

Carrigeen National School,

Carrigeen,

Co. Kilkenny.

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**Anti-Bullying Policy**

**Rationale**

In accordance with the requirements of the Education (Welfare) Act 2000, and the code of behaviour guidelines issued by the NEWB (National Education Welfare Board-*NOW TÚSLA*), the Board of Management of Carrigeen NS 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.

This policy outlines what bullying is and the procedures followed in Carrigeen NS to address incidents of bullying. Bullying is neither an inevitable part of school life, nor a necessary part of growing up and it rarely sorts itself out without intervention. The misconception that bullying is a normal phase of development and that it teaches pupils to toughen up needs to be challenged. The school must endeavour to create an environment where pupils feel comfortable and free to discuss and disclose incidents of bullying. This may also require challenging prevailing attitudes so that pupils realise that they also have a responsibility for the safety and welfare of fellow pupils. Bullying can affect everyone, not just the bullies and the victims. It can also affect other children who watch; some pupils can be drawn-in by group pressure. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available in school.

In Carrigeen NS, we believe that our pupils have the right to learn in a supportive, caring and safe environment. All institutions, whether large or small, contain some individuals who have the potential for bullying behaviour.

Carrigeen NS has a clear ethos on the promotion of good citizenship and it is made clear that bullying is a form of anti-social behaviour. It is always wrong and will not be tolerated.

It is important therefore, that the school has a clear written policy to promote this belief, where both pupils and parent/guardians are fully aware that any complaints of bullying will be dealt with firmly, fairly and promptly.

Bullying can be prevented by ensuring that the school has a positive culture and climate that promotes respectful relationships across the school community.

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 certain key principles of best practice in preventing and tackling bullying behaviour:

**(a)   A positive school culture and climate**which is welcoming of difference and diversity and is based on inclusivity, encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment and promotes respectful relationships across the school community.

* Explicitly teach pupils about the appropriate use of social media
* 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 through development of Students Council.
* 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.
* We 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. Invite outside agencies to speak with children. E.g Zeeko, An Garda Síochána
* 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. E.g Zeeko Academy and parent information evenings.
* 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
* Explicitly teach the children that there should be no ‘innocent bystanders’ and promote a sense of responsibility to report any instances of bullying.

**(b)   Effective leadership and modelling by all school personnel in their interactions with children and each other**

**(c)    A school-wide approach**

• A school-wide approach to the fostering of respect for all members of the school community.

• The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.

• The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

• Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it-prevention and intervention.

• 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 extracurricular 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 students in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support

• Development and promotion of an Anti-Bullying code for the school-to be included in School Information Pack for incoming students and displayed publicly in classrooms and in common areas of the school.

• The school’s anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school. This information will also be made available through the use of the school’s website.

• The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.

• Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

• Ensuring that pupils know who to tell and how to tell, e.g.Direct approach to teacher at an appropriate time, for example after class, Hand note up with homework, Parent make a phone call to the school or to a trusted teacher in the school, Anti-bully or Confidential classroom postbox, Administer a confidential questionnaire once a term to all pupils, Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

**(d)   A shared understanding of what bullying is and its impact. Discuss this with children at appropriate levels using appropriate language.**

**(e)    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 homophobic and transphobic bullying.

**(f)    Effective supervision and monitoring of pupils. The school has a supervision policy in place.**

**(g)   Supports for staff- Annual review and discussion of the relevant policies.**

**(h)   Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and**

**(i)     On-going evaluation of the effectiveness of the anti-bullying policy.**

**What is 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. Bullying behaviour is intentional and deliberate.***

**See below for examples of bullying behaviours.**

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.

**Bullying can take different forms. Examples include:**

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 (girl or boy); 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. ***In the context of the Anti Bullying Procedures, ‘’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’’ is also regarded as bullying behaviour.***

**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 other property. 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.

This list is not exhaustive and other forms of repeated, negative behaviour can be defined as bullying.

**What can you do if you are being bullied?**

* Remember that ***your silence is the bully's greatest weapon***.
* Tell yourself that you do not deserve to be bullied and that it is wrong.
* Be proud of who you are. It is good to be an individual.
* Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
* Stay with a group of friends/people (unless the bullying is happening in that group) There is normally safety in numbers.
* Be assertive the follow the Stay Safe rules; **Say No, get away and tell someone** **you trust.**
* Talk to a teacher for advice and help or if at home, talk to your parents.
* Teachers will listen to you and in accordance with procedure, will endeavour to deal with the issue.
* Teachers will usually tell the Principal about the problem and together they will decide how to deal with it.

**If you know someone is being bullied**

* Take action. You might tell the bully to stop doing what they are doing. You might get some of your friends to help you with this.
* You could also make sure that the victim is not left alone until the problem is resolved. Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
* If you feel you cannot get involved, tell an adult immediately. If you're at school, tell a teacher so that they can help, without getting you into trouble.
* Do not be, or pretend to be, friends with a bully.

**As a parent**

* Be aware of unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
* They may not want to invite certain children to play or go to activities they used to enjoy.
* Always take an active role in your child's education. Enquire how their day went, who they spend their time, with, how break time, was spent etc.
* If you feel your child may be a victim of bullying behaviour, inform the school immediately. It is very helpful for the school if you can list the 'who, where, when and how' of the behaviours affecting your child.
* Tell your child that there is nothing wrong with him/her. It is not his/her fault that he/she is being bullied.
* Make sure your child is fully aware of the school policy regarding bullying and that they should not be afraid to ask for help.

