Programme etc.
- Delivery of appropriate programmes by School Completion Programme
- The school will specifically consider the additional needs of SEN pupils with regards to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately

### **LINKS TO OTHER POLICIES**

- Code of Behaviour
- Child Safeguarding Statement
- Special Educational Needs
- ICT and Acceptable Use Policy
- Health and Safety

## **5. PROCEDURES FOR INVESTIGATION, ACTIONS TO BE TAKEN, RESOLUTION/FOLLOW-UP AND RECORDING BULLYING**

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:

### **1. INVESTIGATION AND ACTION**

- In investigating and dealing with incidents of alleged bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parents/Guardians 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.
- Teachers will take a calm, unemotional problem-solving approach (modelling appropriate behaviour of how to act when dealing with unpleasant situations) when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to the questions of what, where, when, who and why.
- Questions to be asked when responding to challenging behaviour include:
  - What happened?
  - What were you thinking 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 to be asked when responding to those harmed include:
  - What happened?
  - What were you thinking at the time?
  - What have your thoughts been since?
  - How has this affected you/others?
  - What has been the hardest thing for you?
- 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 the group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved may be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to school policy). The school will afford parent(s)/guardian(s) the opportunity of discussing ways in which they can reinforce or support the actions being taken by the

school and the supports provided to pupils.

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Anti-Bullying Policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- It must also be made clear to all involved that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his/her parent(s)/guardian(s) and the school.

## **2. RESOLUTION & FOLLOW-UP**

- 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 parent(s)/guardian(s) or the school Principal/Deputy Principal.
- 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.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred as appropriate, to the school's Complaints Procedures (see **APPENDIX 3**)
- In the event that a parent(s)/guardian(s) has exhausted the school's Complaints Procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

## **3. RECORDING OF BULLYING BEHAVIOUR**

- 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 in resolving the issues and restoring, as far as is practicable, the relationships of the parties involved.
- The relevant teacher must use the recording template at **APPENDIX 4** to record the bullying behaviour in the following circumstances:
  - 1) 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 occurred; and
  - 2) 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/Deputy Principal as applicable.
- When the recording template APPENDIX 4 is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal.
- The relevant teacher may consult with the Principal/Deputy Principal at any stage in relation to a case



## 6. 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 instances, 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) will be sought.

## 7. SUPPORTS FOR PUPILS AFFECTED BY BULLYING

Pupils affected by bullying will be supported and monitored by the school. They will at all times be assured that the bullying was not their fault. They will be provided with in-school supports and opportunities to participate in activities designed to raise their self-esteem, to develop their friendships, social skills and thereby build resilience.

Our Programme of Support for working with children affected by bullying is as follows:

- ✧ SPHE Programmes e.g. Walk Tall, Stay Safe, RSE
- ✧ Access to a support teacher
- ✧ Special arrangements may be initiated to observe and support the child on the yard/school trips.
- ✧ Parents and class teacher will work together to boost the self-esteem and resilience of the child
- ✧ Counselling/Play Therapy
- ✧ Circle Time activities
- ✧ Worry Box
- ✧ The National Educational Psychological Service (NEPS)

**Note:** Pupils who engage in bullying behaviour may also need counselling to help them learn other ways of building positive relationships and meeting their needs without violating the rights of others. Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with their teachers or post them in their classroom Worry Box.

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

## 8. 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.

## **9. 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.

## **10. PUBLICATION**

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the Patron if requested.

## **11. ANNUAL REVIEW**

This policy and its implementation will be reviewed by the Board of Management on an annual basis. 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. A record of the review and outcome will be made available, if requested, to the Department and the Patron.

## **12. RATIFICATION**

This policy was adopted by the Board of Management on: September 27<sup>th</sup> 2023

Signed: 

***Chairperson of the Board of Management***

Signed: 

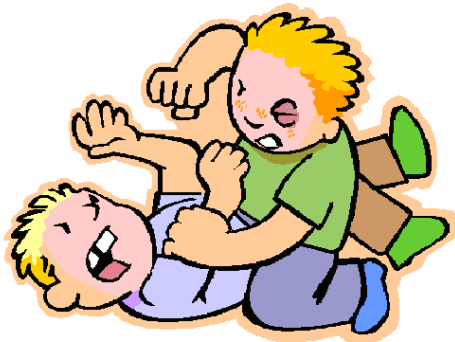
***Principal/Secretary of the Board of Management***

Date of next review: September 2024.

