

ANTI BULLYING POLICY V.1

In accordance with the requirements of the Education (Welfare) Act 2000 and Developing a Code of Behaviour: Guidelines for Schools (2008), the Board of Management of St. Marys Primary School has adopted the following Anti-Bullying Policy within the framework of the school's overall Code of Behaviour. This Anti Bullying Policy should be read in conjunction with our Code of Behaviour. This policy complies fully with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013).

Introduction

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

- A positive school culture and climate which:
- Is welcoming of difference and diversity and is based on inclusivity.
- Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
- Promotes respectful relationships across the school community.
- Effective leadership by the Board, Principal, In-school Management Team, teachers, SNAs and non-teaching staff to set standards, model best practice and ensure a whole-school approach to preventing and tackling bullying.
- A whole community approach to the problem of bullying comprising school management, teachers, SNAs, non-teaching staff, pupils and Parents/Guardians, with the assistance of the Gardaí and Tusla as appropriate.
- A school wide approach encompassing training for teachers, pupils and parents on the Three R's anti Bullying Training Programme was undertaken in the 2023-2024 academic year.

- The promotion of a shared understanding among Parents/Guardians, pupils, staff and the wider community of what bullying is and its impact.
- Implementation of education and prevention strategies, including awareness raising measures such as the Abi Method Three R's Training which is restorative anti Bullying Training and Intervention Methodology (2nd – 6th Class Pupils) and Zippy's Friends (1st Class pupils) that:
 - Build empathy, respect and resilience in pupils.
 - Explicitly address the issues of cyber bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
 - Effective supervision and monitoring of pupils by staff.
 - Supports for staff, including ongoing professional development and regular review of our Anti-Bullying Policy and accompanying procedures.
 - Consistent recording, investigation and follow up of bullying behaviour, including use of established intervention strategies.
 - Consistent recording, investigation and follow up of bullying behaviour (including the use of the Three R's Record, Review and Repair): and
 - Ongoing evaluation of the effectiveness of our Anti-Bullying Policy and practices.

3. Definition of Bullying

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) 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 relations bullying, cyber bullying and identity based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special education 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 our Code of Behaviour.

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

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

Additional information of different types of bullying is set out in Section 2 of the anti bullying Procedures for Primary and Post Primary Schools:

Examples of bullying behaviours

General behaviours which apply to all types of bullying	<ul style="list-style-type: none"> · Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. · Physical aggression · Damage to property · Name calling · Slagging · The production, display or circulation of written words, pictures or other materials aimed at intimidating another person · Offensive graffiti · Extortion · Intimidation · Insulting or offensive gestures · The "look" · Invasion of personal space · A combination of any of the types listed.
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Cyberbullying	<ul style="list-style-type: none"> · Denigration: Spreading rumors, lies or gossip to hurt a person's reputation · Harassment: Continually sending vicious, mean or disturbing messages to an individual · Impersonation: Posting offensive or aggressive messages under another person's name · Flaming: Using inflammatory or vulgar words to provoke an online fight · Trickery: Fooling someone into sharing personal information which you then post online · Outing: Posting or sharing confidential or compromising information or images · Exclusion: Purposefully excluding someone from an online group · Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety <ul style="list-style-type: none"> · Silent telephone/mobile phone call · Abusive telephone/mobile phone calls · Abusive text messages · Abusive email · Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles · Abusive website comments/Blogs/Pictures · Abusive posts on any form of communication technology
Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	<ul style="list-style-type: none"> · Spreading rumours about a person's sexual orientation · Taunting a person of a different sexual orientation · Name calling e.g. Gay, queer, lesbian...used in a derogatory manner · Physical intimidation or attacks · Threats

Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> · Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background · Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> · Malicious gossip · Isolation & exclusion · Ignoring · Excluding from the group · Taking someone's friends away · "Bitching" · Spreading rumours · Breaking confidence · Talking loud enough so that the person can hear · The "look"
Sexual	<ul style="list-style-type: none"> · Unwelcome or inappropriate sexual comments or touching · Harassment

Special Educational Needs, Disability	<ul style="list-style-type: none"> · Name calling · Taunting others because of their disability or learning needs · Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying · Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. · Mimicking a person's disability · Setting others up for ridicule
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4. Relevant Teacher for Investigating and Dealing with Bullying

The member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the relevant teacher. In St. Marys Primary School, the relevant teacher will normally be the class teacher. the relevant teacher in some instances may be a Support teacher, teacher on supervision duty, member of in school management, deputy principal, principal, nurture room teacher, or HSCL Co-ordinator.

