Bunscoil na Cathrach,
Cahir,
Co. Tipperary.
Roll: 20560D
Email: bunscoilnacathrach@gmail.com

ANTI-BULLYING POLICY

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behavior guidelines issued by the NEWB, the Board of Management of Bunscoil na Cathrach has adopted the following anti-bullying policy within the framework of the school's overall code of behavior. 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 Board of Management recognizes 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 behavior:

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 behavior in a non-threatening environment
- Promotes respectful relationships across the school community
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that
  -
1. Build empathy, respect and resilience in pupils: and
2. 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 behavior (including use of established intervention strategies
- On-going evaluation of the effectiveness of the anti-bullying policy.

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

Bullying is unwanted negative behavior, 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 behavior are included in the definition of bullying:

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

Isolated or once-off incidents of intentional negative behavior, 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 behavior.

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 behavior.

Negative behavior that does not meet this definition of bullying will be dealt with in accordance with the school's code of behavior.

Examples of Bullying Behaviours

General Behaviours which apply to all types of bullying	- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc., - Physical aggression - Damage to property - Name calling - Slagging - The production, display or circulation of written words, pictures or other materials aimed at intimidating another person. - Offensive graffiti - Extortion - Intimidation - Insulting or offensive gestures - The "look" - Invasion of personal space - A combination of any of the types listed.
Cyber	**Denigration:** Spreading rumors, lies or gossip to hurt a person's reputation **Harassment:** Continually sending vicious, mean or disturbing messages to an individual **Impersonation:** Posting offensive or aggressive message under another person's name **Flaming:** Using inflammatory or vulgar words to provoke an online fight

| | **Trickery:** Fooling someone into sharing personal information which you then post online. **Outing:** Posting or sharing confidential or compromising information or images **Exclusion:** Purposefully excluding someone from an online group **Cyber Stalking:** Ongoing harassment and denigration that causes a person considerable fear for his / her safety Silent telephone / mobile phone calls Abusive text messages Abusive email Abusive communication on social networks e.g. Facebook / Ask.fm / Twitter / You Tube or on games consoles. Abusive website comments / Blogs / Pictures Abusive posts on any form of communication technology. |
| | |

Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community)

Race, nationality, ethnic background and membership of the Traveller community	- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background. - Exclusion on the basis of any of the above.
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: - Malicious Gossip - Isolation & Exclusion - Ignoring - Excluding from the group - Taking someone's friends away "Bitching" - Spreading Rumors - Breaking Confidence - Talking loud enough so that the victim can hear - The "look" - Use or terminology such as 'nerd' in a derogatory way.
Sexual	- Unwelcome or inappropriate sexual comments / touching or gestures - Harassment
Special Educational Needs, Disability	- Name Calling - Taunting others because of their disability or learning needs - Taking advantage of some pupils' vulnerabilities and limited capacity to recognize and defend themselves against bullying - Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. - Mimicking a person's disability - Setting others up for ridicule.

The relevant teacher(s) for investigating and dealing with bully is (are) as follows:

All reports of bullying behavior, no matter how trivial, will be dealt with in the first instance by the class teacher. The principal may become involved at the request of the class teacher. The principal will always be involved in cases of cyber bullying.

Education and prevention strategies to be used in the school

<u>School-wide approach</u>

- In accordance with the ethos and mission statement of the school, staff will seek to model and foster an attitude of respect for all and will promote the value of diversity.
- 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.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
- 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 student council 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 student journals and displayed publicly in classrooms and in common areas of the school. (this will follow a competition organized by the student council)
- The school's anti-bullying policy is discussed with pupils and all parent(s) / guardian(s) are given a copy as part of the Code of Behaviour of the school.
- The anti-bullying section in the SPHE / Stay Safe Programme will be taught in all classes during Oct/Nov each year and the key concepts and skill-building activities will be revised regularly during the school year in an integrated way through all areas of the curriculum and in Circle Time.
- The Anti-Bullying Campaign approach will be adapted throughout the school
- 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
  - Make a phone call to the school or to a trusted teacher in the school
  - Get a parent(s) / guardian(s) or friend to tell on your behalf
  - Administer a confidential questionnaire once a term to all pupils. (see regular class survey (Appendix 1)
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Identify clear protocols to encourage parent(s) / guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- To support pupils to deal with unacceptable behavior   3 steps
  1. Say STOP, I don't like it
  2. Get away
  3. Tell an adult
- To support children to choose appropriate behavior and not to bully use the traffic lights system … Stop, Think, Decide.
- Signs displaying these messages will be posted inside and outside the building.

Supervision of students

This policy recognizes the role of supervision in promoting a positive and cooperative school climate that prevents bullying behaviours. Systems are in place in school for the supervision of students during all school activities. Classroom staff will be vigilant in relation to the subtle indicators of bullying and will establish a classroom atmosphere where subtle glances, sniggers or comments are not tolerated. Non-teaching staff will report to the appropriate teacher any incidents of bullying behaviours suspected, witnessed by them or mentioned to them. In the case of a concern about the behavior of a staff member, this should normally be raised with the staff member in question and if necessary, with the principal. Staff will be mindful that bullying may also take place on the journey to and from school whether students are walking, cycling, travelling in buses or cars, and these incidents will be investigated. Sometimes factors outside the school may contribute to bullying within the school.

