# St. Patrick's B.N.S.
## Strokestown,
## Co. Roscommon.

# Anti-Bullying Policy

## School Position on Bullying

This document is primarily used for child to child peer interactions. Bullying between child/adult will be addressed within child protection protocols and procedures. Adult to adult interactions will be dealt with in existing employment legislation and procedures.

The school community of St. Patrick's B.N.S. believes that each pupil has a right to an education free from fear and intimidation. **Student behaviour in the school is managed without fear or coercion.** Teachers in the school must adhere to a professional codes of conduct. Children are taught about their responsibilities and rights. People have rights. As individuals we have a responsibility to ensure other people's rights are valued and respected by us.

Each person in St. Patrick's B.N.S. is expected to respect the integrity of the child's family unit be it two parent, single parent, foster parent, grandparents or significant others.

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

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

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

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

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

# Appendix 1: Template 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. Patrick's B.N.S. Strokestown, 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 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;
   - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
   - promotes respectful relationships across 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.

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

**3.** 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.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

This list of examples below is non exhaustive, and in time we may add behaviours which reflect our circumstances.

**Examples of bullying behaviours**

| General behaviours which apply to all types of bullying | <ul><li>Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li><li>Physical aggression</li><li>Damage to property</li><li>Name calling</li><li>Slagging</li><li>The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li><li>Offensive graffiti</li><li>Extortion</li><li>Intimidation</li><li>Insulting or offensive gestures</li><li>The "look"</li><li>Invasion of personal space</li><li>A combination of any of the types listed.</li></ul> |
| Cyber | <ul><li>**Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation</li><li>**Harassment**: Continually sending vicious, mean or disturbing messages to an individual</li></ul> |

|  | <ul><li>**Impersonation**: Posting offensive or aggressive messages under another person's name</li><li>**Flaming**: Using inflammatory or vulgar words to provoke an online fight</li><li>**Trickery**: Fooling someone into sharing personal information which you then post online</li><li>**Outing**: Posting or sharing confidential or compromising information or images</li><li>**Exclusion**: Purposefully excluding someone from an online group</li><li>**Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li><li>Silent telephone/mobile phone call</li><li>Abusive telephone/mobile phone calls</li><li>Abusive text messages</li><li>Abusive email</li><li>Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li><li>Abusive website comments/Blogs/Pictures</li><li>Abusive posts on any form of communication technology</li></ul> |
|---|---|
| **Identity Based Behaviours**<br>**Including any of the nine discriminatory grounds mentioned in Equality Legislation**<br>(gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community). | |
| **Homophobic and Transgender** | <ul><li>Spreading rumours about a person's sexual orientation</li><li>Taunting a person of a different sexual orientation</li><li>Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li><li>Physical intimidation or attacks</li><li>Threats</li></ul> |
| **Race, nationality, ethnic background and membership of the Traveller community** | <ul><li>Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li><li>Exclusion on the basis of any of the above</li></ul> |
| **Relational** | This involves manipulating relationships as a means of bullying. Behaviours include:<ul><li>Malicious gossip</li><li>Isolation & exclusion</li><li>Ignoring</li><li>Excluding from the group</li><li>Taking someone's friends away</li><li>"Bitching"</li></ul> |

| | |
|---|---|
| | • Spreading rumours<br>• 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 |

## 4. Relevant Teachers:

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:  (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The Relevant Teachers in this school are:  All class teachers – Mrs. Burke; Deputy Principal – Mrs. McGarry; Principal – Mrs. Tighe

**Any teacher may act as a relevant teacher if circumstances warrant it.**

## 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 the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

**School-wide approach**
- 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.
- 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 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.

- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student 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 student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- 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 but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher in the school.
  - Anti-bully or Niggle box?
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Administer a confidential questionnaire once a term to all pupils.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- 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.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. BeLonGTo www.belongto.org

## Implementation of curriculum

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes. The anti-bullying module of the Social, Personal and Health Education (SPHE) programme as it applies during each school year.
- Pupils will learn about cyber bullying through SPHE. The SPHE programme and in particular the strand units *Safety and Protection* and *Media Education* will address these areas.
- Continuous Professional Development for staff in delivering these programmes.
- Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the 'Relevant Teacher' (in the case of staff members) or any staff member (in the case of parents/guardians).
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme and The Walk Tall Programme.
- School wide delivery of lessons **Cyber Bullying** (Web wise Primary teachers' resources).
- Delivery of the Garda SPHE Programmes. These lessons are delivered by Community Gardai, and cover issues around personal safety and cyber-bullying
- 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 are helped to examine the issue of bullying in a calm rational, age appropriate manner, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
- Pupils are encouraged to recognise, reject and report bullying behaviour.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

## Links to other policies

School policies, practices and activities that are particularly relevant to bullying:

- Code of Behaviour
- Positive Behaviour Policy
- Child Safeguarding Policy
- Supervision of pupils Policy
- Acceptable Use Policy
- Attendance Policy
- Sporting Activities Policy.

