



St. Louise de Marillac Primary School, Drumfinn Rd., Ballyfermot, Dublin 10

Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of St. Louise de Marillac Primary 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.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. St. Louise's Primary School, founded in 1958, is a Catholic school under the patronage of the Catholic Archbishop of Dublin. The school promotes a welcoming, loving, compassionate, forgiving, respectful, hopeful and enabling culture in the tradition of St. Vincent and St. Louise de Marillac, co-founders of the Daughters of Charity. Our school's Mission Statement states: "We welcome and respect all our children and commit ourselves to value the uniqueness of each child in a happy and safe learning environment." Our school community is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate (See Appendix 1) which
 - is welcoming of difference and diversity and is based on inclusivity
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
 - promotes respectful relationships across the school community
 - Effective leadership
 - A school-wide approach
 - A shared understanding of what bullying is and its impact

- Implementation of education and prevention strategies (including awareness raising measures) that
 - build empathy, respect and resilience in pupils
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying
- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. Definition of Bullying

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

Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. It includes relational bullying, cyber-bullying and identity-based bullying such as homophobic bullying.

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

- deliberate exclusion, malicious gossip and other forms of relational bullying
- cyber-bullying
- identity-based bullying such as homophobic and transphobic 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.

(Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which is included as Appendix 2 of this policy).

4. Who Deals with Incidents of Alleged Bullying?

The relevant teacher for investigating and dealing with bullying is the class teacher initially and the principal thereafter if necessary. If the incident happens in the school yard, the teacher supervising that yard will report the incident to the child(ren)'s class teacher(s).

A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers will take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy. In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher".

5. Education and Prevention Strategies

The following education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school:

- Prevention and awareness raising measures across all aspects of bullying will involve the teaching of strategies to engage pupils in addressing problems when they arise. In particular, the strategies will attempt to build empathy, respect and resilience in pupils.
- Our school's prevention and awareness raising measures are appropriate to the type of bullying and take into account the age and gender of the pupils involved. The school will work to raise the awareness of bullying so that all members of the school

community understand what bullying is and how the school deals with bullying behaviour.

- Our school's Catholic teaching, as outlined in our Religion policy and formally implemented through the Alive O! Programme, teaches children about love for themselves and for one another. It teaches respect and care for one's neighbour and for their property. During sacramental preparation in particular, children will be made aware of the ethos of the Catholic religion which has no place for bullying, and this will be a central part of our prevention programme.
- Our school, like others across Dublin 10, has adopted the *Incredible Years* programme as a behaviour management initiative. Pupils will be provided with ongoing opportunities to develop a positive sense of self-worth and positive behaviour is regularly rewarded in classes. In classrooms, the reward of 'Golden Time' allows time for more open social interactions, the atmosphere is more informal and the class teacher is well placed to observe group dynamics and social interaction. Good behaviour is also recognised and rewarded at school level by weekly "Good News" times to principal's office and in monthly assemblies.
- Prevention and awareness raising measures will also focus on cyberbullying by trying to prevent it happening in the first place. Our school's *Internet Acceptable Use Policy* and *Mobile Phones for Pupils Policy* will prevent any inappropriate online activity during school hours. We will educate pupils in 3rd to 6th classes on appropriate online behaviour and how to stay safe while online. We will develop a culture of reporting any concerns about cyber-bullying. The Community Garda will be invited annually in January/February to deliver a session on Cyberbullying to the 5th and 6th classes.
- Teachers will attempt to influence attitudes to bullying behaviour in a positive manner.
- There are a number of curriculum components and programmes that we implement that are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The *SPHE curriculum* (DES, 1999) makes specific provision for exploring bullying, as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. (Please refer to our school's SPHE plan for more details about when/how each class level implements the various strands and strand units).
- The *Stay Safe, Walk Tall and RSE programmes* at primary level are personal safety programmes which seek to enhance children's self-protection skills, including their ability

to recognise and cope with bullying. (Please refer to our school's RSE plan for more details about when/how each class level implements the various elements). In the months of January and February annually, under the SPHE strand *Myself*, the strand unit *Safety and Protection* will be taught to all classes. Personal Safety and Safety Issues are the main areas covered and the programmes Stay Safe, Walk Tall and RSE are used as the primary resources. The Stay Safe Programme will be taught in its entirety at this time each year to Senior Infants, 2nd class, 4th class and 6th class.

