Anti-Bullying Policy

Stepaside Educate Together N.S.

November 2022

Contents

1. Rationale

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 Stepaside Educate Together National 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.

Stepaside Educate Together National School community believes that each pupil has a right to an education free from fear and intimidation. Whilst reflecting changes in legislation, this policy also prioritises our school's needs and recognises the school's engagement with a variety of Positive Relationship and anti-bullying programmes (eg. 'Weaving Wellbeing', 'Roots of Empathy', 'Zippy's Friends'). Through the involvement of all members of the school community in the process of agreement on what is meant by bullying, and the resultant development of school-based strategies for preventing or dealing with bullying, it is hoped to increase awareness of the problem.

While it is acknowledged that all members of the school community may engage in or be victims of bullying behaviour this policy applies, in particular to **students** of Stepaside Educate Together National School.

The role of the school is to provide an appropriate education for all its pupils. A stable secure learning environment is an essential requirement to achieve this goal. Bullying by its very nature undermines and dilutes the quality of education. It can have short and long term effects on the physical and mental well-being of a pupil(s), on engagement with school, on self-confidence and on the ability to pursue ambitions and interests. Stepaside Educate Together National School strives to create a safe environment for learning and for the growth and development of each student. As a caring school community, we hold that all negative behaviour, which is persistent and pervasive, is unacceptable and contrary to the ethos of our school.

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 wellbeing 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).
- Resolving the issues.
- Restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation involving members of the school community they should notify a trusted responsible adult. Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

2. Vision & Aims

2.1 Vision

Learning together step by step, side by side.

Stepaside Educate Together National School strives to provide a teaching and learning space where children are guided towards achieving their own potential in an atmosphere which is respectful, polite, professional, kind, welcoming, inclusive, engaging and challenging. A child leaving Stepaside Educate Together National School will carry these values with them and contribute to society. The children will leave the school with skills and tools which they will carry through their lives.

This policy has been developed in line with our mission statement above, which has at its core, care of the student. The school believes that respect for the individual is essential to the smooth running of a school, where effective teaching and learning can take place. The school's ethos is shaped by the philosophy of the 'Learn Together' curriculum

2.2 Aims

The Staff and Board of Management of Stepaside Educate Together recognise the very serious nature of bullying and the negative impact that it can have on the lives of pupils. We are therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which;
    - is welcoming of difference and diversity and is based on inclusivity
    - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
    - promotes respectful relationships across the school community
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that;
    - build empathy, respect and resilience in pupils; and
    - address explicitly 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)
- Consultation with our school's Special Educational Needs Policy and Code of Behaviour where appropriate
- 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."

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 will 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 (This includes group messaging fora). Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium (eg. forwarding content), which could harm a pupil or undermine her/his self-esteem or self-confidence. Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

4. The relevant staff for investigating and dealing with bullying:

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:

4.1 Relevant Staff

In Stepaside Educate Together National School, the relevant staff for investigating and dealing with bullying are as follows:

- The class teacher
- The supervising teacher on yard duty
- The Principal & Deputy Principal

The member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher". In Stepaside Educate Together National School the relevant teacher will normally be the class teacher. If there is an acceptance that the behaviour constituted bullying, or the behaviour is repeated, the incident will be recorded on the 'template for recording bullying behaviour' (Appendix 2). The principal and parents will formally become involved if the bullying behaviour is repeated.

As with all instances of misbehaviour in school, if there is an accusation of bullying in the yard, the teacher on yard will investigate and deal with the incident in the first instance. The teacher on yard will discuss the incident with the child(ren)'s class teacher. The principal is then informed of the incident and the parents may be contacted at this stage. At stage two the principal will also contact the parents of all parties involved and address the issue with them and the class teacher.

4.2 Investigation of Bullying Incidents

1. The primary aim for the relevant teacher 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).
2. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
3. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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.

4. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners are required to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

5. Parents 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.

6. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.

7. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

8. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved unless the incident involves the class.

9. 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.

10. 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.

11. When investigating an incident, a non-blame stance will be adapted. 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.

12. Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher.

13. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

14. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.

15. 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.

16. It must 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.

17. 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. This can have a therapeutic effect.

18. In cases where the relevant teacher considers that the bullying behaviour has not ceased within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template attached (Appendix 2).

19. 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 parents or the school Principal or Deputy Principal.

5. Procedures for Reporting and Recording Incidents of Bullying

5.1 Reporting

All records will be maintained in accordance with relevant data protection legislation. While all reports, including anonymous reports must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

If it is established by the relevant teacher that bullying has occurred, the relevant teacher will keep appropriate written records, which will assist in efforts to resolve the issue and restore the relationship of the parties involved.

The relevant teacher will use the recording form (Appendix 2) for any bullying behaviour of over 20 days.

On completion of the record, the relevant teacher will retain a copy and provide the Principal or the Deputy Principal with a copy.

Where the incident is of such a serious level and where the bullying is regarded as potentially abusive, the school as per **Children First National Guidelines for the protection and Welfare of Children (2011)** and the **Child Protection Procedures for Primary and Post Primary Schools**, must consult Túsla Children and Family Social Services with a view to drawing up an appropriate response.