5. Education and Prevention Strategies

The education and prevention strategies, including strategies specifically aimed at cyber bullying and identity-based bullying including in particular, homophobic and transphobic bullying, that will be used by St. Mary's Primary School are as follows:

Schoolwide Strategies

- The right of every member of the school community to be safe and secure in school is promoted actively.
- Respectful behaviour is modelled to all members of the school community at all times and diversity is celebrated

- A school-wide approach to the fostering of respect for all members of the school community.(eg Training for teachers, pupils and parents on the Three R's Training which is a Restorative Anti-Bullying training and Intervention Methodology)
- Every child together with their parent completes the Three R's Agreement (Appendix 2) via Google forms. A hard copy will be available also.
- St. Mary's RESPECT Code (Positive Discipline Policy), Code of Behaviour, Anti-Bullying Policy and Restorative Practice are implemented consistently. School rules are taught explicitly and the unacceptability of bullying behaviour is highlighted regularly through class-based discussions and school assemblies.
- Pupil activity in classrooms, general purpose room, corridors, school grounds, and during school outings and school-initiated extra-curricular activities are supervised and monitored appropriately by school staff.
- Key respect messages are displayed in classrooms, in assembly areas and around the school.
- Pupils are provided with constructive feedback when respectful behaviour and respectful language are absent. The display of desired respectful behaviours by pupils are noticed and acknowledged formally.
- The use of discriminatory and derogatory language in school, including homophobic and racist language and language that is belittling of pupils with special educational needs, is tackled consistently, through the promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- Pupils are encouraged to comply with school policy and rules on mobile phone and internet use. Non-compliance is followed through on.
- 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 and focused 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. Non teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring pupil use of communication technology within the school.

- Professional development with specific focus on the training of the relevant teacher(s)
- Parents/Guardians are made aware of all aspects of bullying, how it impacts on pupils' lives and how incidents should be responded to by them through information sessions and via the Anti-Bullying Policy on the school's website
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, lunch time pals and other pupil support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in pupil journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and a copy as part of the Code of Behaviour of the school (every year) will be emailed to all parent(s)/guardian(s)
- The implementation of regular (e.g. per year/per term/per month) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual or term pupil surveys; regular school or class group assemblies by principal, deputy principal, in school management etc.

Cultivation of a Culture of Telling

- A culture of telling is encouraged, with particular emphasis on the importance of bystanders.
- It is made clear to all pupils that when they report incidents of bullying, they are behaving responsibly.
- Pupils will know who to tell and how to tell. They may:
- Approach a teacher directly at an appropriate time.
- Hand a note up with their homework.
- Ask a Parent/Guardian or friend to tell on their behalf.
- Make a phone call to the school or to a trusted teacher in the school.
- 'Worry Box' in Google Classroom
- Administer a [confidential questionnaire](#) once a term to all pupils. (St Mary's will undertake this method at the beginning of each term)
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Staff and Parents/Guardians 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.
- All reports, including anonymous reports of bullying, are investigated and dealt with by the relevant teacher.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied e.g use of the Three R's Information Sheet
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

Curriculum Implementation

- Social, Personal & Health Education (SPHE), the Stay Safe Programme and Relationships & Sexuality Education (RSE) will be implemented fully throughout the school.
- Relevant professional development opportunities and resources are provided for teachers to facilitate their implementation of these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g, Stay Safe Programme, The Walk Tall Programme.
- School wide delivery of lessons **Cyber Bullying** (Be Safe-Be Web wise, Think Before you Click, Web wise Primary teachers' resources)
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying.
- Pupils are explicitly taught what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Discrete lessons to promote pupils' awareness of and ability to respond to bullying situations are implemented on a schoolwide basis annually.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- Pupils, particularly those in middle and senior classes, are taught explicitly about the appropriate use of social media as part of the school's measures to prevent and raise awareness regarding cyber bullying, including the use of the Webwise Primary Programme.

