Our Lady Of Fatima

# Anti – Bullying Policy

*This Policy was formulated by all staff in consultation with the Board of Management.*

**Rationale**

The Policy is a review and amendment of an existing policy, which was given priority due to the changing climate of society at this time and as a direct result of new guidelines issued by the Department of Education and Science.

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 Our Lady of Fatima School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post –Primary Schools which were published in September 2013 and with the Child Protection Procedures for Primary & Post Primary Schools, 2017.

**Aims**

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teaching and non-teaching staff, pupils, and parents/guardians.
- To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To develop procedures for investigating and dealing with incidents of bullying behaviour.
- To ensure that all members of the school community are enabled to act effectively to deal with bullying.
- To provide an environment where the health and safety of all school members is not endangered to the best of our ability.

**School Ethos**

Ours is a Christian ethos, which commits to the values of care, compassion, hospitality, trust, dignity, respect, and diversity.

It is within this school climate and atmosphere that our Anti-Bullying Policy is operated.

1. 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) A positive school culture and climate which-
        - Is welcoming of difference and diversity and is based on inclusivity.
        - Encouraging pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
        - Promotes respectful relationships across the school community.
        - The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
        - The school acknowledges the uniqueness of each individual and his/her worth as a human being.
        - The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
        - The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
        - The school has a clear commitment to promoting equity in general and gender equity in all aspects of its functioning.
        - The school has the capacity to change in response to pupils' needs.
        - The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitude and values.
        - The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
        - The school recognises the need to work in partnership with parents and keep parents informed on procedures to improve relationships on a school-wide basis.
        - The school recognises the role of parents in equipping the pupil with a range of life-skills.
        - The school recognises the role of other community agencies in preventing and dealing with bullying.
        - The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
        - The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
        - Staff members share a collegiate responsibility, under the direction of the principal, to act in preventing bullying/aggressive behaviour by any member of the school community.
    b) Effective leadership/
    c) A school-wide approach.
    d) A shared understanding of what bullying is and its impact.
    e) 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 of monitoring of pupils.
    f) Supports for staff.
    g) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies): and

h) On-going evaluation of the effectiveness of the anti-bullying policy.

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

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

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

   - Deliberate exclusion, malicious gossip and other forms of relational bullying,
   - Cyber-bullying and
   - Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

   Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

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

**Examples of bullying behaviours**

| | |
|---|---|
| **General behaviours which apply to all types of bullying** | • Harassment based on any of the nine grounds in the equality legislation e.g., sexual harassment, homophobic bullying, racist bullying etc.<br>• Physical aggression<br>• Damage to property<br>• Name calling<br>• Slagging<br>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person<br>• Offensive graffiti<br>• Extortion<br>• Intimidation<br>• Insulting or offensive gestures<br>• The "look"<br>• Invasion of personal space<br>• A combination of any of the types listed. |

| | |
|---|---|
| **Cyber** | •**Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation<br>•**Harassment**: Continually sending vicious, mean or disturbing messages to an individual<br>•**Impersonation**: Posting offensive or aggressive messages under another person's name<br>•**Flaming**: Using inflammatory or vulgar words to provoke an online fight<br>•**Trickery**: Fooling someone into sharing personal information which you then post online<br>•**Outing**: Posting or sharing confidential or compromising information or images<br>•**Exclusion**: Purposefully excluding someone from an online group<br>•**Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety<br>•Silent telephone/mobile phone call<br>•Abusive telephone/mobile phone calls<br>•Abusive text messages<br>•Abusive email<br>•Abusive communication on social networks e.g., Facebook/Ask.fm/ Twitter/You Tube/Tik Tok or on games consoles<br>•Abusive website comments/Blogs/Pictures/SnapChat.<br>•Abusive posts on any form of communication technology |
| **Identity Based Behaviours**<br>**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** | •Spreading rumours about a person's sexual orientation<br>•Taunting a person of a different sexual orientation<br>•Name calling e.g., Gay, queer, lesbian...used in a derogatory manner<br>•Physical intimidation or attacks<br>•Threats |
| **Race, nationality, ethnic background and membership of the Traveller community** | •Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background<br>•Exclusion based on any of the above |
| **Relational** | This involves manipulating relationships as a means of bullying.<br>Behaviours include:<br>•Malicious gossip<br>•Isolation & exclusion<br>•Ignoring<br>•Excluding from the group<br>•Taking someone's friends away<br>•"Bitching"<br>•Spreading rumours |

| | |
|---|---|
| | •Breaking confidence<br>•Talking loud enough so that the victim can hear<br>•The "look"<br>•Use or terminology such as 'nerd' in a derogatory way |
| **Sexual** | •Unwelcome or inappropriate sexual comments or touching<br>•Harassment |
| **Special Educational Needs, Disability** | • Name calling<br>• Taunting others because of their disability or learning needs<br>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying<br>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.<br>• Mimicking a person's disability<br>• Setting others up for ridicule |

3. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:
   - The Class teacher
   - Deputy Principal and Principal where the matter is considered more serious.

