



Westport Educate Together National School

Anti-Bullying Policy

'Reform, not blame'

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1. School position on bullying:

The Westport ETNS community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well-being of the targeted pupil(s) and the perpetrator(s).

An 'Anti-Bullying Team,' made up of staff members, exists to cultivate an environment free from bullying.

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a 'Reform, not Blame' approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

2. Introduction:

In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behavior guidelines issued by the NEWB, the Board of Management of Westport ETNS has adopted the following anti-bullying policy within the framework of the school's overall code of behavior. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

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 behavior:

- 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 behavior 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;
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behavior (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy

3. Definition:

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

Bullying is unwanted negative behavior, 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 behavior are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying (appendix 3)

- identity-based bullying such as homophobic bullying (appendix 4), 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 behavior, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

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

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

4. Education and prevention strategies:

Tier 1: School based strategies

Primary prevention includes a school-wide anti-bullying policy that includes all students, all parent(s)/carer(s), and all staff including teachers, administrators, support staff, and the Board of Management.

The following are Annual/ Termly/ Monthly/ Weekly activities which encourage friendship, respect and promotion of Anti-Bullying:

1. Friendship Week (Annual)
2. On-going Assembly Themes based on the core principles of Learn Together (Weekly)
3. Learn Together Notice Boards (Ongoing)
4. The school Code of Positive Behaviour details the approaches taken by the school to foster respect, kindness and appropriate behaviours. (Ongoing)

The school ensures the following takes place:

- A consistent, school-wide approach to the fostering of respect for all members of the school community. This is evident throughout the school campus and is reflected in the everyday communication among the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- School-wide awareness-raising and access to training on various aspects of bullying. This may include staff, pupils and the wider school community. A wide variety of agencies may provide support and information in this area e.g. NPC (National Parents Council), An Garda Síochána, Local Education Centres, Barnardos etc.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- The school's Anti-Bullying policy, in conjunction with The Code of Positive Behaviour, is discussed with parent(s)/carer(s) at class meetings and at New Parents Meeting. Copies of these policies are available at the school and on the school website.

- Encourage a culture of reporting incidents, with particular emphasis on the role/importance of bystanders. The difference between “telling tales” and “reporting” will be brought to the awareness of pupils. This will be taught at a whole-school, whole-class and individual level.
- Ensure that pupils know who to tell and how to tell, e.g. Direct approach to teacher at an appropriate time, Get a parent/carer or friend to tell on behalf of the pupil.
- Ensure bystanders understand the importance of reporting if they witness or know that bullying is taking place. Use of relevant stories, such as “The Juice Box Bully” by Bob Sornson and Maria Dismondy.
- Parent(s)/carer(s) are encouraged to approach the school if they suspect that their child is being bullied. Parent(s)/carer(s) are advised to follow this line of communication: class teacher - principal- BOM.
- Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the ‘Relevant Teacher’ (in the case of staff members) or any staff member (in the case of parents/guardians). Through regular reports in school newsletters and other communications, as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the activities of the school 'Anti-Bullying Team' and encouraged to support its work.

Links to other policies

- SPHE Policy- Stay Safe Programme, Walk Tall
- Ethical Education- Learn Together Plan
- Code of Positive Behaviour
- Child Safeguarding Statement

Tier 2: Class-Based

As well as Tier 1 School-Based approach, prevention also includes class-based activities.

The following outlines lessons that are taught in class to provide bullying prevention:

1. Stay Safe lessons
2. Walk Tall lessons
3. Learn Together lessons
4. Webwise lessons

The school ensures that the following takes place:

- The school Code of Behaviour teaches and encourages the children to behave in a respectful, safe and friendly manner.
- The school will emphasise the importance of Bystander Education in all classes. The slogan: “Bully Free Starts with Me” will be used to teach and promote Anti-bullying behaviours throughout the school community. This will be displayed throughout the school, along with other anti-bullying messages and posters.
- Children will be taught the STOP, THINK, DO approach (Appendix 2). This approach will then be taught at an individual level for those children who have SEN or may need added reinforcement in this area. School staff will reinforce this strategy with children and model the approach in their interactions during the school day.
- Lessons about the difference between “telling tales” and “reporting” will be taught.
- The anti-bullying module of the SPHE programme as it applies during each school year,
- At least five awareness-raising exercises per school year for each class group (*e.g. from the ‘Awareness-Raising’ strand of the Anti-Bullying Campaign, via its website*), pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
 - Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
 - Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
 - Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.

