**Anti-bullying policy**

Clonbonny NS

**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 Clonbonny 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 and Circular 0045/2013 which were published in September 2013. This policy was initially developed in consultation with the all the partners of Clonbonny NS

**Mission Statement**

*It is the intention of the Board of Management, staff and parents, to work together for the positive promotion of the pupils and the school. We aim to deliver a quality service involving consultation and teamwork from the partners involved in education in Clonbonny NS*

**Aims of the Policy**

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 by fostering a positive school culture and climate which

* is welcoming of difference and diversity and is based on inclusivity
* encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
* promotes respectful relationships across the school community.
* 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 transphobic bullying.

* Effective supervision and monitoring of pupils.
* Supports for staff.
* Consistent recording, investigation and follow up of bullying behaviour
* On-going evaluation of the effectiveness of the anti-bullying policy.

**Definition of Bullying**

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

***Infant Definition:* Bullying is when a person hurts or upsets another person on purpose and more than once**

**O*ther class levels:* Bullying is hurtful, deliberate and repeated**

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

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

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and will 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.

The school acknowledges that there are three parties involved in bullying – those who bully, those who are bullied and those who witness the bullying. Staff and teachers bear this in mind when dealing with bullying incidences and try to support and work with all parties involved.

Information on the impact, indicators and other characteristics of bullying behaviour is set out in Sections 3 and 4 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

**Investigating incidents of Bullying:**

The ‘relevant teacher(s)’ for investigating and dealing with bullying are as follows;

* A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school’s anti-bullying policy.
* The ‘relevant teachers’ in Clonbonny NS are the class teachers.

**Strategies for Prevention of bullying:**

**A positive school climate is promoted through the following initiatives**

* A continuous school-wide promotion of respect for all and the illustration of mannerly conduct to a high standard.
* The SPHE curriculum, including the Walk Tall and Stay Safe programmes, is used throughout the school to support the anti-bullying policy.
* Cyber-bullying is discussed and highlighted by inviting relevant speakers to speak to the staff, children, parents and Board of Management at school as well as the utilisation of appropriate classroom resources such as ‘webwise’and/ or www.antibullyingcampaign.ie , when deemed necessary.
* Positive self-esteem is fostered among the pupils by celebrating individual differences/achievements, by acknowledging and rewarding good behaviour and by providing opportunities for success.
* An anti-bullying campaign will be run annually to highlight the effects of bullying behaviour
* A friendship week will be run annually to promote positive behaviour
* A ‘sorry box’ and a ‘kindness box’ will be used (if appropriate) to encourage engagement with positive behaviour
* Pupils are helped to develop empathy by discussing feelings and by trying to put themselves in the place of others.
* Teachers respond sensitively to pupils who disclose incidents of bullying.
* The school's anti-bullying policy is discussed regularly with the pupils.
* Staff is particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied. Behaviour logs will be kept where appropriate.
* All disclosed incidents of bullying are investigated.
* Members of the BOM are familiar with the school’s policy on bullying and actively promote it on a repeated basis among staff, parents and pupils.
* Parents contribute to and support the school’s policy on bullying by encouraging positive behaviour both at home and at school, by being vigilant for signs and symptoms that their child is being bullied or is bullying others, by communicating concerns to the school.
* The school also maintains awareness of bullying as a form of unacceptable behaviour through:
* Assemblies to remind pupils of the school’s anti-bullying policy and reward and celebrate positive behaviour. (kindness wall)
* Use of both the formal and informal curriculum to emphasise that bullying is unacceptable... visual arts activities, posters, drama, role play, SPHE, cooperative games...
* The school’s supervision practices will also act as a strategy for prevention of bullying behaviour through ensuring that as far as possible that all sections of the playground are supervised at break times and that corridor and toilets are monitored.
* Non-teaching staff such as secretaries, are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the appropriate teaching member of staff

**Procedures for Dealing with Incidents of bullying:**

All reports of bullying, no matter how trivial, should be noted, investigated and dealt with by teachers. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance.

* The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).
* In order to investigate and/or deal with bullying allegations, a period of observation must occur (20 days) as the agreed definition of bullying is behaviour that is negative/unwanted and is repeated/sustained.
* The teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
* Reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher. This confidence factor is of vital importance.
* Non-teaching staff are encouraged to report any incidents of bullying behaviour witnessed by them.
* 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.
* It is very important that all involved understand the above approach from the outset.
* Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
* Incidents are generally best investigated outside the classroom.
* Interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned.
* When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why, in a calm manner.
* If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group.
* Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher.
* Sometimes those involved may be asked to write down their account of the incident(s). (bullying observation form and template for recording bullying behaviour)
* In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy).
* 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 this is a private matter between the pupil being disciplined, his or her parents and the school.
* 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 teacher in the standardised recording template (attached) and a copy must be provided to the Principal/ Deputy Principal.
* It is also important to note that when the school has decided, as part of its anti-bullying policy, that in certain circumstances bullying behaviour must be recorded and reported to the Principal/ Deputy Principal with immediate effect.
* The teacher will inform the Principal of the issues involved when dealing with the behaviour.