## 6. Procedures for recording bullying behavior:

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 (see Section 6.8 of the *Anti-Bullying*

### 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.

#### <u>Reporting bullying behaviour</u>
- 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;

#### <u>Investigating and dealing with incidents: Style of approach (see section 6.8.9)</u>
- 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 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 how he is in breach of the school's anti-bullying policy and efforts should be made to try to get him 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. incident book. 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 has provided a secure filing cabinet in each classroom for the storage of relevant teacher/s records. The Deputy Principal & Principal also have secure storage for their records.

## 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:
- 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
- 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.

Behaviours listed as serious misbehaviour and gross misbehaviour, as well as Cyber Bullying must be recorded and reported immediately to the Deputy PrincipaL and the Principal. These are in line with the school's code of behaviour.

## Examples of serious misbehaviour:
- Behaviour that is hurtful (including all forms of bullying as outlined in our anti bullying policies, harassment, discrimination and victimisation)
- The use of inappropriate offensive language
- Behaviour that interferes with teaching and learning
- Threats or physical hurt to another person
- Damage to property

- Theft

**Examples of gross misbehaviour:**
- Assault on a teacher or pupil
- Serious theft
- Serious damage to property

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. These records are kept in secure filing cabinets provided for the purpose of securing information and documents. All such documents will be compiled and secured in the Principal's Office at the end of each school year, accessible by Tusla, Gardaí, Parents/Guardians and will be retained indefinitely.

**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
- Strengthening the victim
- Mediation
- Restorative Practice

**7.** The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- 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 e.g.
  - ➢ Pastoral care system
  - ➢ Buddy / Peer mentoring system
  - ➢ Group work such as circle time
  - ➢ Friends for Life programme
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. 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.**

## 8. 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.

## 9. 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.

**10**. This policy was adopted by the Board of Management on **13th June 2023.**

**11.** This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

**12**. 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, and is readily accessible to parents and pupils on request. A record of the review and its outcome will be made available, if requested, to the patron and the Department. See **Appendix 4.**


Signed:     Peter Kelly                                          Carmel Tighe
            **Chairperson of Board of Management**          **Principal**

Date: 13th June 2023

**Date of next review:** June 2024

## Appendix 2: Combating Bullying and the Action towards Prevention

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.

**Role of staff**

- Respectful behaviour will be modelled to all members of the school community at all times.
- Pupils will be taught what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Key messages of respect will be displayed in classrooms, in assembly areas and around the school. Pupils will be involved in the development of these messages.
- The principal and staff exercise constant vigilance in the matter of misbehaviour. Our aim is to prevent misbehaviour rather than control. All respectful behaviour will be noticed and acknowledged by providing positive attention.
- The use of discriminatory and derogatory language in the school will be consistently tackled – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Constructive feedback will be given to pupils when respectful behaviour and respectful language are absent.
- Any complaints of bullying are dealt with quickly, firmly and fairly following the procedures in the Anti-Bullying Policy.
- Awareness of bullying as a form of unacceptable behaviour is addressed in the classroom, at school assemblies, through the school policy on pastoral care and other informal occasions when the opportunity arises.
- The right of every member of the school community to be safe and secure in school will be actively promoted.
- The school rules in pupil friendly language in the classroom and in common areas will be highlighted and explicitly taught.
- All staff will actively watch out for signs of bullying behaviour.
- Adequate playground/school yard/outdoor supervision will be ensured.
- Pupils are taught skills and encouraged to report any incident of bullying.

**Advice for Pupils**

- Tell yourself that you do not deserve to be bullied, and that it is **WRONG**.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout **NO**. Walk away confidently. Go straight to a teacher or member of staff.
- Fighting back makes things worse – So don't fight back! REPORT to a teacher or parent(s)/guardians instead. If you need support find a friend and both of you speak to the teacher.

- Generally it is best to tell an adult you trust straight away. You will get immediate support.

The teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

**IF YOU KNOW SOMEONE IS BEING BULLIED:**
- TAKE ACTION – Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

**Advice for Parents**

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard, ask for money or begin stealing money.
- Always take an active role in your child's education by enquiring how they are getting on.
- If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important to advise your child not to fight back. It can make matters worse.
- Tell your child there is nothing wrong with him/her. It is not her fault that they are being bullied.
- Make sure your child is fully aware of the School Policy concerning Bullying, and that they will not be afraid to ask for help.