- In the months of May and June annually, in the senior classes, the SPHE strand units of *Developing Citizenship*, *Media Studies* and *Myself and the Wider World* will be implemented. Among the additional resources used to help teachers to implement these strand units are *Show Racism the Red Card* (www.theredcard.ie) and *Human Rights Education* resource pack (Amnesty). (Teachers received training in this pack in the school year 2012-2013).
- We will implement the “*Stop, Stop, Tell*” approach to incidents (particularly in the playground) from junior infants whereby pupils are encouraged to ask the ‘perpetrator’ two times to stop doing the behaviour that the child does not like. Explicit oral language will be taught. (“Please stop doing xxxx; I don’t like it. Stop doing that or I will tell.....). If the behaviour continues, the child comes and tells the supervising adult about the behaviour and it is dealt with appropriately according to the school’s Code of Behaviour.
- Also, particularly in the Senior yards, we follow the *Happy Breaktime* guidelines that have been extrapolated from the Incredible Years programme. A system of ‘Yard Buddies’ will be put in place where class teachers deem it would be useful.
- The teachers also have access to the resources on an excellent website called www.antibullyingcampaign.ie. The school’s details for registration are:
Username/Email: readrmlouise@eircom.net
Password: 55ffc4
We will implement the resources from that website at each class level from 2nd to 6th class.
See Appendix 3: Handbook 1. *An Outline of Primary Strand 1. Tools for Raising Awareness. Explaining the Nature and Unacceptability of Bullying*
- Within the teachers’ resource library there are various other social, health and media education programmes and resources available such as *S.A.L.T.* (Stop, Ask, Listen, Talk) *Programme*, *Prim-Ed Cyberbullying Pack*, *Incredible Years Information*, *Webwise*, *Circle Time*, *Respect* (a resource published by INTO, January 2015, for teachers to prevent

homophobic and transphobic bullying). Many teachers and SNAs have received professional development in one or more of these programmes at different times and professional development related to them will be ongoing as resources allow.

- At various times the school will host various dedicated events to promote diversity and anti-bullying such as Intercultural Week/Friendship Week, Give Racism the Boot/Football World Cup. These events will highlight our approaches in this area; we will engage in activities such as putting up/designing posters and hosting talks, workshops and hosting events for parents and pupils.
- Circle Time is a strategy that teachers use in classrooms to discuss themes and topics related to the prevention of bullying.
- Our school's approach to education and preventing bullying takes particular account of the needs of pupils with disabilities or with Special Educational Needs (SEN), and joins up with other relevant school policies and supports to ensure that all the services that the school provides for such pupils work together. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and promotes helping one another as a central theme. The class teacher differentiates the curriculum, including the SPHE curriculum, appropriately for pupils with SEN. If a pupil has an Individual Education Plan (IEP) in place, it will have the learning of personal safety and social skills included if appropriate for that pupil. The school has access to the psychologists in NEPS for advice and support and, as funding allows, the school/individual children may also have access to the services of a psychologist from the PIPS scheme.
- There is space within the teaching of all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In the infant classes, the *Aistear* curriculum framework encourages social interaction, inclusiveness, fairness, showing respect, turn-taking. In English, there is a wide range of stories and literature available with themes of conflict, bullying, feelings, etc. which will be used to stimulate discussion. Many of these books are stored in the Pupils' Library currently in Room 6. Explicit language that may be necessary for resolving conflict, particularly those suggested in the *Incredible Years* (IY)

programme, is taught during oral language discrete time, e.g. ‘I’ statements; giving compliments; yes, it’s resolved/sorted, etc. In Geography and History, references to colonisation, exploitation and dictatorships could be used to illustrate the negative aspect of power. The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. In ICT, the children in senior classes will be taught practical ways of keeping safe online e.g. discouraged from signing up to social media sites until they are older, taught how to take a screenshot to keep as evidence. Across all subjects, teachers will often use group work and assign roles and responsibilities to different pupils in order to encourage mutual respect, inclusion and co-operation.