5. Procedures for Investigation:

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, (e.g. the six step approach available from the 'Dealing with Incidents' section of the Anti-Bullying Campaign website) are as follows:

1. The 'Relevant Teacher' (i.e. in Westport ETNS year 1 – Niall. As the school grows this could be any permanent class teacher) investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
 2. The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
 3. Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
 4. The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
 5. When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
 6. If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely in the school office.
 - Sanctions:
Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:
 - S/he may be required to sign another promise, this time countersigned by a parent/guardian;
 - Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honored;

- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.
- The case may be referred to the Board of Management and the pupil may be expelled from the school.

6. Pupils Affected By Bullying:

- The school's programme of support for working with pupils affected by bullying is as follows:

Bullied pupils:

- Ending the bullying behaviour,
- Changing the school culture to foster more respect for bullied pupils and all pupils,
- Changing the school culture to foster greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Make bullied pupil aware of any support services they can access,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Implementing a 'buddy system' in the school (*if applicable*),

Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean slate,'
 - Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
 - Making adequate counseling facilities available to help those who need to learn other ways of meeting their needs besides violating the rights of others,
 - Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
 - Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
 - In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
 - In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean slate' and no blame in return for keeping a promise to reform.
- 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.

- The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as 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.

7. Additional Information:





- This policy has been made available to school personnel and be readily accessible to parents and pupils on request. A copy of this policy will be made available to the Department of Education and Skills and to 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 and be readily accessible to parents and pupils on request. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

Appendix 1:

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

- **Repeated aggressive behaviour/attitude/body language, for example:**
 - Shouting and uncontrolled anger
 - Personal insults
 - Verbal abuse
 - Offensive language directed at an individual,
 - Continually shouting or dismissing others
 - Public verbal attacks/criticism
 - Domineering behaviour
 - Open aggression
 - Offensive gestures and unwanted physical contact
- **Intimidation, either physical, psychological or emotional, for example:**
 - Treating in a dictatorial manner
 - Ridicule
 - Persistent slugging
 - Deliberate staring with the intent to discomfort
 - Persistent rudeness in behaviour and attitude toward a particular individual
 - Asking inappropriate questions/making inappropriate comments re. personal life/family
 - Asking inappropriate questions/making inappropriate comments re. social life or schoolwork
- **Interference with property, for example:**
 - Stealing/damaging books or equipment
 - Stealing/damaging clothing or other property
 - Demanding money with menaces
 - Persistently moving, hiding or interfering with property
 - Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:**
 - Condescending tone
 - Deliberately withholding significant information and resources
 - Writing of anonymous notes
 - Malicious, disparaging or demeaning comments
 - Malicious tricks/derogatory joke / Knowingly spreading rumours
 - Belittling others' efforts, their enthusiasm or their new idea
 - Derogatory or offensive nicknames (name-calling)
 - Using electronic or other media for any of the above (cyber bullying)
 - Disrespectfully mimicking a particular individual in his/her absence
 - Deliberately refusing to address issues focusing instead on the person
- **Ostracising or isolating, for example:**
 - Deliberately marginalising an individual/ Deliberately preventing a person from joining a group
 - Deliberately preventing from joining in an activity, schoolwork-related or recreational
 - Blaming a pupil for things s/he did not do.

Appendix 2:

STOP, THINK, DO!	
STOP	
Urge children not to react, just look and listen.	
Clarify problem with child.	
Reflect children's feelings - "You feel...because (problem)."	
THINK	
Consider solutions with children	
Children evaluate consequences	
"What could you do?"	
Children choose best solution	
DO	
Children choose best solution	
"Do it"	
Encourage children to act!	
Follow up.	
<p><i>If it doesn't work, urge children to STOP and THINK again</i> <i>This process can be long but it can become shorter with practice</i></p> <p>"I feel.....because (problem)" STOP "You feel.....because (problem)" "What could we try?" THINK "What could you try?" "Let's do it!" DO "Do it!"</p>	
Social Skills to Solving Problems	
Step 1: Calmly Ask the student to "STOP AND THINK". Step 2: Remind the student: "DO YOU WANT TO MAKE A GOOD CHOICE OR A BAD CHOICE?" Step 3: Ask: "WHAT ARE YOUR CHOICES OR STEPS?" Step 4: Instruct the student: "DO IT:" or "SHOW ME THE GOOD CHOICE". Step 5: Tell the student: "GOOD JOB" or "YOU SHOULD BE PROUD OF YOURSELF".	

Appendix 3:

Cyber Bullying

A lot of cyber bullying occurs when children lose sight of the consequences. Some don't think sending messages, which they see as "just messing" or "joking", is bullying and don't understand how it can hurt someone. One of the most common reasons for cyber bullying is an attitude among bullies that they won't get caught. Internet anonymity empowers bullies and leaves them feeling like they cannot be traced. As with traditional bullying, pressure from friends can be a trigger for cyber bullying too. As well as this, some pupils do not appreciate that posting online is a form of publishing. Rather, some see the internet as "not the real world". This feeling leads to children believing that they cannot be reprimanded for what they do online.

