



## Scoil na mBráithre, Dungarvan

An Edmund Rice School

### Anti-Bullying Policy

#### Ethos

As an Edmund Rice School, Scoil na mBráithre, Dungarvan seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excellence in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

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 Scoil na mBráithre Secondary School has adopted the following anti-bullying policy within the framework of the school's overall Code of Positive 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

- promotes respectful relationships across the school community
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that
  - build empathy, respect and resilience in pupils
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying
- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy

**3. 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
- 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 Positive 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 Positive Behaviour.

It is also recognised that bullying can take place outside the school premises – such as on the way to and from school and on social network sites. The school reserves the right to deal with such issues when there is a clear connection with the school, and/or a demonstrable impact on its aims, work reputation and/or personnel (both student and staff).

Allegations of bullying of a student by a teacher or of a teacher by a student should be referred to the Principal.

### **Types of bullying**

The following are some of the types of bullying behaviour that can occur amongst pupils:

**Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

**Intimidation:** Some bullying behaviour takes the form of intimidation. It may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

**Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms

includes control: “Do this or I won’t be your friend anymore” (implied or stated); a group ganging up against one person pupil; non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.

**Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person’s sexuality, appearance etc.

**Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

**Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

**Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

**Specific examples of bullying behaviours (this list is not exhaustive)**

<p><b>General behaviours which apply to all</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying,</li> <li>• 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>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <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> <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> </ul>
	<ul style="list-style-type: none"> <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> </ul>

<b>Identity Based Behaviours: Including any of the nine discriminatory grounds</b>	<ul style="list-style-type: none"> <li>• Status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</li> </ul>
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <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>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour,</li> <li>• nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone’s friends away</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<b>Special Education Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupil’s vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person’s disability</li> <li>• Setting up for ridicule</li> </ul>

#### **4. Relevant Teachers**

In many cases it is the class teacher who will become aware of a bullying incident in the first instance. They are then required to refer the information they gained onto the relevant teacher(s) for investigation and dealing with bullying as follows:

- Relevant Year Head
- Deputy Principal
- Principal

A student who is being bullied or who has witnessed a bullying incident should report the incident to the subject teacher, class tutor, SNA, their Year Head or another member of staff/trusted person with whom they feel comfortable speaking to. The relevant Year Head, in consultation with the Deputy Principal/Principal is the person in charge of dealing with the issue with a view to resolving it. The Year Head would do this in consultation with the person who had reported the incident.

On completion of the investigation, the Principal/Deputy Principal with reference to DES Anti-Bullying Procedures will make a determination as to whether the incident will be recorded on the Bullying Record per DES Anti-Bullying Procedures.

If circumstances warrant it any teacher may act as a relevant teacher.

#### **5. Education and Prevention Strategies that will be used in the school are as follows:**

##### **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 develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention
- 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. Mentoring, 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) are access directed to a copy as part of the Code of Positive Behaviour of the school
- Encouraging a culture of responsible reporting with particular emphasis on the importance of bystanders. 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, when bullying situations arise
- Parent(s)/guardian(s) are encouraged to approach the school if they suspect that their child is being bullied
- Acceptable Use Policy in the school will include the necessary steps to ensure that the access to technology within the school is strictly monitored. The use of mobile phones and multimedia devices is governed by the school Code of Positive Behaviour
- The school's anti-bullying policy will be discussed with pupils by their relevant teacher (class teacher), particularly at the start of each school year
- The school's anti-bullying policy will be published on the school website ([www.dungarvancbs.ie](http://www.dungarvancbs.ie))
- Whole school awareness measures will be implemented e.g. anti-bullying posters on notice boards and in classrooms, discussion of bullying issues at start of year and year



group assemblies, talks from time to time for parents/guardians (organised by the Parents' Council).

- A culture of telling, with particular emphasis on the importance of bystanders will be implemented. In this way pupils will gain confidence in 'telling'. It will 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.
- Pupils will be given instruction in who to tell and how to tell, e.g.:
  - Direct approach to the relevant 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.
  - Send an email to [admin@dungarvancbs.com](mailto:admin@dungarvancbs.com)
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
  - Parent(s)/guardian(s) will be encouraged to approach the school if they suspect that their child is being bullied.
  - The school's internet Acceptable Use Policy will take the necessary steps to ensure that the access to technology within the school is monitored.
  - The school's policies and practices on pupils' use of mobile phones will be made clear to pupils and signage placed in classrooms and on corridors.
  - Information on supports currently available to gay and transgender pupils will be made available e.g. BeLonGTo [www.belongto.org](http://www.belongto.org)

### **Implementation of School Curricula**

- The full implementation of the SPHE, CSPE and RSE programme at junior cycle.
- A wellbeing programme in Transition Year which encompasses RSE.
- A 5<sup>th</sup> and 6<sup>th</sup> year RSE program.
- Staff are fully supported to attend continuous professional development to implement these programs and a record of participation is kept on file
- Continuous support from community Garda Aidan McCarthy, in regard to personal safety, Coco's law, and bullying.

