INCH NATIONAL SCHOOL

ANTI-BULLYING POLICY

1. RATIONALE

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Inch National School, Ennis, Co. Clare 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 Education Welfare Act 2000, the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013, Circular 45/13, and the *Action Plan on Bullying – Report of the Anti-Bullying Working Group to the Minister for Education and Skills- January 2013.*

The policy has also been developed and reviewed with reference to the school's Health and Safety Policy, Child Protection Policy, Critical Incident Policy, Code of Behaviour, Complaint Procedure and S.P.H.E. Policy.

2. POLICY AIMS

The main aims of an anti-bullying policy are as follows:

- To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour.
- To raise awareness amongst the entire school community (including school management, teachers, pupils, parents, bus companies, volunteers etc.) that bullying is unacceptable behaviour.
- To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation.
- To provide procedures for investigating and dealing with bullying behaviour.
- To provide procedures for noting and reporting bullying behaviour.
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;
- To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour.
- To facilitate ongoing evaluation of the effectiveness of the school's anti-bullying policy.

3. DEFINING BULLYING

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition

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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.

Repeated incidents of bullying are regarded as Level 2 and 3 behaviours in the school's Code of Behaviour and will be dealt with as per the interventions and disciplinary actions/sanctions outlined in this policy and the Code of Behaviour.

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 (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, taking photos/recordings with a view to humilitating an individual, 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 relation to cyber bullying the following should be noted:

If the cyber bullying is on going within the school the incident is dealt with as per the procedures outlined in this policy.

If the cyber bullying happens outside of school but is brought to the school's attention, then both sets of parents are notified of the situation. In this scenario, the school does not suspend, punish or keep notes. As a proactive follow up class teachers should conduct an anti bullying lesson as part of S.P.H.E.

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**.**

4. KEY PRINCIPLES FOR PREVENTING AND TACKLING BULLYING:

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

PROACTIVE APPROACHES TO MAINTAINING AWARENESS OF BULLYING AS UNACCEPTABLE BEHAVIOUR:

1. Teachers will teach the Stay Safe Programme to their classes every 2 years in line with recommended best-practise. This programme will be expanded to include a module on cyber bullying and internet safety. There will also be a focus on the importance of disclosure and how a child might identify an adult they can tell if they are being bullied.

2. Classroom rules will reinforce the importance of tolerance, respect and kindness towards others.

3. Children who display consideration towards others will be acknowledged at the monthly school assembly.

4. The 'No Blame' approach may be used to resolve less serious incidents of bullying.

   The 'No Blame; Approach:

   - Interview the child being bullied and the alleged bully.

   - Interview others involved.

   - Explain the problem.

   - Share responsibility.

   - Encourage pupils to identify solutions.

   - Meet them again.

5. A staff member will supervise yard and wet play for both break times during the school day.

6. The school's Code of Behaviour and Anti Bullying Policy will be issued to all parents/ guardians on an annual basis.

7. The school's Code of Behaviour and Anti Bullying Policy will be issued to the bus company.

8. Promote an anti bullying culture through parent information evenings, posters, leaflets, anti bullying programmes, guest speakers on bullying etc.

9. Monitor new pupils as they settle in to ensure a smooth integration into class and school life.

10. To encourage teachers, parents and pupils to be watchful and to report any indications or suspicions of bullying as early as possible.

11. Work on building the self esteem of all pupils(especially victims and bullies) in S.P.H.E. classes

12. Where bullying is disclosed the guidelines in this policy are adhered to.

13. Incidents of bullying are followed up on to ensure that the behaviour has stopped.

The school recognises that a positive school culture and climate is the cornerstone in preventing bullying. Therefore the following key elements will form the basis of creating this positive school culture and climate in Inch National School.

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

5. ROLE OF MANAGEMENT, STAFF, PARENTS AND PUPILS:

A school-wide approach (involving school management, staff, parents and pupils) to dealing with the problem of bullying behaviour is a key element of effective practice. Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and, ultimately, in the wider community.

A positive school-wide attitude and involvement can assist considerably in countering bullying behaviour in schools. In addition to the role of management and staff, parents and pupils have a role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere. Parents should also recognise that a school that openly discusses bullying is acting positively and that they need to work with their school to ensure there is a coherent, school-wide approach to tackling the issue.

Bullying behaviour thrives in an atmosphere of uncertainty and secrecy in which the pupil often feels a sense of hopelessness and futility against the power being exercised by the person engaged in bullying behaviour. A high degree of school-wide vigilance and openness is important in ensuring that bullying behaviour can be adequately tackled.

