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**New Cross College 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 New Cross College 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 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;
* 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
  + 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); and
* On-going evaluation of the effectiveness of the anti-bullying policy.

1. 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*. Some examples are outlined below:

|  |  |
| --- | --- |
| Examples of bullying behaviours  General | Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.  • Physical aggression  • Damage to property  • Name calling  • Slagging  • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person  • Emotional/Psychological  • Grafitti  • Extortion  • Intimidation  • Gestures  • The “look”  • Invasion of personal space  • A combination of any of the types listed. |
| Cyber | • Denigration: Spreading rumours, lies or gossip to hurt a person’s reputation  • Harassment: Continually sending vicious, mean or disturbing messages to an individual  • Impersonation: Posting offensive or aggressive messages under another person’s name  • Flaming: Using inflammatory or vulgar words to provoke an online fight  • Trickery: Fooling someone into sharing personal information which you then post online  • Outing: Posting or sharing confidential or compromising information or images  • Exclusion: Purposefully excluding someone from an online group  • Cyberstalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety  • Silent telephone/mobile phone call  • Abusive telephone/mobile phone calls  • Abusive text messages  • Abusive email  • Abusive communication on social networks eg Facebook/Askfm/ Twitter/Youtube or on games consoles  •Abusive website comments/Blogs/Pictures  • Abusive posts on any form of communication technology |
| Homophobic and Transgender | Spreading rumours about a person’s sexual orientation  • Taunting a person of a different sexual orientation  • Name calling e.g. Gay, queer, lesbian  • Physical intimidation or attacks  • Threats |
| Racial | • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background |
| Relational | This involves manipulating relationships as a means of bullying. Behaviours include:  • Malicious gossip  • Isolation & exclusion  • Ignoring  • Excluding from the group  • Taking someone’s friends away  • “Bitching”  • Spreading rumours  • Breaking confidence  • Talking loud enough so that the victim can hear  • The “look” |
| Sexual | * Unwelcome sexual comments or touching * Harassment |

1. The relevant teacher for investigating and dealing with bullying is (are) as follows:
   * any teacher to whom a student reports an incident of bullying.
   * any teacher who notices or has concerns that bullying is occurring
   * or:

Principal

Deputy Principal

Guidance teachers

Year heads

Tutors

Care team personnel

All incidents of bullying should be reported to the Principal/Deputy Principal who will consult with the care team on how to support both the student and teachers involved. Management and or The Care Team will decide which members of staff will be engaged to carry out the no-blame approach where possible. All staff will be notified to monitor reported bullying behaviour.

The line of reporting, where possible should be as follows**:**

* Principal/Vice Principal informed
* Member of care team consulted by Principal and decision made on who will carry out the no blame approach
* Wider care team informed at care team meeting of supports put in place.
* All members of staff informed of bullying incident and asked to monitor behaviour of students involved.
* Teachers involved in supporting both perpetrator and bullying victim monitors behaviour closely following resolution and reports back to Principal.

1. 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:

**Ethos and pastoral care.**

Students will be encouraged to treat everyone with respect.

We will seek to be a “listening” school ,in which students are encouraged to express their feelings, fears and concerns.

We will promote and reward positive behaviour through measures such as awards for caring and friendliness.

We aim to facilitate a culture whereby students/teachers and parents are aware of their roles and responsibilities where bullying is concerned. There is advice for students in Appendix 1 of this policy and for parents in Appendix 2.

**Curriculum:**

We will address the issue of bullying specifically in our SPHE programme. This programme will help children to develop a range of skills including assertiveness and communication skills.

The process of teaching and learning provides opportunities to discuss aspects of bullying and to explore appropriate ways of behaving towards one another.

**Mentoring:**

Class tutors, Years Heads and the Care Team play a vital role in insuring pupils’ safety.

Their interaction with pupils will provide opportunities to speak out about bullying should it occur.

**Supervision and CCTV**

All corridors and common areas are supervised at lunchtime and at break time. Supervisors are vigilant in discreetly observing student interactions and will intervene/report as appropriate. Monitoring by CCTV is part of school policy.

1. 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 :

Each case of bullying will be dealt with individually and follow up action will be tailored to meet the individual needs of the students concerned.

The recommended procedure for dealing with bullying incidents involves **4 stages where deemed appropriate:**

**Stage 1: Reporting the incident**. Incident must be reported to the Principal and recorded on the incident recording sheet (Appendix1).

The following members of staff should be informed verbally or in writing by the Principal

The Year Head of any student involved

Deputy Principal.

The Care Team

Guidance Counsellor

Class Tutor

**Stage 2: Investigation of an incident:**

* The alleged victim and alleged perpetrator(s) will be interviewed using the interview sheet in Appendix 2 and a record made of their responses. (Appendix 2)
* Witnesses will be interviewed discreetly and a record made of their responses if appropriate.(Appendix 3)
* The CCTV system will be reviewed to confirm allegations where possible.
* When a thorough investigation has been carried out, the Principal/Vice Principal/Year Head along with a member of the care team should agree a plan for resolution and/or support.