- The school participates in DCU's FUSE anti bullying programme. This involves a series of workshops delivered throughout the junior cycle, commencing at the first-year induction programme.
- Resources such as Webwise publications, Trust pack, On my own 2 Feet, Fuse, Growing up LGBT, FRIENDS programme ,b4Udecide etc are stored in a shared area and on the SPHE Teachers Microsoft Team.
- The school will consider the additional needs of SEN pupils with regard to the implementation of this policy and the development of skills and strategies to enable all students to respond appropriately.

#### **Other relevant School Policies.**

- Scoil na mBráithre, Dungarvan Code of Positive Behaviour
- Child Protection Policy
- Education Tours Policy
- And all such policies governing the operation of the school and the supervision of its pupil cohort

#### **6. 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:**

##### **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 will be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

## **Reporting bullying behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the Year Head, in liaison with Principal/Deputy Principal.
- 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 Principal or Deputy Principal.

## **Investigating and dealing with reported incidents:**

In investigating and dealing with reported incidents, the Year Head, in conjunction with the Deputy Principal/Principal will exercise his professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

- 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
- A calm, unemotional problem-solving approach is essential
- 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
- Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of reported bullying behaviour, the Principal or Deputy Principal 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 may be interviewed individually at first. Thereafter, all those involved may be met as a group, where deemed appropriate
- 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
- Follow up meeting may be appropriate to confirm that the incident has been resolved

## **Procedures for dealing with confirmed incidents of bullying**

In cases where it has been determined by the Principal or Deputy Principal that bullying behaviour has occurred, the following procedure will be followed:

- the parent(s)/guardian(s) of the parties involved will be contacted to inform them of the matter and explain the actions being taken (by reference to the school policy).
- it will be made clear to the pupil engaged in bullying behaviour how he is in breach of the school's anti-bullying policy and efforts will be made to try to get him to see the situation from the perspective of the pupil being bullied.
- the pupil engaged in the bullying behaviour will be given the opportunity to immediately cease the bullying behaviour and thereby avoid any school sanction.
- the victim will agree to inform the Year Head immediately of any further bullying behaviour.
- the pupil engaged in the bullying behaviour and victim, if agreeable, will meet the Year Head and will be made aware of the proposed way to a resolution.
- in the event of a recurrence of the bullying behaviour the pupil engaged in the bullying behaviour will be subject to the appropriate sanctions as per the school Code of Positive Behaviour.
- the school will 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.
- It will 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 Year Head in liaison with the Principal/Deputy Principal, must, as part of his 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 or their parent(s)/guardian(s)
- Follow-up meetings with the relevant parties involved should be arranged separately or together if appropriate
- 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, by reference to The Board of Management
- 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.
- All confirmed incidents of bullying will be recorded by the Principal on the standard form (Scoil na mBráithre Record of Bullying Behaviour) and will be retained on file.

## **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
- Other such strategic that form best practise as Anti-Bullying Interventions.
- Behaviour Management approach via the school Code of Positive Behaviour
- Strengthening the victim

- Mediation

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
  - Student Support System
  - Guidance & Counselling
  - Mentoring system
- If pupils require counselling or 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. The classroom supervision system is governed by the Supervision and levels of supervision policy, to include the Substitution and Personal Day rotas. School grounds and social circulation areas draw supervision from the annual supervision/substitution scheme. Additional supervisory elements are governed as appropriate to the educational tours policy, acceptable use policy, supervised Study policy etc. The School Child Protection Policy applies in all situations relevant to pupil supervision.

### **Application beyond the School Campus.**

The School reserves the right to apply its bullying policy in respect of bullying that occurs at a location, activity, function, or program that is not school related if in the opinion of the Principal and/or the Board of Management the alleged bullying has created a hostile environment at school for the victim, has infringed on the rights of the victim at the school and/or has materially or substantially disrupted the education process or the orderly operation of the school.

### **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 This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education & Skills and the patron, Edmund Rice Schools Trust, if requested. 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 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.

## **Appendix1**

### **Template for Recording Bullying Behaviour**

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	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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**9. Details of actions taken**

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Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

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

## Appendix 2

### Checklist for annual review of the anti-bullying policy and its implementation



The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
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 \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_

### Appendix 3

Notification regarding the Board of Management's annual review of the anti-bullying policy

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ 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 \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_