Parents/ Guardians are asked to be alert to the signs of bullying and to discuss any concerns arising with the school.

Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

The school's procedures must be consistent with the following approach.

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

Reporting Bulling Behaviour

- Any pupil or parent(s) / guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behavior witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach (see section 6.8.9)

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

- Parent(s) / guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible:
- Teachers should take a calm, unemotional problem-solving approach
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analyzing incidents of bullying behavior, 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 may face them from the other members of the group after the 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 behavior has occurred, the parent(s) / guardian(s) 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 parent(s) / guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils:
- Where the relevant teacher has determined that a pupil has been engaged in bullying behavior, 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 parent(s) / guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s) / guardian(s) and the school'

Follow up and Recording

- In determining whether a bullying case has been adequately and appropriately address the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
    - Whether the bullying behavior has ceased
    - Whether any issues between the parties have been resolved as far as is practicable.
    - Whether the relationships between the parties have been restored as far as is practicable
    - Any feedback received from the parties involved, their parent(s) / guardian(s) or the school Principal or Deputy Principal
- 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.
- Where a parent(s) / gurardian(s) is not satisfied that the school has dealt with a bullying case accordance with these procedures, the parent(s) / guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s) / gurardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s) / guardian(s) of their right to make a complaint to the Ombudsman for children.

Recording of Bullying Behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behavior are as follows:

Informal – pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them, using Appendix 2. All incidents must be reported to the relevant teacher.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussion with those involved regarding same.
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1 – determination that bullying has occurred

- 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.
- The school in consultation with the relevant teacher(s) should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2 – Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at Appendix 4 to record the bulling behavior in the following circumstances:

a) In cases where he/she considers that the bullying behavior has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behavior occurred
b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behavior must be recorded and reported immediately to the Principal or Deputy as applicable. The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behavior.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process – see Appendix 5
- Working with parent(s) / guardian(s) to support school interventions (See tips for parents when their child has been accused of bullying behavior and Teaching our child how to handle being bullied)
- No Blame Approach
- Circle Time

- Restorative Interviews
- Restorative Conferencing.

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
- Pastoral Care System
- Green Schools
- Active Schools
- Group work such as circle time
- If pupils require counselling or further supports the school will endeavor to liaise with the appropriate agencies. This may be for the pupil affected by bullying or involved in the bullying behavior.
- Pupils should understand that here are no innocent bystanders and that all incidents of bullying behavior must be reported to a teacher.

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 behavior and to facilitate early intervention where possible.

When reviewing the supervision / monitoring of pupils the following prompt questions will be used

- Are there agreed appropriate monitoring and supervision practices in the school?
- Have bullying danger spots been identified?
- Have parents and pupils been consulted in the identification of these danger spots?
- How will the student support/care structures (SPHE, RSE, Learning Support Teachers) support measures to counteract bullying behavior?
- How will pupils, in particular senior pupils, be involved as a resource to assist in counteracting bullying? In this regard, has a mentoring / buddy system been considered?
- How will the student council be involved?
- In relation to Acceptable Use Policy in the school are the following issues addressed:
    - Are all internet sessions supervised by a teacher?
    - Does the school regularly monitor pupils' internet usage?
    - Have pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
    - Have pupils been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication for a that have been approved by the school?

(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only).

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.

The policy was adopted by the Board of Management on _____ (date) and reviewed _____ (date)

This policy has been made available to school personnel, published on the school website is accessible to parents and pupils on request and provided to the Parents' Association. 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 on exists) A record of the review and its outcome will be made available, if requested, to the patron and the Department (Appendix 6 – check list. Appendix 7 – notification of review)

Signed: _Jim Doherty_ .

Chairperson of Board of Management

Signed: _Brendan Horan_

Principal

Date: _30/3/23_ .

Date: _30/3/2023_ .

Date of next Review: _MARCH '24_ .

APPENDIX 1

REGULAR CLASS SURVEY

I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying other I should tell a teacher.

Class: _____   Month: _____

Name any pupil(s) in your class that you know get called names or get teased, hurt or badly treated by others:

_____

_____

Does this involve:

Calling them names ☐   Making fun of them ☐   Going at their stuff ☐

Not letting them join in ☐   Pushing them ☐   Hitting or kicking ☐

Any other ways someone is mean to them:

_____

_____

Name any other pupils in your class they you know regularly treat(s) them this way

_____

Have you every treated them in this way?

Often ☐   Sometime ☐   Never ☐

Do you think some pupils are meaner to you than others in your class?

Yes ☐   No ☐

Name others who know about this.