Terms that will be useful to listen out for and to understand when dealing with cyber bullying
(Webwise 2015)

Term	Description
Frapping	The action of editing someone's Facebook profile or status without the person's permission.
Happy Slapping	The misnamed term is used to describe when an unsuspecting victim is attacked while an accomplice records the attack, usually by mobile phone. Video clips of such attacks are sometimes posted to the Internet.
Hashtag	A hashtag is a word or a phrase preceded by a # sign to identify messages on a specific topic
Twitter, Tumblr, Instagram, Facebook	Social media platforms where people can share content, be followed or have friends and post comments and material to be viewed by friends, followers or the public
WhatsApp, Viber, Snapchat	Online messaging apps that allow users to communicate in groups or individually. Access to the internet is necessary. Snapchat messages delete themselves after a set number of seconds. However, screenshots can be taken during this time to record and maintain the picture or message.
Selfie	A self-portrait typically taken with a hand held camera or phone
Troll	A troll is a deliberately provocative use of an internet message board, social network or comments section. A troll upsets or angers others by leaving hurtful or off-topic remarks in an online community, usually to illicit emotional responses.
Viral	Content is said to have gone viral (photos, videos, blogs) when they are circulated rapidly and widely from one user to another
Tagging	To describe a link to a website, person or place on the internet using a social media platform. Usually photos, people or websites are tagged to link in that user and inform them of the content. People can tag others to be hurtful and lead unwanted traffic to that person's profile or picture. This can lead to photos being shared and inappropriately shared.
Screenshot	A photo that can be taken of the screen of a mobile phone using the device itself.

Prevention of Cyberbullying

In conjunction with other curricular implementation, here are some specific approaches that can be employed by the class teacher to prevention cyberbullying;

- Explicit teaching of computer rules at the beginning of each school year
- Explicit teaching of our SMART online code
- Explicit reference to cyber bullying and what it is when covering the Stay Safe programme
- Teaching of Webwise lessons on safe internet use (My Selfie and the Wider World) during February of each year
 - Lessons 1 / 2 and 5; First and second classes
 - Lessons 1 – 5; Third to Sixth classes
- Marking and reflecting on Safer Internet Day each year Using teachable moments to reflect on behaviour online
 - When sharing information
 - Taking and uploading pictures
- Modelling good behaviour online through class blogs, twitter accounts and other online technology

Responding to Cyberbullying

In conjunction with our schools policy on recording and responding to bullying here are some tips for class teachers; (Adapted from Webswise 2015)

- Support: Provide the person being bullied with support and reassurance.
- Evidence: Help the child keep relevant evidence for investigations. This can be done by taking screen shots or printing webpages. Do not allow the deletion of phone messages
- Inform: Give the child advice for making sure it does not happen again. This can include changing passwords, contact details, blocking profiles on social networking sites or reporting abuse online
- No Retaliation: Ensure that the young person does not retaliate or reply to the messages
- Privacy: Encourage the child to keep personal information private on the internet
- Investigation: The cyber bullying claim needs to be investigated fully. If the perpetrator is known, ask them to remove offending remarks or posts. All records should be kept as part of the investigation.
- Guidelines: Refer to and be aware of the school's Acceptable Use Policy and Code of Good Behaviour

Appendix 4:

Homophobic Bullying

Homophobia is when people discriminate against lesbian, gay, bisexual or transgender people (LGBT), or people they think may be LGBT. The term includes transphobia which is discrimination against transgendered people. Anti-gay graffiti, spreading rumors that someone is gay, being abusive, jeering or violence towards someone who is LGBT are all types of homophobia. People who are heterosexual can also be victims of homophobia because the people who are bullying think that they are LGBT. Children may not be aware that their behaviour is homophobic and it is important to create an atmosphere of tolerance for difference, and respect of others.

What are the terms and what do they mean?

(Respect Guidelines INTO / GLEN 2015)

Term	Junior Classes	Senior Classes
Lesbian	A woman who loves another woman and they can be a family together	A woman who has or wants to be in a loving relationship with another woman
Gay	A man who loves another man and they can be a family together	A man who has or wants to be in a relationship with another man. Sometimes gay is a word to refer to lesbians.
Bisexual	A person who can love either a man or a woman and make a family with either gender	A person who can have or wants to have a relationship with either a man or woman
Transgender	A girl who feels like they are a boy / A woman who likes like they are a man A boy who feels like they are a girl / A man who feels like they are a woman	A person who was born with the physical characteristics of a boy or girl but deep down inside they feel like they are a different gender and want their life as that gender
Heterosexual	A man who loves a woman, or a woman who loves a man and they can be a family together	A man who has or wants to have a loving relationship with a woman or a woman who has or wants to have a loving relationship with a man
LGBT	A short way to say lesbian, gay, bisexual and transgender	An acronym used to refer to lesbian, gay, bisexual and transgender communities
Ally	A person who stands up for LGBT people and won't let people be mean to them	A person who stands up and supports LGBT people and won't let people be mean to them
Homophobic Bullying	When people are hurtful to others because they are lesbian, gay, bisexual or transgender or think they are	When people are hurtful to others (verbally, psychologically, physically or online) because they are lesbian, gay, bisexual or transgender or think they are