*The following factors will be taken 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.

**Board of Management**

* The Board of Management ensures that the school has clear procedures for the formal noting and reporting of bullying behaviour. The Board of Management will undertake an annual review of the school’s anti-bullying policy and its implementation in the school.
* It is the duty of the school to provide a safe environment for all the children. Should the interventions mentioned fail and the bullying continue, a programme of appropriate sanctions may be implemented by the Principal in consultation with the parents and Board of Management. The sanctions implemented aim to encourage positive behaviour and support the esteem of the child. These sanctions may include a period of suspension during which there will be ongoing consultation with the parents to decide on appropriate action(s) to be taken in the best interests of the child. Suspension for any period of time will be reported in writing by the Principal to the Chairperson of the Board of Management.
* At least once every school term, the Principal will provide a report to the Board of Management stating the number of bullying cases reported to the Principal/ Deputy Principal since the previous Board of Management meeting and confirmation that all these cases have been, or are being dealt with in accordance with the school’s anti-bullying policy.

**Supports for Pupils affected by bulling**

* A programme of support for pupils who have been bullied is in place. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.
* Pupils who engage in bullying behaviour may need counselling and/or opportunities to help them learn other ways of meeting their needs without violating the rights of others.
* Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.
* The policy will be available on the Clonbonny NS website [www.clonbonnyns.ie](http://www.clonbonnyns.ie) and/or in hardcopy.

**Supervision and Monitoring of Pupils**

The Board of Management of Clonbonny NS 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 of Clonbonny NS 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 has been made available to school personnel and published on the school website. 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. A record of the review and its outcome will be recorded and made available, if requested, to the patron and the Department

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

(Chairperson) Date

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

(Principal) Date

Date of next review: Term 3 2020/2021

Reference Section

Department of Education and Skills Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (2013) available on DES website www.education.ie

* Stay Safe and Walk Tall Programmes
* Anti-Bullying Unit. Trinity College. Dr. Mona O Moore.
* Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino
* DES ant-bullying procedures and guidelines 2013
* PDST anti-bullying guidelines
* Management Board Members’ Handbook
* [www.anti-bullyingcampaign.ie](http://www.anti-bullyingcampaign.ie)
* [www.webwise.ie](http://www.webwise.ie)

**Bullying Survey for Parents**

*Using this definition of bullying to complete the survey questions:*  
  
Bullying is an act that is done on purpose to threaten, harass, intimidate, or hurt others. The person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over again, and is not just a once of incident. Bullying can involve a number of different behaviours including:

--Physical bullying (punching, shoving, hitting, destruction of property, etc.)  
--Verbal bullying (teasing people, calling them names, or making fun of them)  
--Social/emotional bullying (spreading mean rumours or gossip, intentionally keeping people out of a group or ignoring them, or getting others to "gang up" on someone)  
--Cyberbullying (teasing, taunting, threatening, or harassing someone through the use of e-mails, cell phones, text or instant messaging, or other electronic methods).  
  
Please answer these questions the best way that you can. There are no right or wrong answers. I am not asking you to put down your name, so no one will know how you answered.  
  
Thank you for your time.

**1.Indicate what class/classes your child/children are in:**

\_\_\_Infants \_\_\_\_\_1st/2nd class \_\_\_\_\_3rd/4th class \_\_\_\_5th/6th class

**2. Do you think your child/children feel safe at school?**

Yes, all of the time.

Most of the time.

Some of the time.

No, I don't think they feel safe.

**3. Overall, how would you rank the problem of bullying at your child’s/children’s school?**

Not a problem

Mild

Moderate

Severe

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| --- |
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**4. Based on the definitions explained above, do you think your child/children has/have been bullied this year?**

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | None | 1-2 times | 3-4 times | 5-6 times | More than 5-6 times | | Physical Bullying |  |  |  |  |  | | Verbal Bullying |  |  |  |  |  | | Social/Emotional Bullying |  |  |  |  |  | | Cyber-Bullying |  |  |  |  |  | |  |  |  |  | 5 times or more |

**5. Where has bullying taken place?**

I am not aware of any problems with bullying.

On the way to or from school (bus)

In the hallways or toilets

At lunch on the playground

In the classroom

**6. How have you become aware of any bullying?**

My child has not been bullied this year.

My child has talked to me

I observed the bullying taking place.

Teachers have made me aware of the bullying

Other Parents have made me aware of the bullying

 Other

If answer is “other” please explain

|  |
| --- |
|  |

**7. Has your child ever been identified as someone who has bullied other students?**

Yes No

**8. How have you become aware that your child was identified as someone who has bullied other students?**

My child has not bullied other students.

My child has talked to me.

I observed the bullying taking place.

Teachers have made me aware of the bullying.

School administration has made me aware of the bullying.

Other parents talked to me about the bullying.

Other

If you answered “other” please explain

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| --- |
|  |

**9. If you child has been involved in a bullying incident, either as the bully or the victim, what steps have been taken to deal with the situation?**

My child has not been involved in a bullying incident.