_____

INCIDENT REPORT FORM

Source of Report: Parent   Pupil   Staff-Member   Survey   Other

Date: _____

Name of Reporting Person (Staff member/pupil where applicable): _____

If someone other than a Staff Member or Pupil:

Name of Reporting Person: _____ Phone: _____

Address_____

Details of Alleged Incident:

Location of Incident: _____

Time: _____   Day: _____   Date: _____

Possible Targeted Pupil(s): _____   Class/Group:_____

Possible Perpetrator(s): _____   Class/Group: _____

Others who were there: _____

_____

Class/Group: _____

Initial Details of Incident: _____

_____

_____

Action Taken

Bullying Recording Sheet

Name of Pupil being Bullied: _____

Who Reported Bullying Behaviour to Class Teacher? _____ (Parent / Child)

When was it reported? _____

Record what the Child/Parent Reported:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Discussion with other pupil/pupils involved

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

In Teacher's Opinion Did Bullying Take Place? _____
_____

(Refer to: Checklist for Teachers ……. Is it bullying)

If Yes Record the Actions Taken:_____
_____
_____
_____
_____
_____
_____
_____

Was Issue Resolved to Everyone's Satisfaction?_____

If No Please Elaborate:

_____

_____

_____

_____

_____

_____

_____

_____

Any Further Comments:

_____

_____

_____

_____

_____

_____

_____

Signed: _____(Class Teacher)

CHECKLIST FOR TEACHERS ………. Is It Bullying?

One of the primary characteristics in bullying behaviour is the range of serious effects it can have on the victim and others who may observe it.

These can include physical effects such as physical ill health (Slee 1995) for example headaches or / and stomach pains (Olweus & Limber 2000), physical injury (Olweus & Limber 2000) and aggression or violence (Olweus 1994).

Effects may include social maladjustment such as social isolation (Rigby 1996), loneliness which is a strong predictor of peer victimisation (Hawker & Boulton, 2000), poor social self -concept and low self-esteem (Besag 1989), and social anxiety (Hawker & Boulton, 2000).

Psychological Maladjustment may also be a characteristic for example levels of distress and upset (Hawker & Boulton 2000), fear (Olweus 1993; Rigby 1996). Generalized anxiety (Rigby 1996, Slee 1995), and high levels of anger (Rigby 1996) (Borg 1998).

Depression is an effect but also another strong predictor of peer victimisation (Hawker & Boulton, 2000) and may sometimes involve suicidal thoughts or behaviour (Slee, 1995) (Hawker & Boulton, 2000).

Other characteristics may include the presence of an imbalance or abuse of power (Craig et al 2000), that the victim is generally defenceless (Roland 1998) and that the behaviour may be unprovoked (Olweus 1994)

CHARACTERISTIC	INDICATOR	YES / NO
Effect	Is the person distressed / upset? (Hawker & Boulton 2000) Humiliated, in real fear, angry, sad, depressed?	
Aggression	Is there physical, verbal or psychological aggression? (Olweus 1994)	
Imbalance of Power	Is there an abuse of power? (Craig et al 2000)	
Planned or Repeated	(Olweus 1993)	
Defencelessness	Does the person feel helpless? (Roland 1998)	
Unprovoked	Does the person ask 'Why Me?/ (Olweus 1994)	

Questions based on the DES Definition of Bullying

Is it Bullying?

Checklist

	Consider	Yes	No
1.	Is the behavior repeated? Only repeated incidents can be regarded as bullying. Once off incidents fall under the Code of Behaviour. However, see 2 below.		
2.	Have there been any offensive or hurtful public messages or images placed on a social networking site or other public forum? Can the bullying image, statement or message be viewed or repeated by other people? NB: One such incident qualifies as Cyber Bullying		
3.	Is the behavior planned?		
4.	Is there unwanted negative behavior inflicted on the victim?		
5.	Is the unwanted negative behavior of a physical, verbal or psychological character?		
6	Is the behavior inflicted by one person, or is there a group involved?		
7.	Is the victim deliberately targeted?		
8.	Do the behaviours involve deliberate exclusion, isolation, malicious gossip or other forms of relational aggression?		
9.	Are the behaviours targeting an aspect of the victim's identity? For example, physical, verbal or psychological aggression which is directed at their sexual orientation, their race, religion, ethnicity or traveller background.		
10.	Are the behaviours targeting the victim because they have Special Educational Needs?		

TEMPLATE FOR RECORDING BULLYING BEHAVIOUR

Name of Pupil being Bullied and Class Group:

Name: _____   Class: _____

Name(s) and class(es) of pupil(s) engage in Bully Behaviour:

Name: _____   Class: _____

Name: _____   Class: _____

Name: _____   Class: _____

Source of Bullying Concern / Report

(tick relevant box(es)

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

Location of Incidents

(tick relevant box(es)

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

Name of Person(s) who Reported the Bullying Concern:

Name: _____

Type of Bullying Behaviour (tick relevant box(es)

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

Where behavior is regarded as identity-based bullying, indicate the relevant category:

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

Brief Description of bullying behavior and its impact:

Details of actions taken

Signed: _____(Relevant Teacher) Date: _____

Date Submitted to Principal / Deputy Principal: _____

Pupil Behaviour Promise

Pupil Name: _____   Class: _____

I know that all of my fellow pupils are different from each other and from me in many ways. (*These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc*). I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

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

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

_____

_____

_____

_____

_____

Name: Pupil: _____ Date: ___/___/___

Teacher: _____

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 ahs 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 he 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?		
Hs 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