

# **Anti-bullying Policy**

- 1. Introduction**
- 2. Aims of this Policy**
- 3. Best Practice**
- 4. What is Bullying?**
- 5. Signs of Bullying**
- 6. The relevant teacher**
- 7. Education and Prevention Strategies**
- 8. Procedures for investigating and dealing with bullying**
- 9. Procedures for Recording Bullying Behaviour**
- 10. Programme of Support for working with Pupils affected by bullying**
- 11. Supervision and Monitoring of Pupils**
- 12. Bullying as part of a continuum of behaviour**
- 13. Referral of serious cases to the HSE**
- 14. Prevention of Harassment**
- 15. Oversight**
- 16. Appendices:**
  - Appendix 2 Behaviour report form (Informal stage).**
  - Appendix 3 Template for recording bullying behaviour.**
  - Appendix 4 Checklist for annual review of anti-bullying policy.**

## **1. Introduction**

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 Presentation Girls School Maynooth 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. The scope of this policy is solely pupil bullying. Adult bullying is not dealt with in this policy.

## **2. Aims of this Policy**

The aim of this policy is:

- a. To promote our school ethos; respect for everyone as individuals and the promotion of a positive atmosphere in which each child can learn and grow to reach their full potential.
- b. To raise awareness of bullying as an unacceptable form of behaviour with school management, teaching and non-teaching staff, pupils and parents/guardians.
- c. To outline the school's methods of promoting an inclusive environment, therefore preventing bullying
- d. To clearly define bullying
- e. To identify the signs of bullying
- f. To identify the roles and responsibilities of all school personnel in relation to bullying
- g. To define the procedure for dealing with incidents of bullying

## **3. Best Practice**

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.

#### 4. **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.

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

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

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour. Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. A link to this information can be found [here](#).

The following list identifies examples of bullying, while this list is not exhaustive it is intended to provide examples of typical bullying behaviour:

## TYPES OF BULLYING:

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation. e.g. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</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> <li>• Exclusion</li> </ul>
--	---

<p>Cyber</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 nam</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>• Cyber Harassment: Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Abusive text messages</li> <li>• Abusive communication on social networks e.g.</li> <li>• Abusive website comments/posts/Blogs/Pictures</li> </ul>
--------------	--

Homophobic and Transgender	<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>
----------------------------	--

Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
--	--

Relational	<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>• Spreading rumours</li> <li>• The “look”</li> <li>• Use of terminology e.g name calling, in a derogatory way</li> </ul>
------------	--

Sexual	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
--------	--

Special Educational Needs, Disability	<ul style="list-style-type: none"> <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 pupils’ vulnerabilities and limited capacity to understand social situations and social cues</li> <li>• Mimicking a person’s disability.</li> <li>• Setting others up for ridicule</li> </ul>
---------------------------------------	---

### **5. Signs of Bullying :**

The following signs/symptoms may suggest that a pupil is being bullied:-

- anxiety about travelling to and from school – requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school;
- unwillingness to go to school, refusal to attend, mitching
- deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;

- pattern of physical illnesses (e.g. headaches, stomach aches);
- unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- spontaneous out-of-character comments about either pupils or teachers;
- possessions missing or damaged;
- increased requests for money or stealing money;
- unexplained bruising or cuts or damaged clothing;
- reluctance and/or refusal to say what is troubling him/her

**6. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):**

- A pupil or parent may bring a bullying concern to any teacher in the school.
- Individual teachers will take appropriate measures regarding reports of bullying behaviour in accordance with the school’s anti-bullying policy.
- In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the “relevant teacher”. At primary level, the relevant teacher will normally be the class teacher.

**7. Education and Prevention Strategies will include :**

- A school-wide approach to the fostering of respect and inclusivity for all members of the school community.
- 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.
- 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.
- The school’s anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are requested to read our behaviour & anti-bullying policies on the school website.
- The implementation of regular whole school awareness measures e.g. Group Assemblies by Principal or Deputy Principal
- Encourage a culture of telling/reporting, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place. 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, after class, hand note up with homework.
- Get a parent(s)/guardian(s) or friend to tell on your behalf. Clear protocols are in place to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.

- Our ‘Acceptable Use Policy’ includes the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils’ use of mobile phones.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately. e.g. Implementation of curricula: Learning together through relevant strands of the following curricula.
  - i. SPHE – Stay Safe, Walk Tall, RSE
  - ii. English
  - iii. Drama
  - iv. Art
- Teachers try to establish supportive, respectful relationships with students so that if a child is in difficulty, they will be more likely to feel comfortable in approaching a teacher.
- Teachers reminding students frequently that they can talk to them if they have concerns, including about bullying.
- Friendship Week
- Guest Speakers including the Community Garda
- Good relationships and communication amongst members of staff means that all teachers and SNAs are aware if a bullying issue arises, and all staff monitor the situation, particularly on the yard.

## **8. Procedures for investigating and dealing with bullying**

The school’s procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

- Every individual has a right to enjoy school and to be a part of a safe and happy learning environment. We want our school to be a caring place and expect everyone to look out for each other and report any incidents of bullying behaviour.
- Bullying behaviour can only be dealt with effectively when it is reported. 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);
- 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 will 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;

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

**The following steps shall be taken by a teacher, when dealing with incidents of bullying that has been reported to them by anyone concerned (pupil, parent, friend, teacher, non-teaching school personnel).**

In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement based on all available information and evidence to determine whether bullying has occurred and how best the situation might be resolved.