- Anger management strategies from IY such as deep breathing, counting to 10, etc. are also taught to class groups and individual pupils as necessary.
- Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression. Soccer, GAA, basketball, squash are offered in after-school activities through the SCP programme, depending on the resources available.
- Guest speakers will be invited to talk to parents annually. They will be drawn from a number of agencies and will include speakers from CAPP (Child Abuse Prevention Programme), the Community Garda, National Parents Council, Barnardo’s, local youth workers. These speakers may also be requested to deliver a training session to teachers during Croke Park hours as necessary. Safety booklets produced by agencies (such as Ballyfermot IT Group on Cyberbullying) will be distributed to parents as they become available.
- In our School Information booklet and in regular newsletters home and on our school blog, parents will be reminded about the definition of bullying and of how to support their children and the school in this area.

6. Procedures for Investigating, Dealing with and Resolving Bullying

St. Louise de Marillac Primary School acknowledges the right of each member of the school community to be happy in a secure environment. Consequently, bullying is not tolerated. Everyone in the school is expected to ensure that bullying does not happen and everyone has a responsibility to “tell”. This is not considered to be telling tales. The school’s procedures for the 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 set out below.

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). With this in mind, the school's procedures are adopted from the Anti-Bullying Campaign website, *Primary Schools' Handbook 2. How to Use Tools Provided to Resolve Possible Bullying Situations and Restore Relationships Without Apportioning Blame*. (Appendix 4) and are outlined as follows:

Reporting

- (i) All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher(s). In that way, pupils will gain confidence in 'telling.' This confidence factor is of vital importance. It will be made clear to all pupils that when they report incidences of alleged bullying, they are not considered to be telling tales but are behaving responsibly. Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidents of alleged bullying behaviour witnessed by them to the relevant teacher.
- (ii) Class teachers will carry out regular in-class surveys (at least one per term), using or adapting the survey from www.antibullyingcampaign.ie so that children can report in confidence.
- (iii) Parents who report alleged bullying incidents will be offered the Bullying Reporting Sheet for Parents/Guardians to complete (Appendix 5).

Investigation

Teachers should refer to the set of resources, surveys, reporting forms, pupil promise sheets etc. that have been adapted from www.antibullyingcampaign.ie to help them to investigate and deal with possible incidents. (Refer to Appendix 6: Quick Guide for Teachers to Help Investigate and Resolve Possible Bullying Situations.)

- (i) 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. The complaint will be investigated fully by interviewing the children named and any others who may be able to provide information.
- (ii) The teacher of the class of the child who is alleged to have engaged in bullying behaviour shall investigate the allegation, unless the alleged perpetrator and the victim belong to different classes, in which case both class teachers will

investigate the complaint. Teachers are best advised to take a calm, unemotional, problem-solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians. Such incidents might be best investigated outside the classroom situation to avoid public humiliation of the victim or the pupil alleged to be engaged in the bullying behaviour, in an attempt to get both sides of the story. 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.

- (iii) When analysing incidents of bullying behaviour, the relevant teacher(s) 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.
- (iv) If a group of children is involved, each member should be interviewed individually at first. Thereafter, all those involved will 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.
- (v) Each member of the group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.

Resolution

- (i) A one-off isolated incident will be dealt with according to the school's Code of Behaviour.
- (ii) If it is established by the relevant teacher that bullying has occurred, it should be made clear to the pupil(s) concerned how he/she is in breach of the school's anti-bullying policy and Code of Behaviour. Efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- (iii) Perpetrators will be asked to sign a written promise, which will be countersigned by the interviewer/relevant teacher, committing them to treating the targeted pupil fairly and respectfully in future. The promise sheet used states their right and the right of all others to be treated with fairness, equality and respect. It also states: "I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not. In particular . . ." to which the interviewer adds, in block letter handwriting, in the presence of the perpetrator, "I will always treat N. (the targeted pupil's name) fairly and respectfully." This is then signed and dated by the interviewer and offered to the perpetrator to sign. Experience in other schools has demonstrated

that when the perpetrator signs this promise, in the context of anti-bullying awareness raising in the school and the information gathering that has gone before, in most cases this is sufficient - the bullying stops permanently and he/she causes no more problems for the targeted pupil.