**Stage 3: Resolution**

This school promotes a policy of restorative justice so students will be encouraged to resolve their differences through supervised discussion. Working with the people concerned The Deputy Principal/Principal/Year Head and member of Care Team will devise a plan for resolution of the conflict. This plan will include targets for acceptable behaviour and will set out support measures for the students concerned.

The recommended procedure for resolution involves taking a dual faceted approach employing the 7 step no blame approach as well as following the discipline code of behaviour for the school. The no blame methodology should always be used except in cases where the Principal does not deem it appropriate. The main objective should always be to minimise risks to all parties involved and to stop bullying behaviour rather than merely reprimand.

**No Blame Approach: The Seven Steps:**

Step One – Interview with the victim: talk to victim about their feelings, but do not question them about the incidents directly.

Step Two - Convene a meeting with the perpetrator/(s): teacher arranges to meet with the people who were involved (minus the victim).

Step Three – Explain the problem: teacher tells them about the way the victim is feeling.

Step Four - Share responsibility: the teacher does not attribute blame but states that they know the person/group is responsible and they can do something about it. Teacher explains types of bullying behaviour with the person/group and gets them to reflect on their behaviour to make them aware of the both the behaviour and its possible impact.

Step Five – Ask the perpetrator/(s): each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier.

Step Six - Leave it up to them: the teacher ends the meeting by passing on the responsibility to the group to solve the problem. Perpetrators are also warned that the code of behaviour may still be enforced.

Seven – Meet them again: about a week later the teacher discusses with each student, including the victim, how things have been going

**Stage 4: Monitoring:**

All staff will be notified of bullying incidents and asked to monitor behaviour. If deemed appropriate, parents may be contacted. If the behaviour persists, the parents/guardians of both the victim and the bully/bullies will be contacted by the Year Head/Deputy Principal/ Principal. They will be invited to attend a meeting in the school where their assistance in supporting a resolution will be sought. It is recommended at this stage that the perpetrator will be asked to sign a contract of future behaviour (see appendix 4) and given warning that the discipline code of the school for dealing with bullying behaviour will be implemented following any future reports of bullying behaviour. Sanctions may be imposed in accordance with the Code of Behaviour. Sanctions which may apply, and not necessarily in this order are:

Good Behaviour Contract (See Appendix 4)

School Community Service

Detention

Suspension

The matter will be referred to the Board of Management if not satisfactorily resolved. At this stage permanent exclusion from the school may be considered.

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

Students who have been involved in bullying incidents will be advised by the Class Tutor/Year Head/Deputy Principal/Principal of the availability of the Guidance Counsellor. The target of the bullying may receive counselling to help him/her regain self-esteem. The student involved in the bullying may also receive counselling to give him/her the opportunity to learn other ways of coping with situations without violating the rights of others. Students who witnessed bullying will also be encouraged to discuss it with a staff member if the need arises.

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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [date].

1. 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.
2. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Chairperson of Board of Management) (Principal)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of next review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Appendix 1) Put incident report form here

****(Appendix 2):

***Alleged Bullying Interview Sheet***

Team Member(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Interview with: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_ Due to Report/Survey (R/S): \_\_\_\_\_\_

1. Following a recent survey we are concerned about a student in your class. Does this surprise you? (Y / N) \_\_\_\_\_\_ Explain:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. As you know, students' safety and happiness are priorities in this school. If we were concerned that you were being treated unfairly we would now be trying to discover from others what was being done to you. We would then be interviewing the person treating you in that way. Do you understand this?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who do you think we are concerned about in your class?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Probe)

1. The student is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Are you surprised that you have been observed by others to be behaving in a disrespectful manner towards this student? (Y / N) \_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. In what way have you been behaving towards \_\_\_\_\_\_\_\_\_\_\_\_ that has led others to be concerned?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Probe)

It might be useful now to go through a checklist (attached) to help you identify what you may have been doing in relation to this student. You must be honest here. Other students/teachers have already indicated some things you have done. It is important that you are completely honest in this interview so we can then feel at the end that we can trust any promise you might make about your future behaviour.

(Use the checklist attached , then return to complete below).

1. Why have you been treating her/him this way?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Probe)

1. Have you ever been bullied? (Y / N) \_\_\_\_\_ If 'Yes,' how did it feel?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Probe)

1. Imagine your family member/guardian being treated this way at work. How would he/she feel?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Probe)

How would you feel?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Probe)

1. Now, can you understand how unfair it is to treat someone like this?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Did you know that bullying is a serious breach of our school rules?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. We have now discussed your behaviour in relation to \_\_\_\_\_\_\_\_\_\_\_ and how it might feel to be the target of this kind of behaviour. We do not want to tell the Board of Management" or "or even the Gardaí". In order to be satisfied that there is no need to follow the code of discipline we need to know that you have understood how seriously we regard this type of behaviour. We need to know for sure that it will not happen again. Can you promise this? \_\_\_\_\_\_\_

We will now ask you to sign a written promise

To be completed by team member later:

Parent signature required? (Y/N) \_\_\_\_\_\_\_\_\_\_\_ Promise signed? (Y/N) \_\_\_\_\_\_\_\_\_\_\_\_

Returned with parent signature? (Y/N) \_\_\_\_\_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_

**New Cross College**

**Anti-Bullying Campaign**

***Bullying Behaviour Checklist***

**Please use the letter “Y” for “yes,” for “sometimes” or even for “once.”**

*Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_*

In your dealings with (N): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have your ever . . .