1. The incidents shall be recorded in writing – those involved will be asked to write down their account of the incident(s); (Appendix 2 for teacher recording). Pupils will provide written statement of behaviour/incidents also.
2. The principal shall be informed. The relevant teacher will inform the parents of all pupils involved that an investigation of alleged bullying is underway.
3. **The incidents shall be investigated by the teacher and all parties involved shall be interviewed separately.** The principal shall be involved in the investigation process if deemed necessary and/or the incidents are of a serious nature. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, and who. If a group is involved, each member of the alleged bullies will be interviewed individually at first. Thereafter, all the alleged bullies should be met as a group. At the group meeting, each member will be asked for her account of what happened to ensure that everyone in the group is clear about each other's statements.
4. Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied. It will 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, her parents and the school.
5. Where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted by the Principal at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The principal shall inform the parents/guardians of the victim and the bully/ies. 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.
6. The principal shall inform the bully/ies and their parents/guardians that bullying is a breach of the Code of Behaviour and shall be dealt with by the sanctions outlined in the Code of Behaviour Policy.



7. If the bullying behaviour continues, procedures up to and including suspension may be invoked. A very serious single incident may warrant immediate suspension.
8. Help and support, when appropriate, shall be arranged for both the victim and the bully/bullies.
9. **In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed in reaching resolution within 20 school days after he/she has determined that bullying behaviour has occurred, it will be recorded by the relevant teacher in the recording template at Appendix 3 (See Section 6.8.10 (iii)).**

In determining whether a bullying case has been adequately and appropriately addressed in reaching resolution, the relevant teacher will, 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
10. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the school's complaints procedures. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

## **9. Procedures for Recording Bullying Behaviour:**

The school has clear procedures for the formal noting and reporting of bullying behaviour. All records will be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour adhere to the following:

1. While all reports, including anonymous reports of bullying will 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.
2. If it is established by the relevant teacher that bullying has occurred, the relevant teacher will keep appropriate written records, Appendix 2, teachers report and separate pupils reports which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. The relevant teacher will use only the recording template at Appendix 3 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 i.e. where incidents of bullying are unresolved after 20 days, after he/she has determined that bullying behaviour occurred; and

b) as part of our anti-bullying policy that, in certain circumstances as deemed appropriate by the relevant teacher and in consultation with the principal, bullying behaviour will 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 3 will 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 3 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.

3. The template in Appendix 3 for recording and reporting bullying to the school Principal or Deputy Principal will be a valuable and readily accessible source of data in relation to bullying behaviour in the school. Data gathered from these reports will be regularly (at least once in every school year) collated and analysed with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis will be retained and be made available to the Board of Management. Appropriate responses to any issues identified will be drawn up and implemented.

## **10. Programme of Support for working with Pupils affected by bullying**

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- A programme of support for pupils who have been bullied is in place. 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.
- A programme of support for those pupils involved in bullying behaviour will be part of the school's intervention process e.g. SPHE programme. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. The learning strategies applied within the school will 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 their teacher.

## **11. 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.

## **12. Bullying as part of a continuum of behaviour**

It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school's antibullying policy provides for appropriate linkages with the overall code of behaviour and provide for referral to be made to relevant external agencies and authorities where appropriate. In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

## **13. Referral of serious cases to the HSE**

- In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2017 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school will consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”.
- Serious instances of bullying behaviour will, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate. The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person will seek advice from the HSE Children and Family Social Services.

## **14. 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.

## **15. Oversight**

- Periodic summary reports to the Board of Management - At least once in every school term, the Principal will provide a report to the Board of Management setting out:
  - (i) the overall number of bullying cases reported (by means of the bullying recording template at Appendix 3) since the previous report to the Board and
  - (ii) confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the AntiBullying Procedures for Primary and Post-Primary schools. The minutes of

the Board of Management meeting will record the above but in doing so will not include any identifying details of the pupils involved.

- Annual Review by the Board of Management - The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation by the school. 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.

This policy was adopted by the Board of Management on 13/6/2023.

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

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

Signed: *D. Huggan* Date: 20.06.23.  
Chairperson, Board of Management

Signed: *Lona Mc Gorry* Date: 20.06.23.  
Principal

Date of next review October 2024

**Appendix 2.**

**Behaviour Report Form INFORMAL STAGE**

**Filled in by** \_\_\_\_\_ **Date:** \_\_\_\_\_

Name(s) of person(s) reporting alleged bullying concern: \_\_\_\_\_

\_\_\_\_\_  
(May be anonymous)

Relation to person being bullied, **allegedly** \_\_\_\_\_

Location of Alleged Incident \_\_\_\_\_

Name of pupil being bullied, **allegedly** \_\_\_\_\_

Class \_\_\_\_\_ Class Teacher \_\_\_\_\_

Name(s) and class(es) of pupil(s) engaged in alleged bullying behaviour:

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

Type of alleged Bullying behaviour being reported: Tick as appropriate

Is this alleged bullying Identity Based? Yes  No

		Cyber Bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name calling		Other (specify)	

If YES, tick appropriate box

Disability/SEN	Racist	Member of Traveller/Roma Community	Homophobic	Other (Please specify)

Brief description of alleged bullying behaviour and its impact:

## Action Check List

Who will be relevant teacher? \_\_\_\_\_

Has the Principal been informed yet? Yes  No

Who else needs to be advised? \_\_\_\_\_

Is Parental meeting/contact required? Yes  No

### Re: Meeting Children involved

When? \_\_\_\_\_ Where? \_\_\_\_\_

With whom present? \_\_\_\_\_

List of Actions Taken:

Does this require an APPENDIX ? Yes No

If not please specify reasons \_\_\_\_\_

\_\_\_\_\_

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

### Appendix 3 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 behavior


3. Source of bullying concern/report

Pupil concerned	
Other pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	

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 4 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> ?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
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?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
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?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
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?	Yes - no trends in evidence
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed *MU Dhunguea*  
Chairperson, Board of Management

Date 13.06.23

Signed: *Lora McGorry*  
Principal

Date 13.06.23