



Scoil Mhuire, Milford, Co Cork

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Anti- Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of **Scoil Mhuire, Milford** school 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.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

(a) 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;

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) 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;
- include effective supervision and monitoring of pupils;

(f) Support for staff

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

(h) On-going evaluation of the effectiveness of the anti-bullying policy

Key element of a positive school culture and climate

- 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 the curriculum through which positive and lasting influences can be exerted towards forming pupil's 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.

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying 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.

N.B. - 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*.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence

Examples of bullying behaviours – This list is not exhaustive

General behaviours which apply to all types of bullying	<ul style="list-style-type: none">● 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.
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<p>Cyber</p>	<ul style="list-style-type: none"> ● 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 messages 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 call ● Abusive 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
<p>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).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> ● Spreading rumours about a person’s sexual orientation ● Taunting a person of a different sexual orientation ● Name calling e.g. Gay, queer, lesbian...used in a derogatory manner ● Physical intimidation or attacks ● Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> ● 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
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> ● Malicious gossip ● Isolation & exclusion ● Ignoring ● Excluding from the group ● Taking someone’s friends away ● “Bitching” ● Spreading rumours ● Breaking confidence ● Talking loud enough so that the victim can hear ● The “look”

	<ul style="list-style-type: none"> • Use or terminology such as ‘nerd’ in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise 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

“Additional information on different types of Bullying is set out in Section 2 of the “Anti Bullying Procedures for Primary” and Post Primary Schools”

4. The relevant teacher(s) for investigating and dealing with bullying in this school are

Mrs. Tighe for Infants

Ms. O’Gorman for 1st and 2nd

Mrs Deady for 3rd and 4th

Ms. Keen for 5th and 6th

Principal – Mr O’Flynn

Postholder – Mrs Thompson

Any teacher may act as a relevant teacher if circumstances warrant it.

5. The education and prevention strategies (including strategies specifically aimed at cyber-Bullying, homophobic and transphobic bullying) that will be used by Scoil Mhuire are as follows:

Education and prevention strategies
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School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it-prevention and intervention.
- 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 extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the Classes 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.
- 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 (every year).
- The implementation of regular whole school awareness measures i.e. September – dedicated notice board in classroom/corridor on the promotion of friendship and bullying prevention. September – Annual Friendship Week, Dec – Acts of Random Kindness Week, Jan – Positivity/Share a Smile Week. Manners taught at the beginning of each term.
- 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.
- **Motto: "If you don't report you Support".**
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to the 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.
 - Anti-bully or Niggle box?
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Curricular – Anti Bullying module of SPHE programme is taught during each school year.
- Parent(s)/guardian(s) are encouraged to approach the school if they suspect that their child is being bullied. The Acceptable Use Policy in the school is updated to include the necessary steps to ensure that the access to technology within the school is strictly monitored. Communications and Mobile Phone Policy is available to all parents. The non-giving of invitation cards/Christmas cards within the school grounds is also enforced. Resources being used in the School are SPHE/Stay Safe/Prim Ed Bullying and relevant websites

Cyber bullying:

- Promoting awareness of Scoil Mhuire's Acceptable Use Policy and ensuring that the access to technology within the school is strictly monitored.
- Parents are encouraged to monitor their children's mobile phones daily.
- Communicating the message that unlike other forms of bullying, a once-off posting can constitute bullying.
- Advice will be communicated to help students protect themselves from being involved in bullying and to advise them on reporting any incidents. A telling atmosphere is created, so that pupils will report cyber bullying where they see it.
- Publicising ways of dealing with cyber bullying in the school.

- Don't reply.
- Keep the message.
- Block the sender.
- Tell someone you trust.
 - Promoting 'Internet Safety Day' annually and activities to celebrate this awareness.
 - Teaching lessons to deal with the issues of cyberbullying and internet safety.
 - Gardaí will visit the school to talk about cyber bullying. o Parent(s)/guardian(s) of children from 5th and 6th classes to receive 'A Parents' Guide to a Better Internet', published by Webwise.
 - Parent(s)/guardian(s) and students are advised that it is illegal for a child under 13 to register with and use many social media networks.

· Our school's approach to tackling and preventing bullying takes particular account of the needs of pupils with SEN, and joins up with other relevant school policies and supports and will ensure that all services and supports and will ensure that all the services that provide for such pupils work together. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.