The teacher talked to the students to resolve the situation.

Consequences were given to the bully by the school.

Consequences were given to the bully by the parents.

I talked to my child and helped him/her resolve the problem.

I talked to the other child's parents to help resolve the problem.

Other

If you answered “other” please explain

**10. I talk to my child/children about what bullying is and why it's wrong.**

Yes, as a general topic of discussion

No

Only when a problem occurs

**11. I talk to my child/children about what to do if he or she is being bullied.**

Yes, as a general topic of discussion

No

Only when a problem occurs

**12. I talk to my child/children about what to do if he or she sees someone being bullied.**

Yes, as a general topic of discussion

No

Only when a problem occurs

**13. Do you think teachers know about the bullying that goes on in their classrooms?**

Almost always

Some of the time

Almost never

Doesn't apply

**14. Do you think teachers and other adults see the bullying that goes on in the school?**

Almost always

Some of the time

Almost never

Doesn't apply

**15. When teachers or other adults see incidents happen at school, do they try to stop it?**

Almost always

Some of the time

Almost never

Doesn't apply

**16. When students are caught bullying someone, do you think they're given a consequence for their behaviour?**

Almost always

Some of the time

Almost never

Doesn't apply

**17. Do you think the word Bullying is clearly understood by everyone (teachers, children and parents) or is the word sometimes used to describe incidents that are one of and not happening over and over again?**

Almost always

Some of the time

Almost never

Doesn't apply

**18. What activities/events that take place at school are helpful in teaching students about bullying and reducing incidents?**

Discussions with teachers

Class lessons

Anti-bullying Campaign

Students been aware of rules and code of behaviour

Activities that promote friendship

**19. What other information would be helpful for us to know in addressing bullying in our schools?**

|  |
| --- |
|  |

Thank you for taking the bullying survey. The results will help us better understand if this is a problem in our school, and help us do a better job of helping students if there is a problem.

**Anti-bullying questionnaire for children**

The answers you give are private and you do not have to include your name on this form

Tick the correct box

**Boy  Girl **

**1. Have you ever been Bullied?**

Yes  No 

**2. If Yes, How recently?**

This week 

This month 

This Year 

Last year 

**3. Were you bellied by a group of children or by someone on their own?**

Someone on their own  A group 

**4. Were other children present to witness this?**

Yes  No 

**5. How were you bullied?**

Called names 

Left out/ignored 

Threatened 

Hit/ Kicked 

Forced to do something I didn’t want to do 

Personal property damaged/stolen 

Had rumours spread about you 

**6. Where did it happen?**

Classroom 

Corridor 

Yard 

School bus 

Other (please describe)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7. How did this make you feel?**

Sad 

Angry 

Lonely 

Scared 

Embarrassed 

Other (please describe)

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**8. Did you tell anyone?**

Yes  No 

**9. If No, what stopped you from telling someone?**

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**10. If Yes, who did you tell?**

Adult at school 

Parents 

Friend 

Older brother/sister 

Other (please describe)

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**11. What happened after you told someone?**

The bullying stopped altogether 

The bullying did not stop 

The bullying got worse 

The bullying stopped but then restarted 

Any other comments

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**12. Do you feel the school takes bullying seriously?**

Yes  No 

**13. What does the school do to stop bullying?**

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**14. Do you think what the school does to stop bullying is working?**

Yes 

No 

**15. Do you know about the schools anti-bullying policy?**

Yes  No 

**16. What else could the school do to stop bullying?**

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**17. Have you ever witnessed someone been bullied?**

Yes  No 

**18. If Yes, what did you do to try and help them?**

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**19. How often do you spend lunch alone because you have no one to play with?**

Everyday 

Once or twice a week 

Once or twice a month 

Once or twice a year 

Never 

**20. Is there anything else you want to tell us about bullying?**

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***Behaviour Observation form***

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Yard: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Time:** | **Child’s name** | **Type of behaviour** | **Directed towards** |
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**Template for recording bullying behaviour**

**1. Name of pupil allegedly being bullied and class group**

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

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Source of bullying concern/ report (tick all relevant options)**

Pupil Concerned

Other pupil

Parent

Teacher

Other

**4. Location of reported incidents (tick all relevant options)**

Playground

Classroom

Corridor

Toilets

School Bus

Other

**5. Name of person(s) who reported the bullying behaviour :** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. Type of alleged bullying behaviour (tick all relevant options)**

Physical Aggression

Cyber-bullying

Damage to Property

Intimidation

Isolation/ Exclusion

Malicious Gossip

Name Calling

Other (specify)

**7. Where alleged behaviour is regarded as identity-based bullying, please indicate the category**

Homophobic

Disability/ SEN

Racist

Membership of Travelling Community

Other (specify)

**8. Brief description of alleged bullying behaviour and its impact (attach notes/report if desired)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**9. Details of actions taken (attach notes/ report is desired)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signed : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Relevant Teacher)**

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

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