Verbal: Called (N) names? \_\_\_

Said things to (N) to

make (N) feel bad? \_\_\_

Slagged (N) hurtfully? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Made offensive remarks (N) heard? \_\_\_\_\_\_

Teased (N) hurtfully? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Insulted (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Made nasty remarks about (N)'s parent

(e.g. mother) or family? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Said negative things to (N) or made fun of (N) because of: Colour? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Religion? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nationality? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Background? \_\_\_\_\_\_\_\_\_\_\_\_\_

Gender Issues (e.g. Gay)? \_\_\_\_\_\_\_

Written: Written nasty notes about (N)?\_\_\_\_\_\_\_ Written graffiti about (N)? \_\_\_\_\_\_\_\_\_\_\_

Sent text messages about (N)?\_\_\_\_\_\_\_

Treated (N) unfairly on computer in writing or with pictures? \_\_\_\_\_\_\_\_\_\_

Sent an embarrassing phone message about (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Property: “Borrowed” (N)'s property without

permission? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hid (N)'s property? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stole (N)'s property? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Damaged (N)'s property? \_\_\_\_\_\_\_\_\_\_\_ Interfered with (N)'s property? \_\_\_\_\_\_\_

Demanded money from (N)? \_\_\_\_\_\_\_\_

Discrimination: Treated (N) less well because

(N) seems “different”? \_\_\_\_\_\_\_\_\_\_

Acted in a racist manner

towards (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_**

Staff Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Social: Laughed at (N), with others, knowing that (N) could hear you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Deliberately ignored (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Given (N) a "dirty" or dismissive look? \_\_\_\_\_

Excluded or isolated (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stopped people being friends with (N)?\_\_\_\_\_

Tried to cause trouble between (N) and (N)'s friends? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Made fun of (N) in front of others? \_\_\_\_\_\_\_\_

Stared at (N) as a group? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“Set (N) up” in front of others? \_\_\_\_\_\_\_\_\_\_\_

Spread rumours about (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_

Intimidation: Given (N) a hostile stare? \_\_\_\_\_\_\_\_

Given (N) a disgusted look? \_\_\_\_\_\_

Taunted (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Threatened (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ganged up on (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_

Stalked (followed) (N)? \_\_\_\_\_\_\_\_\_\_

Sent (N) a threatening text? \_\_\_\_\_\_

Forced (N) to do something (N) did not want to do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Physical: Thrown objects at (N)? \_\_\_\_\_\_\_\_\_\_

Fired paper with elastic? \_\_\_\_\_\_\_\_

Blocked (N)'s path? \_\_\_\_\_\_\_\_\_\_\_\_\_

Pushed (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Punched (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Kicked (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hit (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pinched (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scratched (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tripped (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spat at (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

"Head-locked" (N)? \_\_\_\_\_\_\_\_\_\_\_\_\_

Grabbed at (N)'s private parts? \_\_\_\_

(Appendix 3)

Any other details or comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Return to main interview sheet overleaf and complete it now!* ***P.T.O. 🡺***

(Appendix 3):

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***Incident Observer Report***

Name (Block Letters): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class/Year: \_\_\_\_\_\_\_\_\_\_\_

***A. and B. to be completed by a Teacher***

**A. Incident Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**B. Day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_***

***C. and D. to be completed by student named above***

**C. Others who were there: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**D. Details of exactly what happened: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**This is a full report of what I saw.**

**Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

(Appendix 4):

***Copy School***

***Crest into a text box here before printing or simply delete this text box***

**New Cross College**

**Anti-Bullying Campaign**

I know that all of my fellow students are different from each other and from me in many ways, (*e.g. hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, whether we are gay or straight, where we live or have lived, what we like to do, whether we are loud or quiet, how good we are at learning, how well we study, how good we are at sports, whether we like music etc. etc*). I would not like to be treated unfairly and made to feel bad by any of my fellow-students because of any of these differences or just because they did not like me. I know that I have a right to be different from other students and that this does not give anyone the right to treat me unfairly or to be mean to me. I know that I am entitled to fair, equal, respectful treatment in school because of the school’s Code of Behaviour and outside of school too.

I also know that all other students are entitled to be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-students fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: *(Handwrite below “I will always treat (N) fairly and respectfully”)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Signed:** Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

***Student Behaviour Promise***

*Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_*