## Verbal Bullying...

...may involve persistent name-calling, 'slagging' or using a person consistently on the butt of jokes. Verbal attacks can be of a highly personal and/or sexual nature and can be directed at the child's family, culture, race, or religion. Malicious rumours are particularly insidious forms of verbal bullying. This type of bullying can leave children feeling angry, frightened and powerless. If children are unable to share their feelings with someone else, it can leave them emotionally bruised and exhausted. Their ability to concentrate can suffer, adversely affecting their capacity for learning.

## Physical Bullying...



...can consist of pushing, shoving, kicking, poking, tripping up, punching or striking someone with weapons or objects. When challenged, it may often be written off as 'horseplay', 'pretend', 'messaging', or 'just a game'. While children do play roughly, in the case of bullying, be aware that these 'games' can be a precursor to vicious physical assaults. Both boys and girls indulge in physical bullying, though boys perhaps more so as they have a greater tendency towards physical aggression.

## Relational Aggression (aka Emotional Bullying)...

...a sneaky and insidious type of bullying that often goes unnoticed by parents and teachers. It is a type of social manipulation where children try to hurt their peers or sabotage their social standing. Examples may include ostracising others from a group, spreading rumours, manipulating situations and breaking confidences. In general, girls tend to use relational aggression more than boys.



## Gesture Bullying...

...can rely on many different forms of non-verbal threatening gestures, which can convey intimidating or frightening messages, i.e. the stare or look that accompanies bullying behaviour.



## Extortion Bullying...

...young children are particularly vulnerable to extortion bullying. Demands for money, possessions or equipment or food may be made, often accompanied by threats. Children may also be dared or forced to steal from the school leaving them (at the mercy of the bully) open to further intimidation.

## Cyber-bullying...



...in an ever more technologically advanced world, a new strain of bullying has emerged amongst children, that takes place over digital devices such as mobile phones, computers and tablets. It can occur through SMS, text messaging, apps, online in social media forums and gaming where people can view, participate in, or share content. It includes sending, posting or sharing negative, harmful, false or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or

humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The most common platforms where cyberbullying occurs are:

- ✧ Social Media such as Facebook, Instagram, Twitter, Snapchat and Tik Tok
- ✧ Text messaging and messaging apps on mobile or tablet devices
- ✧ Instant messaging, direct messaging and online chatting over the internet
- ✧ Online forums, chat rooms and message boards such as Reddit
- ✧ Email
- ✧ Online gaming communities

### What to do if your child tells you that they are being bullied...

- ✧ Remain calm and ask questions – who, what, why, where, when. Get the facts, write it down, keep the text/phone messages or images or take a screen shot from the computer so you are informed when you approach the school, internet or phone provider, or Gardaí.
- ✧ Talk to your children; let them know that they can talk to you; keep the channels of communication open.
- ✧ Teaching a child to say “NO” in a good assertive tone of voice will help deal with many situations. A child’s self-image and body language may send out messages to potential bullies.
- ✧ Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell is far more positive, responsible and effective.
- ✧ In cases of Cyber-bullying, don’t lose your temper; above all, don’t threaten to take their phone or internet access away – this will just guarantee that they will never tell you anything again!
- ✧ Parents should approach their child’s teacher by appointment if the bullying is school related. It is important to understand that bullying in school can be very difficult for teachers to detect because of the large numbers of children involved. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.
- ✧ Remember many children, with a little help, will overcome this problem very quickly.



### What if your child is bullying?

- ✧ Don’t panic! This may be a temporary response to something else in the child’s life e.g. new baby, death in the family, problems in the home. Give your child an opportunity to talk about anything that could be upsetting him/her.
- ✧ Don’t punish bullying by being a bully yourself. Hitting and verbal attack will only make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt and try to get your child to understand the victim’s point of view.
- ✧ Bullies often suffer low self-esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don’t only look for negatives.
- ✧ Talk to your child’s teacher and find out more about their behaviour in school. Enlist the teacher’s help in dealing with this. It is important you both take the same approach.

The Board of Management of St. Martin de Porres has adopted the INTO/CPSMA Complaints Procedure which provides a mechanism for dealing fairly with parental complaints against a teacher.

The Irish National Teachers' Organisation and the Catholic Primary School Managers' Association reached agreement on a procedure for dealing with complaints by parents against teachers. The purpose of this procedure is to facilitate the resolution of difficulties where they may arise in an agreed and fair manner. The agreement lays out in five stages the process to be followed in progressing a complaint and the specific timescale to be followed at each stage.

### INTRODUCTION

Only those complaints about teachers which are written and signed by parents/guardians of pupils may be investigated formally by the Board of Management, except where those complaints are deemed by the Board to be:

- i. on matters of professional competence and which are to be referred to the Department of Education and Skills;
- ii. frivolous or vexatious complaints and complaints which do not impinge on the work of a teacher in a school; or
- iii. complaints in which either party has recourse to law or to another existing procedure.