- (iv) The teacher may write up an action plan/follow-up actions. For example, the child who is deemed to be bullying may be placed on report. This means that the child's behaviour in all areas is monitored during the day. The child has three meetings during the day with his/her teacher and together they decide on what is to be written for that part of the day. All positive behaviour, progress on work, etc. will be noted. At the end of the day, the teacher writes his/her own comment. The purpose of this report is to focus as much as possible on the positive qualities and efforts of the child, and to motivate the child to move away from negative behaviour. Regular meetings may be organised between the child, class teacher (and principal if necessary) to review progress. These meetings will lessen in frequency as behaviour improves. The teacher may also teach lessons from the various educational programmes outlined above to encourage those involved to desist from the behaviour. He/she may put a buddy system in place in the yard. The relevant teacher must keep appropriate written records (**Action Taken** sheet) which will assist his/her efforts to resolve the issues and to restore, as far as is practicable, the relationships of the parties involved. At the very least, they will be supported to learn to co-exist peacefully.
- (v) As recommended by the Anti-Bullying Campaign, the relevant teacher may report to the principal the fact that a bullying incident occurred and it was resolved. If the relevant teacher deems the incident was sufficiently serious or the pupil breaks his/her promise, the teacher will use the **Reporting Bullying Behaviour to Principal Sheet** (See Appendix 7), available on the school's central server, to record the bullying behaviour. The recording template must be completed in full and retained by the teacher in question and a copy provided to the Principal. It should also be noted that the timeline for recording bullying behaviour in the recording template does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.
- (vi) When this report is made, the parents of the parties involved may be contacted to inform them of the matter and to explain the actions being taken. The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school. At this point, they may be

requested to sign the **Parent and Pupil Behaviour Promise** sheet.

- (vii) It will also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.
- (viii) Follow-up meetings with the relevant parties may 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.
- (ix) The principal has been trained as a facilitator in Restorative Practice (RP). If appropriate, a Restorative Practice conference will take place between all of the parties involved to come to a resolution of what needs to happen next.
- (x) If bullying re-occurs, a formal contract will be entered into by all parties and the parents/guardians of all involved will be informed. The contract will be monitored regularly by the relevant teacher and the Principal.
- (xi) It is the duty of the school to provide a safe environment for all the children. Should the above interventions fail and the bullying continue, a programme of appropriate sanctions may be implemented by the Principal in consultation with the parents/guardians, class teacher and the Board of Management. The sanctions implemented are intended to encourage positive behaviour and support the esteem of the child. These sanctions may include a period of suspension for the bully during which there will be ongoing consultation with the parents/guardians, class teacher and principal to decide on appropriate action(s) to be taken in the best interests of the child. Suspension for any period of time will be reported in writing by the Principal to the Chairperson of the Board of Management and to the NEWB.
- (xii) Incidents of Cyberbullying will be dealt with in accordance with the school's Code of Behaviour. Parents/ guardians will be advised to refer serious / repeated incidents of cyberbullying that takes place outside of school to the Gardaí. If the reputation of the school or the reputation of a member of the school staff is called into question or damaged, a serious investigation will be undertaken. In some circumstances there may be a need to refer the issue to the Gardaí.
- (xiii) Where a parent/guardian is not satisfied that the school has dealt with a bullying allegation/case in accordance with these procedures, they will be referred to the school's complaints procedures.
- (xiv) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a

complaint to the Ombudsman for Children.

7. Bullying by Adults

In the case of alleged *intra-staff bullying*, St. Louise de Marillac Primary School will adopt the procedures outlined in Section C (c2) of the INTO booklet: ‘Working Together: Procedures and Policies for Positive Staff Relations’. A copy of this document is available for free download on the INTO website.