**As a school**

* Organise the school community in order to minimise opportunities for bullying; make sure that supervision is sufficient at all times.
* Use opportunities to discuss aspects of bullying and the appropriate way to behave towards each other. In this respect the SPHE (Social, Personal and Health Education) programme is very important and especially the Stay Safe lessons addressing bullying. The Stay Safe programme is implemented fully across the school.
* Regular assemblies where the school’s Golden Rules are reiterated around treating other’s in our school community with respect at all times.
* Supervision and monitoring of classrooms, corridors, school grounds, school tours/outings.
* Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
* Regularly review the school policy and procedures and assess its’ success or otherwise.
* When buying teaching materials (books, posters, software, etc) ensure that nothing gives a negative view of any group because of their ethnic origin, gender, etc)
* Continue to have a firm and fair Code of Behaviour.
* Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes work on friendship and what it really means.
* Encourage pupils to treat everyone with care and respect.
* Treat bullying as a serious matter and take every possible action to prevent it happening in our school.
* Use and continue to update a variety of materials and resources available to assist us in devising appropriate anti-bullying programmes.

**Actions to be taken when bullying is alleged or suspected**

* The relevant teacher and school principal have the responsibility for investigating bullying. The principal, Mr. Aylward, is the DLP (Designated Liason Person) and the Anti-Bullying Officer in the school.
* If bullying is ***alleged*** ***or suspected,*** the principal and relevant class teacher will talk to the alleged victim, the alleged bully (or bullies) and any witnesses **following the procedures outlined below.**
* ***The primary aim for the relevant teacher and the principal 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);***
* 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;
* All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher and the principal.
* In that way pupils will gain confidence in ‘telling’. ***This confidence fact***or 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
* Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
* 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
* It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset
* Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents
* Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved
* All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way
* When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner
* If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other’s statements
* Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher
* It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
* In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the 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
* 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
* 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
* 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
* In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed 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 at Appendix 1.
* 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:

1. Whether the bullying behaviour has ceased;
2. Whether any issues between the parties have been resolved as far as is practicable;
3. Whether the relationships between the parties have been restored as far as is practicable; ***and***
4. Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal; Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must 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 must advise the parents of their right to make a complaint to the Ombudsman for Children.
* All recording of any alleged incidents informally or formally shall be made by the DLP or Deputy DLP and stored securely.
* When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.
* Help and support will be given, as appropriate, to both the victims and the bully (bullies). Access to a counselling service may be offered, if deemed appropriate.

**We support the victim & child engaged in bullying behaviour in the following ways:**

* By offering them an immediate opportunity to talk about the incidents with their class teacher, or another teacher if they choose.
* By informing the victim's parents/guardians.
* By offering continuing support when they feel they need it.
* Increased discreet monitoring of student(s) in a school environment.
* Communication between teachers on supervision duties.
* By taking one or more of the disciplinary sanctions, if necessary, as per the school’s Code of Behaviour to prevent more bullying.
* We also impose sanctions as well as trying to help the bully (bullies) in the following ways:
* By talking about what happened to discover why they became involved, the extent of their involvement and their understanding of their own culpability.
* By informing the bully's (bullies') parent/guardians.
* By continuing to work with the bully (bullies) in order to challenge negative attitudes as far as possible.

**\*\* Communication with both/all sets of parents, in the instance of bullying, will take place automatically through the principal\*\***

* In cases where it has been determined that serious bullying behaviour has occurred, the teacher and Principal will request a meeting in school with the parents or guardians of the two parties involved(separately) The purpose of the meeting is (a) to inform parents/guardians of the problem and (b) explain actions being taken and (c) the reasons for them. Their assistance will be sought in preventing a repeat of the behaviour.
* Making it clear that bullying pupils who reform are not blamed or punished and get a “clean sheet,”
* Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this
* Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others
* Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
* Parents may be requested to escort their child to and from school.
* Repeated offending may result in suspension from school for a minor fixed period (one or two days)
* Continuing to offend, following the above measures, will result in a recommendation to the Board of Management for suspension for a major fixed period (up to three days).
* In instances of what is deemed as serious bullying, the school may seek assistance and advice from outside agencies , if necessary for Child Protection , including National Education Psychological Service, the National Educational Welfare Board(TUSLA), HSE (social services) and Juvenile Liaison Office. **Section 6.8.12-6.8.18, Anti Bullying procedures, 2013.**
* A record is kept, when appropriate, of all incidents of bullying and the subsequent investigation and disciplinary measures taken. See Appendix 1,

**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 members of the school community 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 and is published on the school website which is accessible to parents and pupils.  A copy of this policy will be made available to the Department of Education and the Patron if requested.

**Annual Review**

This policy and its implementation will be reviewed by the Board of Management once in every school year, using ***Appendix 2*** attached as per Circ 045/2013.

**This document states the Anti Bullying policy of our school at the present time. It may, however, be subject to adjustments and changes in the future. This policy was ratified by the Board of Management on 5/4/2016\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This policy was ratified by the Board of Management. The Parents Association were also consulted.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson of Board of Management

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal/Secretary of Board of Management

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# Appendix 1

# 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))\* |  |  | **4. Location** of incidents (tick relevant box(es))\* |  |
| Pupil concerned |  |  | Playground |  |
| Other Pupil |  |  | Classroom |  |
| Parent |  |  | Corridor |  |
| Teacher |  |  | Toilets |  |
| Other |  |  | 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**

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| --- |
|  |

1. **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 *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**

# 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chairperson, Board of Management**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Principal**