Unwritten complaints, not in the above categories, may be processed informally as set out in **Stage 1** of this procedure.

### STAGE 1

- 1.1 A parent/guardian who wishes to make a complaint should, unless there are local arrangements to the contrary, approach the class teacher with a view to resolving the complaint.
- 1.2 Where the parent/guardian is unable to resolve the complaint with the class teacher s/he should approach the principal with a view to resolving it.
- 1.3 If the complaint is still unresolved the parent/guardian should raise the matter with the Chairperson of the Board of Management with a view to resolving it.

## **STAGE 2**

- 1.1 If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further s/he should lodge the complaint in writing with the Chairperson of the Board of Management.
- 1.2 The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties within five days of receipt of the written complaint.

## **STAGE 3**

- 3.1 If the complaint is not resolved informally, the Chairperson should, subject to the general authorisation of the Board and except in those cases where the Chairperson deems the particular authorisation of the Board to be required:
  - a) supply the teacher with a copy of the written complaint; and
  - b) arrange a meeting with the teacher and, where applicable, the Principal Teacher with a view to resolving the complaint. Such a meeting should take place within 10 days of receipt of the written complaint.

## **STAGE 4**

- 4.1 If the complaint is still not resolved the Chairperson should make a formal report to the Board within 10 days of the meeting referred to in 3(b).
- 4.2 If the Board considers that the complaint is not substantiated the teacher and the complainant should be so informed within three days of the Board meeting.
- 4.3 If the Board considers that the complaint is substantiated or that it warrants further investigation it proceeds as follows:
  - a) the teacher should be informed that the investigation is proceeding to the next stage;
  - b) the teacher should be supplied with a copy of any written evidence in support of the complaint;
  - c) the teacher should be requested to supply a written statement to the Board in response to the complaint;
  - d) the teacher should be afforded an opportunity to make a presentation of case to the Board. The teacher would be entitled to be accompanied and assisted by a friend at any such meeting;
  - e) the Board may arrange a meeting with the complainant if it considers such to be required. The complainant would be entitled to be accompanied and assisted by a friend at any such meeting; and
  - f) the meeting of the Board of Management referred to in (d) and (e) will take place within 10 days of the meeting referred to in 3(b).

## **STAGE 5**

- 5.1 When the Board has completed its investigation, the Chairperson should convey the decision of the Board in writing to the teacher and the complainant within five days of the meeting of the Board.
- 5.2 The decision of the Board shall be final.

**In this agreement 'days' means school days.**

## APPENDIX 4

## BULLYING BEHAVIOUR RECORD



### ST. MARTIN DE PORRES NS BULLYING BEHAVIOUR RECORD



1. Name of pupil being bullied: \_\_\_\_\_ Class: \_\_\_\_\_
2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour


3. Source of bullying concern/report (tick)

Pupil Concerned	
Other pupil	
Parent	
Teacher	
Other	

4. Location of incident (tick)

Yard	
Classroom	
Corridor	
Toilets	
Other	

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

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2. Type of Bullying Behaviour (tick relevant boxes)

Physical Aggression		Cyber-bullying	
Damage to property		Intimidation	
Isolation / Exclusion		Malicious Gossip	
Name calling		Other (specify)	

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

Disability/SEN	Racist	Membership Traveller Community	Homophobic	Other (specify)



Brief description of bullying behaviour and its impact

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4. Details of actions taken

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Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Date submitted to Principal/Deputy Principal: \_\_\_\_\_

### Anti-Bullying Support Services:

- ✧ PDST: Information Booklet for Schools  
<https://www.pdst.ie/sites/default/files/Anti-Bullying%20Support%20Materials.pdf>
- ✧ Department of Education and Skills (2013). Action Plan on Bullying: Report of the Anti-Bullying Working Group to the Minister of Education and Skills  
[https://www.pdst.ie/sites/default/files/Action-Plan-On-Bullying-2013\\_1.pdf](https://www.pdst.ie/sites/default/files/Action-Plan-On-Bullying-2013_1.pdf)
- ✧ National Anti-Bullying Coalition  
[www.nabc.ie](http://www.nabc.ie)
- ✧ Bully 4U  
[www.bully4u.ie](http://www.bully4u.ie)
- ✧ Anti-Bullying Ireland  
[www.antibullyingireland.com](http://www.antibullyingireland.com)
- ✧ Sticks and Stones  
[www.sticksandstones.ie](http://www.sticksandstones.ie)
- ✧ Barnardos  
[www.barnardos.ie](http://www.barnardos.ie)
- ✧ Childline  
1800 66 66 66  
Text 50101
- ✧ Webwise  
[www.webwise.ie](http://www.webwise.ie)