In the case of alleged *Teacher – Child bullying*, a complaint should in the first instance be raised with the teacher in question by the parent/guardian of the child if possible and then, if necessary, referred to the Principal. Where it is not possible to agree a framework for resolution, the matter should be referred to the school’s complaints procedures.

In the case of alleged *Parent/ guardian – Teacher bullying*, the Principal should be informed in the first instance, and if deemed necessary the Board of Management should subsequently be informed in writing.

In the case of alleged *Parent/Visitor to the school – Child bullying*, the complaint should be referred in the first instance to the child’s class teacher and subsequently to the Principal if unresolved. Parents are requested to bring all issues involving the children to the class teacher and not to question or confront children (who are not their own) within the school environment.

In the case of *Principal – Parent/ Child bullying*, the matter should be raised with the Principal if possible, or referred to the Chairperson of the Board of Management in accordance with the school’s complaints procedures.

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

The school’s programme of support for working with pupils who have been bullied affected by bullying involves a whole-school approach. Given the potential complexity of bullying behaviour, no one intervention / support programme works in all situations. The approach is also dependent on the age and personality of the child(ren) involved. The **Targeted Pupil**

Impact Statement Form may be used in this process.

It will involve discussing the incidents with the pupils (victims), reassuring them that they were right to bring the events to the attention of staff, that they were not telling tales and that their action will help others. They will be reminded that they should tell again if they have any new concerns. Reinforcement of elements of the various educational programmes outlined above may be useful for some, e.g. one-to-one or small group implementation of aspects of the Stay Safe or Walk Tall programmes. Adoption of one or more of the Incredible Years strategies and teaching of discrete oral language may also help others. Some pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience. The school may be in a position to offer these through the PIPS (Psychologists in Primary Schools) and SCP (School Completion Programme) initiatives, depending on funding/resources. If necessary, it will be suggested to the parents that they would seek referrals to outside agencies in order to receive support for the pupils and their families.

Pupils involved in bullying behaviour may need assistance on an ongoing basis. For those with low self-esteem, opportunities are developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others. Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

9. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices, both in classrooms and in the yards, are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

10. 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.

11. This policy was reviewed and ratified by the Board of Management on 1st March 2016.
12. This policy has been made available to school personnel, published on the school website/blog and a hard copy is readily accessible to parents and pupils on request. It has also been provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.
13. 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/blog 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 of Education and Skills.

Signed: *Sr. Claire McKiernan, DC*
(Chairperson of Board of Management)

Signed: *Kathryn Crowley*
(Principal)

Date: 14/03/2017

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Date of next review: March 2018

List of Appendices to Anti-Bullying Policy

- Appendix 1.** Positive School Culture and Climate (*Adapted from Appendix 2 of DES Anti-Bullying Procedures, September 2013*)
- Appendix 2A.** Anti-Bullying Procedures for Primary and Post Primary Schools (*DES, September 2013*)
- Appendix 2B.** Anti-Bullying Procedures for Primary and Post Primary Schools (*Circular 045/2013*)
- Appendix 3.** Primary Schools' Handbook 1. An Outline of Primary Strand 1. Tools for Raising Awareness. Explaining the Nature and Unacceptability of Bullying. (*Anti-Bullying Campaign; www.antibullyingcampaign.ie downloaded on 2/2/15*)
- Appendix 4.** Primary Schools' Handbook 2. How to Use Tools Provided to Resolve Possible Bullying Situations and Restore Relationships Without Apportioning Blame. (*Anti-Bullying Campaign; www.antibullyingcampaign.ie downloaded on 2/2/15*)
- Appendix 5.** Bullying Reporting Sheet for Parents/Guardians (*Adapted from DES Anti-Bullying Procedures, 2013*)
- Appendix 6.** Quick Guide for Teachers to Help Investigate and Resolve Possible Bullying Situations (*Adapted from www.antibullyingcampaign.ie downloaded on 2/2/15*)
- Appendix 7.** Form for Reporting Bullying Behaviour to the Principal Sheet (*Adapted from DES Anti-Bullying Procedures, 2013*)