Data will be gathered, collated and analysed at least once a term with a view to monitoring levels of bullying behaviour and identifying any particular issue that requires attention or any significant trends in behaviour.

Children's Welfare will appear as an item on every staff meeting agenda so as to ensure that concerns around policy, procedures or the welfare of individual pupils can be shared and effectively addressed.

5.2 Recording
It is important that all recording of bullying incidents is done in an objective and factual manner. This school's procedures for noting and reporting bullying behaviour are as follows:

Informal: pre-determination that bullying has occurred
- All staff keep a written record of any incidents witnessed by them or notified to them. We use an incident book for use of staff on the playground. All incidents should 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, as far as is practicable, the relationships of the parties involved.
- The school has decided that, at the end of each school year, any written records pertaining to a class will be passed on to the next class teacher.

Formal Stage 2: (Known as Appendix 4 DES procedures/Appendix 2 School Policy)
The relevant teacher must use the recording template Appendix 2 to record the bullying behaviour. It will be used only in the following circumstances:
- In cases where he/she considers that the bullying behaviour has not been adequately and appropriately resolved within 20 school days after he/she has determined that bullying occurred.
- 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.

This policy also takes into account the Acceptable Use Policy for students, as well as, the Code of Behaviour.

6. Escalation Pathways for Parents

Where a parent who has fully engaged with the school throughout the process by attending meetings with relevant school staff but is not satisfied that the school has dealt with a case in accordance with these procedures, the parents, will be referred as appropriate to the school's complaints procedures.

In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children. In the event of a parent withdrawing a child from the school we will endeavour to conduct an exit interview to ensure some element of closure for the family and to further inform the school.

7. Education and Prevention Strategies

7.1   General Strategies (Curricular)

In Stepaside Educate Together National School, space is given within the teaching of all subjects to foster an attitude of respect for all, to promote diversity, address people's prejudice and stereotyping and to highlight that bullying behaviour is unacceptable. SPHE (Social & Personal Health Education), a mandatory component of the primary curriculum, specifically promotes the health and well-being of the child. Its aim is to enable the child to learn about themselves, to care for themselves and each other, to make informed decisions and to develop skills and competence and to build resilience.

The following programmes which come under the umbrella of SPHE contain a number of components which are particularly relevant to the prevention of bullying behaviour and the promotion of respect and diversity.

- The Stay Safe Programme
- The Walk Tall Programme
- Relationship and Sexuality (RSE)

The following programmes/strategies are also in place to support prevention and reinforce our school ethos:

- Our Ethical Education curriculum
- Education in Human Values Programme
- Weaving Wellbeing
- Roots of Empathy
- Zippy's Friends
- Staff Awareness (Continuous Professional Development)
- Parental Awareness (Cyber Safety talks arranged for the parent community)

- Restorative Practice and Circle Times with classes
- Annual Friendship/Anti-bullying Week

Staff in Stepaside Educate Together also promote positive self-concepts among children through the use of their teaching styles, team teaching and the use of meaningful rewards. We enact democracy through our student council who give a voice to every child.

Other activities and/or events to promote tolerance, diversity and respect include:
- Raising Awareness at Assemblies
- Explicit focus on our school values
- What I would like my teacher to know box in each class
- Buddy Benches on yard
- Intercultural Day

7.2 Cyber Bullying Strategies

- Staff, pupils, parents and Board of Management are made aware of issues surrounding cyber bullying
- Children attending Stepaside Educate Together National School are strongly discouraged from registering with social media sites or online fora that have an age restriction for under thirteen years
- Staff CPD is organised as required to support learning about current technologies
- Pupils learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, friendship week activities and other curriculum projects
- Parents are provided with information and advice on how to combat cyber bullying
- Parents sign and accept the school's Code of Behaviour prior to enrolment and are asked to discuss its meaning with their children. The Internet Acceptable Use policy is circulated yearly and permissions are sought through Aladdin.
- Pupils, parents and staff continue to be involved in reviewing and revising this policy and school procedures
- All reports of cyber bullying are investigated, recorded, stored in the Principal's office and monitored regularly
- Anti-bullying workshops / programmes (cyber bullying) are identified, organised and delivered to the appropriate age groups each year.

- The Gardaí will be contacted in cases of actual or suspected illegal content

It is important that we recognise that no one intervention works in all situations and that we keep up to date with international and national research in this area, revising and updating this policy as appropriate. See Appendix 5 for a comprehensive list of Anti-Bullying Resources and Programmes being used in Stepaside Educate Together National School.

8. Supports for Pupils affected by Bullying

In order to provide support for those affected by bullying, all members of the school community of Stepaside Educate Together National School will endeavour to:

- Raise awareness as to all aspects of bullying among the school community so that relevant members have a shared understanding of what constitutes bullying behaviours.
- Build empathy, respect and resilience in pupils.
- Provide pupils with opportunities to develop a positive sense of self worth.
- Provide pupils with strategies to assist them in addressing problems as they arise.
- Educate pupils on appropriate on0line behaviours, how to stay safe on-line and on developing a culture of reporting concerns around cyber-bullying.
- Establish and promote strong home/school/community links to counter bullying behaviour involving members of the wider school community.
- Implement educational programmes and actions listed in the Education and Prevention Strategies section of this policy.
- Provide support/opportunities to develop friendship and social skills.