- The awareness of pupils, particularly those in senior classes, is raised in an age-appropriate way and in a manner that reflects the school's ethos regarding homophobic and transphobic bullying, including through the use of resources such as Sexual Orientation – Advice for Primary Schools (PDST) and All Together Now! (BeLonG To Youth Services & St Patrick's College, DCU, 2016).

Other School Policies that Support Our Education and Prevention Strategies

- Code of Behaviour
- Child Safeguarding Statement
- Supervision Policy
- Acceptable Use Policy
- School Attendance Strategy

6. Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as practicable, the relationships of the parties involved (rather than apportion blame)

Reporting Bullying Behaviour

- Any pupil or Parent/Guardian may bring a bullying incident to the attention of any staff member in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff, including SNAs, Bus Escorts, school secretary, caretaker and cleaners will report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- In investigating and dealing with 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 take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or Parents/Guardians.

- Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews are 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.
- When analysing incidents of bullying, the relevant teacher will seek answers to questions of what, where, when, who and why.
- Pupils may be asked for a written account of what happened, as part of any investigation.
- If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of a group will be supported through the possible pressures that may face them from the other members of the group after an interview by the relevant teacher.
- Where it has been determined by the relevant teacher that bullying behaviour has occurred, the Parents/Guardians of the parties involved will be contacted at an early stage to inform them of the matter and to explain the actions being taken by reference to school policy. Parents/Guardians will be given an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's Anti-Bullying Policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- It will be made clear to all involved, each set of pupils and Parents/Guardians, that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her Parents/Guardians and the school.

Follow Up By the Relevant Teacher

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

- Whether the bullying behaviour has ceased.
- Whether any issues between the parties have been resolved as far as is practicable.
- Whether the relationships between the parties have been restored as far as is practicable.
- Any feedback received from the parties involved, their Parents/Guardians or the school Principal or Deputy Principal.
- Follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, the relevant teacher will proceed to Formal Stage 2.
- Where a Parent/Guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the Parents/Guardians will be referred, as appropriate, to the school's Parental Complaints Procedure.
- In the event that a Parent/Guardian has exhausted the Parental Complaints Procedure and is still not satisfied, the school will advise the Parents/Guardians of their right to make a complaint to the Ombudsman for Children.

7. Procedures for Recording of Bullying Behaviour

Bullying incidents are recorded in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

A. Informal Stage – Bullying is Alleged to Have Occurred (Outcome 1 or 2 Restorative Practice)

- All staff keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher, which in most instances will be the class teacher.
- All reports, including anonymous reports of alleged bullying are investigated and dealt with by the relevant teacher.
- Where bullying is alleged to have occurred but cannot be verified, the relevant teacher will complete Bullying Report – Informal Stage on Aladdin (see Appendix 4). This

is the relevant teacher's written record of the reports, the actions taken and any discussions with those involved.

- The relevant teacher emails the Principal/Deputy Principal/ AP1 notifying them of all incidents being investigated by alerting them that a Bullying Report – Informal Stage has been completed on Aladdin.
- The relevant teacher may contact the Parent/Guardian of the alleged bully informing them of the allegation being made, if deemed appropriate.

B. Formal Stage 1 – Determination that Bullying has Occurred (Outcome 3 Restorative Practice)

- If it is established by the relevant teacher that bullying has occurred, he/she will complete the Bullying Report – Formal Stage 1 (see Appendix 5). This is the relevant teacher's written record of the reports, the actions taken and any discussions with those involved.
- The relevant teacher emails the Principal/Deputy Principal notifying them of all incidents being investigated by alerting them to the fact that a Bullying Report – Formal Stage 1 has been completed on Aladdin.