The promotion of relevant home/school/community links is important for all schools in regard to countering bullying behaviour and should be encouraged as a normal part of the school's effective operation. For example, bullying behaviour can often occur on the journey to and/or from school. An anti-bullying school policy should embrace, as appropriate, those members of the wider community who come directly in daily contact with school pupils. School bus drivers could be encouraged to play a positive role in assisting schools to counter bullying behaviour by reporting such behaviour to parents and/or to the school as appropriate. Through such approaches, a network is formed.

6. PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING:

The Board of Management must ensure that the school has clear procedures for investigating and dealing with bullying and that these are set out in the school's anti-bullying policy.Therefore, Inch School has adopted the following procedures in line with the DES document "Anti Bullying Procedures for Primary and post Primary Schools".

(i)Where a parent has concerns about their child in relation to bullying, the parent should first approach the class teacher for a meeting to discuss same.

(ii)The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). The "No Blame Approach" as detailed in this policy should be employed by any teacher investigating a bullying allegation.

(iii) 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.

(iv) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

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

(vi) 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.

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

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

(ix) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.

(x) 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.

(xi) 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.

(xii) 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.

(xiii) 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.

(xiv) 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;

(xv) 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;

(xvi) 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;

(xvii) 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;

(xviii) 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 2.**

(xix) In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable; and

Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

(xx) 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;

(xxi) 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.

PROCEDURES FOR RECORDING BULLYING BEHAVIOUR

The Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour and these must be documented in the school's anti-bullying policy. All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

(ii) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;

(ii) If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

(iii) The relevant teacher must use the recording template at **Appendix 2** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

In each of the circumstances at (a) and (b) above, the recording template at **Appendix 2** must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at **Appendix 2** does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

The procedures include oversight arrangements which require that, at least once in every school term, the Principal will provide a report to the Board of Management setting out:
o the overall number of bullying cases reported (by means of the bullying recording template in (**Appendix 2**) to the Principal or Deputy Principal since the previous report to the Board and;
o confirmation that all of these cases have been, or are being, dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary schools.*

7. THE RELEVANT TEACHERS FOR INVESTIGATING AND DEALING WITH BULLYING IS ARE AS FOLLOWS:

- All class teachers
- Deputy Principal/ Principal where the matter is referred on.

8. EDUCATION AND PREVENTION STRATEGIES:

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

- Teachers will teach the Stay Safe Programme to their classes every two years. This programme will be expanded to include a module on cyber bullying and internet safety.
- Classroom rules will reinforce the importance of tolerance, respect and kindness towards others.
- Children who display consideration towards others will be acknowledged at the monthly school assembly.
- The 'No Blame' approach may be used to resolve less serious incidents of bullying.
- Effective supervision and monitoring of pupils by staff on yard and within the school building.
- The use of mobile phones and other recording devices by pupils within school and on school excursions is strictly prohibited.

9. THE SCHOOL'S PROGRAMME OF SUPPORT FOR WORKING WITH PUPILS AFFECTED BY BULLYING IS AS FOLLOWS:

A programme of support for pupils who have been bullied is in place in Inch School. Activities from the S.P.H.E. Programme which focus on self esteem and assertiveness will be completed with the pupils in question. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. The school does not provide a list of such counsellors. N.E.P.S. may be called on if the incident is deemed critical as outlined in the school's Critical Incident Policy.

A programme of support for those pupils involved in bullying behaviour is also to be part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. This can be done through the school's S.P.H.E. programme, a behaviour diary and the N.E.P.S publication on behavioural issues. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

10. 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.

11. 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.

12. 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 and the patron if requested.

13. This policy and its implementation will be reviewed by the Board of Management once in every school year **(Appendix 3)** 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.

This reviewed policy was adopted by the Board of Management on 8th March 2017 and reviewed in March of 2022

Signed: _Olina Durcan_   Signed: _____

(Chairperson of Board of Management)   (Principal)

Date: 01.03.2022   Date: 01.03.2022

Date of next review: 2024-2025

Appendix 1: Proactive Strategies for Creating a Positive School Culture.

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- ✓ Model respectful behaviour to all members of the school community at all times.

- ✓ Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

- ✓ Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.

- ✓ Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.

- ✓ Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.

- ✓ Give constructive feedback to pupils when respectful behaviour and respectful language are absent.

- ✓ Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

- ✓ Explicitly teach pupils about the appropriate use of social media.

- ✓ Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.

- ✓ Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.

- ✓ Actively promote the right of every member of the school community to be safe and secure in school.

- ✓ Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

- ✓ All staff can actively watch out for signs of bullying behaviour.

- ✓ Ensure there is adequate playground/school yard/outdoor supervision.

- ✓ School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.

- ✓ Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.

- ✓ Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

- ✓ Support the establishment and work of student councils.

Appendix 2: Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____Class_____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

_____
_____
_____

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)   Date _____

Date submitted to Principal/Deputy Principal _____
* 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 3: Checklist for annual review of the anti-bullying policy and its implementation

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

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?

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:
o 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].

o 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,* **(Appendix 3 of this policy)**

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____
Principal.