   Any teacher (incl. Yard Duty) may act as a relevant teacher if circumstances warrant it.

4. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including, homophobic and transphobic bullying) that will be used by the school are as follows:

   - A school-wide approach to the fostering of respect for all members of the school community.
   - The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
   - Supervision and monitoring of classroom, 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.
   - Mobile phone not allowed in school or handed up.
   - No Internet use unless an adult is present in the room.
   - Involvement of the student council in contributing to a safe school environment.
   - The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school.
   - Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales are behaving responsibly.
   - 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 it is the pupils' use of mobile phones.

- List school policies, practices and activities that are particularly relevant to bullying, e.g., Code of Behaviour, Child Protection Policy, Supervision, Acceptable Use policy, Attendance, Sporting activities.
- Through everyday classes – Language, SPHE, Religion, History, Geography & P.E. etc.
- Use of Restorative Practice
- Co-operation and group work. Including Use of House Points System.
- Challenging and learning how to control aggression in sporting activities.
- Stay safe programme.
- Social/Life skills programmes.
- Bullying Awareness Week.
- Hassle Log
- Behaviour Achievement Awards.
- Outside Agencies e.g., Gardaí
- Social Stories, Carol Grey Social Narratives.

**Link to other policies**

- List school policies, practices and activities that are particularly relevant to bullying, e.g., Code of Behaviour, Child Protection Policy, Supervision, Acceptable Use policy, Attendance, Sporting activities.

5. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

**6.8.9. 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 is practicable, the relationships of the parties involved (rather than to apportion blame).**

**The school's procedures 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**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher 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 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 (see section 6.8.9)**

- 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.
- Parent(s)/guardian(s) 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 should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved 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). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

**Follow up and recording**

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased.
  - Whether any issues between the parties have been resolved as far as is practicable.
  -Whether the relationships between the parties have been restored as far as is practicable.
  -Any feedback received from the parties involved, their parent(s)/guardian(s)s or the

school Principal or Deputy Principal

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

**Recording of bullying behaviour**

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

**Informal- pre-determination that bullying has occurred**

- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g., Aladdin. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

**Formal Stage 1-determination that bullying has occurred**

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher (Aladdin).

**Formal Stage 2-Appendix 3 (From DES Procedures)**

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.
The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question

and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

**Established intervention strategies**

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies and reference Ken Rigby. www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

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

- All in-school supports, and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience.

  Programmes with those affected by and those involved in bullying and their peers – whole class …

  - Programmes with whole class lessons dealing with respect, self-esteem, and the issue of bullying R.E. & SPHE.
  - Ongoing whole staff support
  - Use of Bullying Awareness Week with related activities.

- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same, FDYS, Psychology etc. This may be for the pupil affected by bullying or involved in the bullying behaviour.

- Pupils should understand that there are no innocent bystanders and that all incidents

of bullying behaviour must be reported to a teacher.

7. **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.

   There will be comprehensive supervision and monitoring measures in all areas of school activity, by teaching staff, SNA as well as Ancillary Staff as far as possible.

   - Supervision each morning from 9.00 a.m.
   - Supervised play at breaks and lunch times.
   - Supervised meals at break and lunch.
   - All students supervised leaving school and boarding buses at 2.40pm.
   - Supervision during school time outside school premises e.g., swimming, tours etc.
   - Use of Student Council.
   - Refer to Acceptable Use Policy.

**8. 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.

9. This policy was adopted by the Board of Management on 22nd November 2016 .

10. The policy has been made available to school personnel, readily accessible to parents and pupils on request and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

    See also Acceptable Use Policy & Code of Discipline.

11. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

**Originally ratified by the Board of Management on 18th March 2014.**

**Reviewed on 23rd September 2014**
**Reviewed on 22nd November 2016**
**Reviewed on 26th September 2017**
**Reviewed on 18th September 2018**
**Reviewed on 12th November 2019**
**Reviewed and updated by the Board of Management on 5th October 2020**

**Reviewed on 15th September 2021**
**Reviewed on 14th September 2022**
**Reviewed on 27th September 2023**
**Reviewed on 25th September 2024**

**Signed:** **(Chairperson)**

**Signed:** **(Principal)**

## Appendix 1 Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
    - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
    - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

HYPENDIX 1

# HASSLE LOG – CONFLICT SITUATIONS

| *Name* | *Date* | *Time* |
|---|---|---|

***Where were you?***

***What happened?***

- ☐ Somebody teased me
- ☐ Somebody took something of mine
- ☐ Somebody told me to do something
- ☐ Somebody was doing something I didn't like
- ☐ Somebody started fighting with me
- ☐ I did something wrong
- ☐ Other

***Who was that somebody?***

☐ Friend ☐ Relative ☐ Stranger ☐ Other

***What did you do?***

- ☐ Hit out
- ☐ Ran away
- ☐ Yelled
- ☐ Cried
- ☐ Broke something
- ☐ Walked away calmly
- ☐ Talked it out
- ☐ Told someone else
- ☐ Ignored it
- ☐ Other

***How did you handle yourself?***

☐ Badly ☐ Not so well ☐ OK ☐ Well ☐ Very well

***How angry were you?***

☐ Furious ☐ Really angry ☐ Moderately angry ☐ Mildly angry ☐ Not angry at all

***Other comments***

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## Appendix 2 Template for recording bullying behaviour

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

Name _____ Class _____

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

_____
_____
_____

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

| | |
|---|---|
| Pupil concerned | |
| Other Pupil | |
| Parent | |
| Teacher | |
| Other | |

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

| | |
|---|---|
| Playground | |
| Classroom | |
| Corridor | |
| Toilets | |
| School Bus | |
| Other | |

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

**6. Type** of Bullying Behaviour (tick relevant box(es)) *

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

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

| Homophobic | Disability/SEN related | Racist | Membership of Traveller community | Other (specify) |
|---|---|---|---|---|
| | | | | |

**8. Brief Description of bullying behaviour and its impact**

**9. Details of actions taken**

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

* **Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

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Principal: Glenda McKeown

## 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 (including 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? | |

Appendix 4

# THE AGGRESSION QUESTIONNAIRE

| *Name* | *Date* |
|---|---|

Please read the following statements and indicate how like or unlike you each of them is by circling the number from the code given below.

1. Very unlike me
2. Somewhat unlike me
3. Neither like nor unlike me
4. Somewhat like me
5. Very like me

| | | circle the number below |
|---|---|---|
| 1 | Once in a while I can't control the urge to strike another person | 1 2 3 4 5 |
| 2 | I get into fights a little more than the average person | 1 2 3 4 5 |
| 3 | When people annoy me, I may well tell them what I think of them | 1 2 3 4 5 |
| 4 | I flare up quickly but get over it quickly | 1 2 3 4 5 |
| 5 | Sometimes I fly off the handle for no good reason | 1 2 3 4 5 |
| 6 | I am sometimes eaten up with jealousy | 1 2 3 4 5 |
| 7 | I have been pushed so far by some people that we came to blows | 1 2 3 4 5 |
| 8 | I have trouble controlling my temper | 1 2 3 4 5 |
| 9 | My friends say that I'm somewhat argumentative | 1 2 3 4 5 |
| 10 | I sometimes feel like a powder keg ready to explode | 1 2 3 4 5 |
| 11 | Given enough provocation, I may hit another person | 1 2 3 4 5 |
| 12 | I have become so mad that I have broken things | 1 2 3 4 5 |
| 13 | When people are especially nice to me, I wonder what they want | 1 2 3 4 5 |
| 14 | I am an even-tempered person | 1 2 3 4 5 |
| 15 | When frustrated, I let my irritation show | 1 2 3 4 5 |
| 16 | I am suspicious of overly friendly strangers | 1 2 3 4 5 |
| 17 | Some of my friends think I'm a hothead | 1 2 3 4 5 |
| 18 | If somebody hits me, I hit back | 1 2 3 4 5 |
| 19 | I often find myself disagreeing with people | 1 2 3 4 5 |
| 20 | I feel that other people always seem to get the breaks | 1 2 3 4 5 |
| 21 | I can think of no good reason for ever hitting a person | 1 2 3 4 5 |
| 22 | At times I feel I have had a raw deal out of life | 1 2 3 4 5 |
| 23 | I tell my friends openly when I disagree with them | 1 2 3 4 5 |
| 24 | I sometimes feel that people are laughing at me behind my back | 1 2 3 4 5 |
| 25 | If I have to resort to violence to protect my rights, I will | 1 2 3 4 5 |
| 26 | I can't help getting into arguments when people disagree with me | 1 2 3 4 5 |
| 27 | I have threatened people I know | 1 2 3 4 5 |
| 28 | I know that 'friends' talk about me behind my back | 1 2 3 4 5 |
| 29 | I wonder why sometimes I feel so bitter about things | 1 2 3 4 5 |