C. Formal Stage 2 – Determination that Bullying Behaviour has Not Been Adequately and Appropriately Addressed Within 20 Days or in the Case of a Once-off Offensive or Hurtful Public Message, Image or Statement on a Social Network Site or Public Forum (Outcome 3 Restorative Practice)

- 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 occurred, the relevant teacher will complete Bullying Report – Formal Stage 2 on Aladdin (see Appendix 6).
- Also, cases of 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 Formal Stage 2 and the relevant teacher will complete Bullying Report – Formal Stage 2 on Aladdin.

- All confirmed instances of bullying behaviour must be reported immediately to Principal/Deputy Principal/AP1 via email alerting them that a Bullying Report – Formal Stage 2 has been completed on Aladdin.
- The Principal formally reports all Bullying Report – Formal Stage 2 cases to the Board of Management at each of its meetings and provides confirmation that all such cases are being dealt with in accordance with our Anti-Bullying Policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013).

8. Intervention Strategies to Address Bullying

The following intervention strategies are used in St. Mary's Primary School to address a bullying incident when it occurs:

- Teacher interviews with all pupils.
- Negotiation of agreements between pupils and following these up by monitoring progress on an informal basis or through a more structured mediation process.
- Working with the Parent/Guardian to support school interventions.
- No Blame Approach.
- Circle Time.
- Restorative Practice interviews and conferencing.
- Implementation of pupil questionnaires.

The intervention strategy selected will be dependent upon the nature of the bullying incident being addressed.

St. Marys Primary School is also committed to exploring other intervention strategies, including:

- The Traditional Disciplinary Approach
- Strengthening the target of bullying
- Mediation.
- Restorative Practice.
- The Support Group Method.
- The Method of Shared Concern.

Restorative Practice is an established intervention strategy in St. Marys Primary School. (Appendix 1)

9. Programme of Support for Working with Pupils Affected by Bullying

In-school supports and opportunities will be provided for pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills, and to build resilience. St. Marys Primary School's programme of support for working with pupils affected by bullying draws on the following:

- SPHE lessons, Stay Safe Programme and RSE Programme
- FRIENDS Programmes (National Educational Psychological Service (NEPS)).
- Anti-Bullying/Friendship Week.
- Buddy systems.
- Whole-class interventions, e.g. Roots of Empathy (SCP programme)
- Social skills groups.
- Nurture Room
- Pupil Support Team.
- Behavioural, Emotional and Social Difficulties (NEPS).
- Wellbeing in Primary Schools: Guidelines for Mental Health Promotion (Department of Education & Skills and Department of Health).
- Liaison with NEPS for advice and support.

10. Referral of Serious Cases to Tusla and/or An Garda Síochána

It is the practice of St. Mary's Primary School that serious instances of bullying, where the behaviour is regarded as being possibly abusive, are referred to Tusla and/or An Garda Síochána. This practice is in line with Children First: National Guidance for the Protection and Welfare of Children (2017), Child Safeguarding Procedures for Primary and Post-Primary Schools (2023) and St. Mary's Primary School Child Safeguarding Statement.

11. 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.

12. 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.

13. 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.

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 its outcome will be made available, if requested, to the Patron and the Department.

This policy has been adopted and ratified by the board of management and will be reviewed every year.

This policy was initially ratified on 4th June 2014, reviewed on 7th October 2015, again on 26th September 2016 and on 2nd October 2017, 10th November 2018 and again on 9th September 2019, reviewed in March 2024 and ratified on 15th May 2024

Ratified by Board of Management of St. Mary's Primary School on

Signed Barbara O'Callaghan 15/5/24

Chairperson Board of Management

APPENDIX 1

The school's procedure for investigation, follow up and recording bullying behaviour and the established intervention strategies used by the school must be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

Step One – Record

Parent(s) alert the adult in charge of their child's group or class that they are concerned there may be a bullying issue and that their child may be being targeted by other children in the group. The adult gives the parent the **Three Rs Information Sheet**(Appendix 3).

Parents then work with targeted child to help them describe the repeated pattern of the bullying behaviour by recording an account of it, who within the group was playing what roles, and by mapping one issue to the next. As much detail as possible must be given, **including dates, times and places where bullying behaviour may have taken place, and also including names of anyone who may have engaged in bullying behaviour.**

Parents then meet with the adult in charge and deliver their account. **THE Three Rs INFORMATION SHEET SHOULD BE RETURNED TO THE ADULT WITHIN THREE DAYS.**

All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.

Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach

Step Two – Review

The adult reviews the information on the **Three Rs Information Sheet**. The adult then engages in a ***fact finding*** mission by talking - *individually* - with the children who have been identified in Step One. The purpose of the talk is to gather the facts and listen to their stories.

If the adult is satisfied that they have gathered enough information to show the existence of a bullying cycle with established roles within the group of *target, perpetrating group and observing witnessing group*, they proceed to make plans to have a group meeting by

- Arranging a meeting space & time
- Inviting the group to the meeting.

What to do if the outcome of the fact finding mission produces no evidence of a bullying cycle

Outcome One - If the adult **cannot** establish any bullying cycle during their fact finding mission, no meeting can take place and the alleged target and their parent(s) is informed that no evidence has become available. The adult could show the group the **Three Rs Training Video** again.

Outcome Two - If the adult **cannot** gather enough information to show the existence of an established bullying cycle but can see that there is a potential risk of one arising out of conflict, they will arrange a meeting between the alleged perpetrator and the target of bullying to facilitate

- the arrest of the establishment of a bullying cycle
- reaching agreement on how to go forward peacefully
- monitoring of the situation for a period of time
- The adult could show the group the **Three Rs Training Video** again

What to do if the outcome of the fact finding mission does produce evidence of a bullying cycle amongst the group

Outcome Three - If the adult through their fact finding mission discovers evidence of an established bullying cycle within the group concerned, they will call a group meeting to begin **Step Three** of the **Three Rs Approach**. This process brings together the group of individuals who have been affected by the bullying behavior to participate in a structured dialogue with the goal of creating understanding, accountability, and repairing harm with community support.

It may take more than one meeting depending on the amount of time the bullying issue

has been in existence. It is important to remember that a bullying cycle takes time to establish itself, that roles can fluctuate in this time, and that, if it is a deeply embedded bullying cycle, it may take time to interrupt. Multiple meetings or conferences may be needed.

Step Three – Repair/ No Retribution

Facilitating the Three Rs Group Meeting

1. The facilitator will run through the **Three Rs Meeting Ground Rules** (Appendix 7) and will secure agreement from the group that they will adhere to them.
2. The facilitator will have established a clear repetitive cycle of bullying behaviour on their fact finding mission and will introduce their findings to the group including information outlined in the account written by the alleged target.
3. The facilitator might like to use the **Three Rs Bullying Roles Diagram** which can be displayed in the meeting space and allow a discussion to develop on self-responsibility, looking at one's own role in the issues as active or passive.

How to begin the discussion

After the adult has outlined the results of their fact finding mission they can begin discussions amongst the group using the following questions -

1. What did you think when you realised what happened?
2. What impact has this had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

Using a **no blame approach** the group can work towards unveiling the bullying cycle and look at who in the group could be assuming the roles of perpetrator/ initiator/ and bystander / observer and who in the group may have joined with the perpetrator / initiator.

When the bullying problem has been unveiled and the group has identified the roles they were playing in it, the adult can then

1. Support / Allow the group to decide how to resolve the issue and how to acknowledge the harm that may have been done to other members.
2. Support / Allow the group to agree on how to move forward healthily.
3. Write the **Three Rs Group Rules** with the group – in simple sentences.
4. Ask the group to individually reaffirm their **Three Rs Agreement**.

Private Discussions with alleged perpetrators

If the adult sees a need after the group meetings, discussions can take place with individual perpetrators of bullying behaviour to support them in acknowledging their role and the harm they may have caused. A sanction can be applied, but not a punishment.

A review date can be agreed with the alleged perpetrator to discuss how they are working towards changing their behaviours.

Review should take place within 20 days of intervention.

Follow Up

Follow up should take place with the affected group, the targeted individual and the perpetrators after an agreed period of time subsequent to doing the **Three Rs Steps** in the form of

- A meeting
- Redoing the **Three Rs Training**
- A re-signing of the **Three Rs Agreement**

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.