9. 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.

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. Policy Ratification & Communication

This policy was adopted by the Board of Management on 22nd November 2022.

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of the policy is provided to all new parents as part of the Information Booklet given to parents of new pupils on entry to Stepaside Educate Together National School. Copies will be provided to temporary and substitute staff and to all outside personnel working in any capacity with the children.

12. Review & Implementation

This policy and its implementation will be reviewed by the Board of Management once in every school year using the standardised checklists in the procedures. The school will put in place an action plan to address any areas for improvement identified in the review. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____

(Aidan Gallagher, Chairperson of Board of Management)

Signed: _____

(Ultan Casey, Acting Principal)

Date: 22-11-2022

Date of next review: November 2023

13. Appendices

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.

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 _____

Appendix 3 – 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.

Y/N

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?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____   Date _____

Chairperson, Board of Management

Signed _____   Date _____

Principal

Appendix 4 – Notification regarding the Board of Management's annual review of the anti-bullying policy.

To: Educate Together National Office, The Board of Management of Stepaside Educate Together National School wishes to inform you that:

• The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of

_____ [date].

• This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal

Appendix 5 – Strategies and activities formulated as part of anti-bullying week and implemented in Stepaside Educate Together National School.

Infant classes:
- Read a story about friendship- plenty available online if you don't have a hard copy such as: https://freestoriesforkids.com/videostories/american-english/looking-out-window-funny-animated-story-kids
- Drama- ask four children to come to the top of the class and have one person go over and ask to play with them on yard- have this done once where the group say no and talk about this with the pupils, then have another version where the pupils say yes and talk about this with the pupils. Use the stay Safe resources to help with this. www.staysafe.ie
- Discuss anti-bullying policy- in child-friendly way! Ie. all infants need to know is that in SETNS we really don't allow pupils to be unkind to each other and so Anne has a plan in her office and it shows all the great things we do in the school to create a positive school atmosphere and it also shows what happens if someone is being unkind.
- Do secret friend some days. There is an emphasis on kindness and friendship during anti-bullying week. Children are given a child to be extra kind for the day without telling that person
- This website has great videos, lesson plans to follow for the week
  https://www.antibullyingcampaign.ie/primary-level-tools/kindergarten-infants

1ˢᵗ- 6ᵗʰ Class:
- For art ask the pupils to design their own anti-bullying poster- this should be done in small groups or at the very least in pairs so that it brings about discussion amongst them on the topic-use the theme *United against Bullying!*
- Discuss the different types of bullying so children are clear what bullying is.
- Discuss the attributes of a good friend.
- For younger classes (1ˢᵗ-3ʳᵈ) perhaps read a story on anti-bullying
- 2nd-6th class - this website has great resources and videos to use, look at the bottom of the page and click your own class to look at each resource:
  https://www.antibullyingcampaign.ie/primary-level-tools/strand-1
- For 4ᵗʰ-6ᵗʰ pupils could write a story.
- Pupils to put together their own little drama about bullying and how to help (don't be a bystander- if someone steps up to help someone others will follow).

- Age appropriate lessons on the anti-bullying policy in the school. Certainly 5th and 6th could actually read through it in groups and see if they have any suggestions to add to it. The younger classes could talk about the fact that we have one and that it looks at ways the school works hard to make sure that we show kindness and respect to each other (teachers and pupils) all the time and that we know then what to do if someone is not being kind- adapt as you need to.
- This primary school pack from the anti bullying awareness week in 2017 has great resources you can use: https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Primary_School_Pack%20-%20FINAL.pdf
- Do secret friend some days. There is an emphasis on kindness and friendship during anti-bullying week. Children are given a child to be extra kind for the day without telling that person.

Short animated videos:
- (More suited to younger classes) https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-when-i-worry-about-things/z7jyd6f
- 5th/6th class: (These are related to cyber bullying, obviously you know your class best so have a little watch first to see if it is suitable): https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-l8r-youngers-1/z7yf8xs

Stepping Stones:
- Art activity about friends if appropriate for your group- adapt as needed.
- As for infants, a story about friendship would be good- short and sweet and can be online https://freestoriesforkids.com/videostories/american-english/looking-out-window-funny-animated-story-kids
- Reference the Stay Safe material for pupils with SEN- this was printed last year and should be in the office, it can also be accessed online through PDST and use this as a guide for a lesson on anti-bullying. I think this is the best way- our pupils in SS are our most vulnerable so if we can use this material and adapt to make it age appropriate that would be ideal. Lots of resources here: Stay Safe

United Against Bullying video:

https://www.anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2020-united-against-bullying#:~:text=The%20theme%20for%20Anti%2DBullying,day%20of%20Anti%2DBullying%20Week.