· Initiatives and programmes focused on developing pupils' awareness and understanding, including its causes and effects, will deal explicitly with the issue of identity-based bullying. Where issues of identity-based bullying arise, the school will deal with them at an individual, group, class, or whole school context in consultation with the parents/guardians

Implementation of curricula

- Teachers influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. o SPHE curriculum makes specific provision for exploring bullying as well as the interrelated areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
- The Stay Safe programme is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. This content is also shown in Cuntas Míósúil.
- RSE aims to provide opportunities for children to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.
- The promotion of Weekly Superstar reward for positive behaviour
- Other resources and programmes include: Weaving Wellbeing, PDST Anti-Bullying Support
- Material, Prim-Ed Cyber Bullying Packs, Webwise Cyberbullying Pack, Webwise My Selfie Lessons, Fun Friends, Walk Tall.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

Links to other policies

- School policies are particularly relevant to bullying, i.e. our Code of Behaviour, Child Protection policy, Supervision of pupils, Acceptable Use policy, Attendance Policy , Sporting Activities Policies, Communications and Mobile phone policy.

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

6.8.9. 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 bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the 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 analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that 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 behaviour 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 supports provided to the pupils;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and 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;
- Cyberbullying – School Computers are blocked by PDST. If a report on cyberbullying is brought to Attention of the School Authorities parents are contacted immediately and informed and an expectation is placed on parents to actively help in solving the problem.

Follow up and recording

- 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;
 - 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)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

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 behaviour 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. Consideration needs to be given to where the records will be made e.g. incident book. 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 discussions 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 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 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.

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 behaviour.

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
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

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

Bullied pupils;

- Ending the bullying behaviour,
- Endeavouring to foster more respect for bullied pupils and indeed all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,

- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

Bullying Pupils;

- Making it clear that bullying who reform are not blamed or punished and get a “clean sheet,”
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils’ feelings of self-worth,
- In dealing with bullying behaviour, seeking resolution and offering a fresh start with a “clean sheet” and no blame in return for keeping a promise to reform.

7. The school’s programme of support for working with pupils affected by bullying is as follows (See Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

- 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
 - Buddy / Peer mentoring system
 - Care team / Student Support Team
 - Group work such as circle time
 - Group/Team games on yard
- If pupils require counselling or further support the school will endeavour to liaise with the appropriate agencies to organise the same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. 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.

10. This policy was adopted by the Board of Management on _____ [date].

11. This policy has been made available to school personnel, and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

12. 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, readily accessible to parents and pupils on request 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.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____

Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

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

Pupil concerned	<input type="checkbox"/>	Playground	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>	Classroom	<input type="checkbox"/>
Parent	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>	Other	<input type="checkbox"/>

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

6. Type of bullying Behaviour (tick relevant box (es))

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

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

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

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal _____

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 schools anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conduction 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 schools 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 Principals 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 investigation into the school's handling of a bullying case been initiated or completed?	

Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

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-policy and its implementation was completed at the Board meeting of _____ (date).

° This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department’s Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

ACTION PLAN TO PROMOTE A POSITIVE SCHOOL CULTURE AND CLIMATE

Target; To develop practices to ensure a positive school culture and climate is prioritised across the school

Appendix 2 of the Anti-Bullying Procedures has been referenced to develop our Action Plan

Tasks; What steps do we need to take	Who will do it?	When will it be done by?	Complete Ongoing Deferred
As a staff we will model respectful behaviour to all members of the school community at all times	All Staff		Ongoing
We will explicitly teach pupils at all class levels what respectful language and behaviour looks like, acts like, sounds like, and feels like in class and around the school	All Staff		Ongoing
We will engage in CPD events in relation to Anti-Bullying and also set aside planning time as a staff for this area.	All Staff	June 2014 and ongoing	
We will agree key respects messages and display them in classrooms, assembly areas and around the school, The pupils will be involved in the development of these messages and they will be cross referenced with the Code of Behaviour	Staff "If you don't report you Support" "Be a Friend" Don'		Ongoing
We will consistently tackle the use of discriminatory and derogatory language in the School- this includes homophobic and racist language that is belittling of pupils with a disability or SEN	All Staff		Ongoing

Positively encourage children to comply with the school rules on mobile phone, multimedia, invitation cards and internet use. Follow up and follow through with pupils who ignore the rules	All Staff	September 2014 and ongoing	
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