The Three Rs Agreement

I agree to try to care about everyone in this class/group/team.

If I see anyone who is not behaving in a caring way and may be behaving in a bullying way towards another student, I agree not to stand and watch.

I agree to tell an adult so that the person who is being bullied will not suffer any longer and the bullying will stop.

I agree to take part in the **Three Rs Steps** with my group if anyone may be feeling bullied.

I agree that I will try not behave in a bullying way towards anyone in my class/group/team.
If I do, I agree to take part in the **Three Rs Steps** to solve the problem.

_____ (*name of child*) has undertaken the **Three Rs Training Module**.

Group/Class/Team:

Group Leader:

I have watched the **Three Rs Parents' Training Video**.

Parent's Signature:

Date:

Three Rs Information Sheet

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix 4

Record of Investigation of Alleged Bullying Incidents

Outcome 1 - Informal Stage Alleged bullying not verified Date: _____ Time _____

Interview carried out by:

Principal ☐ Deputy Principal ☐ Class Teacher ☐

Support Teacher ☐ HSCL ☐ Nurture Room Teacher ☐

Names and classes of pupils engaged in bullying behaviour

Name of person who reported the bullying concern

Source of bullying concern/report

Location

Pupil concerned			Playground	
Other Pupil			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other			Bus	
			Other	

Type of Bullying Behaviour

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (Specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Travelling Community	Other (specify)

Brief Description of bullying behaviour and its impact

Details of Actions taken

Appendix 5

Record of Investigation of Alleged Bullying Incidents

Outcome 2 - Formal Stage 1 Evidence of Bullying

Date: _____ **Time** _____

Interview carried out by:

Principal ☐ **Deputy Principal** ☐ **Class Teacher** ☐

Support Teacher ☐ **HSCL** ☐ **Nurture Room Teacher** ☐

Names and classes of pupils engaged in bullying behaviour

Name of person who reported the bullying concern

Source of bullying concern/report

Location

Pupil concerned			Playground	
Other Pupil			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other			Bus	
			Other	

Type of Bullying Behaviour

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (Specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Travelling Community	Other (specify)

Brief Description of bullying behaviour and its impact

Details of Actions taken

Appendix 6

Record of Investigation of Alleged Bullying Incidents

Outcome 3 - Formal Stage 2 Determination that Bullying Behaviour has not been adequately of appropriately addressed within 20 days **Date:** _____ **Time** _____

Interview carried out by:

Principal ☐ **Deputy Principal** ☐ **Class Teacher** ☐

Support Teacher ☐ **HSCL** ☐ **Nurture Room Teacher** ☐

Names and classes of pupils engaged in bullying behaviour

Name of person who reported the bullying concern

Source of bullying concern/report

Location

Pupil concerned			Playground	
Other Pupil			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other			Bus	
			Other	

Type of Bullying Behaviour

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (Specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Travelling Community	Other (specify)

Brief Description of bullying behaviour and its impact

Details of Actions taken

Prompts & Questions for Fact Finding Outcome Two

Suggested key questions in Outcome Two

To alleged perpetrator of bullying behaviour

What happened?

Why?

What were you thinking about when you/when this happened.....? What have you thought about since it happened?

Who has been affected by what you did? In what ways?

To alleged target of bullying behaviour

What happened?

Why?

What did you think when this happened to you?

What have you thought about since it happened?

How has this affected you? Have things changed for you as a result? What has been the most difficult thing for you?

To the alleged perpetrator of bullying behaviour

What do you think now about what you did?

What could you say that might fix things?

To the alleged target of bullying behaviour

What would you like to happen to fix things?

To both children

Should we make an agreement?

What should that be?

What can I do to help?

Why don't we meet again..... to see how things are going?

Do you think we can now move on and put this behind us?

Appendix 8

Three Rs Meeting Ground Rules

for Step Three - Repair

One Person speaks at a time.

Listen well.

Speak respectfully, no shouting, no blaming, no shaming.

Agree not to talk about this meeting to anyone who is not in this meeting unless someone needs to understand something.

Respect others respect each other's feelings; creating a safe place to express thoughts and emotions.

Speak for yourself, your thoughts and feelings only

All are equal. Each member of this group is valued. We are all here to learn and heal. Each member will have a chance to help create the **Three Rs Agreement**. Once we had made our agreement, this matter is finished.

Honesty – be completely truthful.

Your parents will be phoned to tell them about the agreement we have made.

Is this all clear to everyone?

Do we need any more ground rules?

Appendix 9

Step Three - The Three Rs Meeting Script

for opening the meeting, questions to group and closing the meeting.

Starting the meeting

Hello everyone, thanks for coming. Before we start I'd like to explain why you have been invited to this meeting today. When you did your **Three Rs Training** you agreed that you would come to a meeting to work out a bullying problem in our group if we thought there might be one. It looks like there is a problem. This problem that has happened has been hard for all of us. I'm hoping that by coming here today we will understand what has happened better, who has been affected and how and what we can do to repair the harm.

We are going to talk about the problem and how people's behaviour may have affected others. We are not here today to blame or shame anyone or to judge anyone in any way. We are going to work with each other to try to reach an agreement on how this group will be towards each other from now on so that we have healthy relationships in the group. We will write this agreement down and everyone here will get a copy of it which you will also share with your parents. No one has to be here in this meeting and you are all free to leave at any time, but if you do that, there will be a different way to work out the problem between you and the school/club etc.

If we can't make an agreement today, we will arrange to meet again so that we get to make an agreement as soon as we can.

I'd like to go through the **Three Rs Ground Rules** now. (Please see **Three Rs Ground Rules** Page...)

Now I'd like if we could all look at the **Bullying Roles Diagram** and think to ourselves if we have taken up any of those roles. We know from the training that we did at the start of this term / group / program that when a bullying problem begins, the group can very often divide into these roles when one person becomes the Person Using Bullying Behaviours.

Beginning to unveil the problem – Persons Using Bullying Behaviours

Is there anyone here who thinks that they might have been in the Persons Using Bullying Behaviours Role? Thank you for being honest, that's really helpful. So that we can understand what happened a little better, can you tell us how or why you began to use bullying behaviours?

What were you thinking?

What were you hoping might happen?

What do you think was going on in your head?

What do you think about what you were doing now?

What do you think it may have been like for anyone who was in the Person/s Feeling Bullied Role.

Is there anyone here who you think may have been affected in this way? How?

Exploring the harm that may have been done – Persons feeling bullied

What did you think when this began to happen?

What kind of things were happening?

What have you thought about since?

What's it been like for you?

What have been the worst parts of it?

Persons seeing the bullying behaviour

What did you think when you heard about or saw what was happening?

How do you feel about it?

What kind of changes do you think you may have seen in (*person feeling bullied*)?

What have you done to help?

What do you feel you could have done to help if you didn't? Why did you decide not to help?

What is the most difficult thing about all of this for you?

Persons who may have joined in or agreed with what the Person Using Bullying Behaviours was doing

What did you think when you first saw what had been doing to?

How do you feel now about what you saw?

What are the main issues for you here?

What's the most difficult thing for you ?

Repairing harm done – Person Using Bullying Behaviours

Is there anything that you have heard or learned today that you didn't understand before?

How does that feel?

What could you say to (*person feeling bullied*) that you didn't understand before?

Is there anything you'd like to say that might begin to make things right?

What do you think needs to hear from you right now? (If an apology is not forthcoming).

Was it your intention to upset? Do you think that was fair?

Making the Three Rs Agreement – everyone beginning with persons who felt bullied

How do you all think we could repair any harm done? What needs to happen now to fix things?

How can we make sure that this doesn't happen again? Can we begin to write this into our agreement?

What do you think it needs to say?

What should we do if we feel the problem might be starting again?

What help do you think I might be able to give you?

Finishing the meeting

Before we finish this meeting is there anything that anyone would like to say?

Thank you for agreeing to be part of this today. By working together today we have reached an agreement that should go a long way to making things right. I'm going to write this agreement out properly and then I will be giving you all your own copy of it which I would like you to share with your parents.

Can we agree on a date to follow up and check how things are going?

Great! This matter is now finished as long as we keep to the agreement reached.