Prevention of homophobic bullying and behaviour

In our school, in conjunction with other curricular implementation, here are some specific approaches that can be used to prevention homophobic bullying and behavior

1. Promote positive and inclusive representations of LGBT families and people through appropriate story and picture books in class library and as Read Aloud (see attached list of books)
2. When teaching about family through SPHE, to include and make visible all types of families. Use INTO Different Families/ Same Love poster
3. Explain LGBT terms to children if asked direct questions and, as children develop concepts, teach the terms explicitly when discussing homophobic bullying or dealing with misuse of language
4. Explicitly name homophobic bullying if it occurs or if its discussed
5. Challenge gender stereotypes that limit children’s understanding of gender roles
 - i. Through Aistear – challenge children to take roles beyond their own experience or knowledge
 - ii. Story and Picture Books (see attached list)
 - iii. School Activities – encourage all to become involved and challenge the idea of a ‘boys game’ and a ‘girls game’
 - iv. Teacher language – use inclusive language – don’t unnecessarily categorise pupils on the basis of gender
 - v. Teach lessons on Gender Equality from Equal Measures lessons
6. Inclusion of LGBT voices in curricular subjects (such as civil rights leaders)
7. If there are persistent issues with homophobic bullying, have an explicit lesson on Homophobic name-calling (from Amnesty, available on the school server)

Responding to Homophobic Language or Bullying (adapted from www.welcomingschools.org)

In conjunction with how we respond to bullying behaviour, it is important to note that homophobic language and behaviour may not be understood by children when they use it. The following approach will allow for children to develop a sense of the hurtful nature of homophobic language. The use of any term that is derogatory to describe LGBT people can be deemed homophobic language and as such should be addressed and not ignored.

Stop it!	Educate!
<p>Keep it simple with quick responses:</p> <ul style="list-style-type: none"> ● We don’t use put-downs in our school ● It is not okay to say ‘that’s so gay’, ‘that game is gay’, ‘that pass is gay’ ● It is not okay to call someone ‘gay’ ● What did you mean by that? ● Do you know what gay means? ● You may not have meant to be hurtful but when you use the word ‘gay’ to mean something is stupid or bad, it is hurtful ● Do you know why it is hurtful? 	<p>If you have the time and opportunity to educate on the spot, do it. If not, make time for it later.</p> <ul style="list-style-type: none"> ● Have a lesson around the meaning of the terms used and discuss about why they are hurtful ● Be clear with students that when they use the word gay in a negative way, they are being disrespectful ● Provide accurate information and teach the terms relative to the age group (see above) ● Be aware of other terminology and discuss in the same age-appropriate way

Appendix 5:

**Westport ETNS
Anti-Bullying Campaign – Incident Report Form (p.1 of 2)
Please return to the relevant teacher
Report:**

1. Details of Reporting Person:

Source of Report:	
Date:	
Name of reporting person: <i>(If someone other than a staff member, parent or pupil, include their phone number)</i>	

2. Details of Alleged Incident:

Location(s) of Incident(s):	
Date, Day, Time:	
Possible Targeted Pupil(s) and Class(es):	
Possible Perpetrator(s) and Class(es):	
Others who were there:	
Initial Details of Incident:	

Actions taken will be outlined on p. 2

Westport ETNS Ant-Bullying Campaign – Incident Report Form (p.2 of 2)

Actions Taken

Name of relevant teacher: _____

Please record any survey, interview, phone-call, consultation with parents, pupils, teacher, principal etc. as relevant

Date:	Record of Actions:
	<p data-bbox="467 520 773 550"><u>Findings of Investigation:</u></p> <p data-bbox="467 911 691 940"><u>Strategy Adopted:</u></p> <p data-bbox="467 1302 779 1331"><u>Outcome of Intervention:</u></p>

Appendix 6:

Home School Link
WORKSHEET 7
Junior & Senior Infants

Stay Safe Rules

Say No

Get Away

Tell

Appendix 7: 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 Anti-Bullying Procedures for Primary and Post-Primary Schools?	
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 (inc new staff)?	
Is the Board satisfied that school staff are 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 child 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?	

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Notification regarding the Board of Management’s annual review of the anti-bullying policy

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].
- This review was conducted in accordance with the checklist set out in Appendix 4 of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal