ANTI-BULLYING POLICY

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1.Full Compliance

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 St. Joseph's NS has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2.Key Principles of Best Practice

The Board of Management of St. Joseph's National School is committed to the highest possible standard of education for all its pupils. A stable, secure learning environment is an essential requirement to achieve this goal. Bullying behaviour, by its very nature, undermines and dilutes the quality of education and imposes psychological damage. As such, it is an issue which must be positively and firmly addressed through a range of school-based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour.

The Board of management recognises the very serious nature of bullying and the negative impact 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 (a) is welcoming of difference and diversity and is based on inclusivity (b) encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment (c) 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 (a) build empathy, respect and resilience in pupils (b) 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)
- On-going evaluation of the effectiveness of the anti-bullying policy

Bullying behaviour affects not only those immediately involved; it affects everyone in the classroom, in the school community and, ultimately, in the wider community. It is recognised internationally that bullying behaviour is not confined to pupils and schools alone; it is prevalent in society, in the workplace and in the home.

The aims of the Bullying Policy presented here are twofold, firstly to provide school-based measures to prevent and deal with bullying behaviour and, secondly, to increase the awareness of bullying behaviour in the school community as a whole e.g., school management, teaching and non-teaching staff, pupils and parents/guardians as well as those from the local community who interface with the school. It is of particular importance that the issue of bullying behaviour be placed in a general community context to ensure the co-operation of all local agencies in dealing appropriately with it.

School Ethos

We, in St. Joseph's, endeavour to create a positive school climate which focuses on respect,

kindness and tolerance for each individual.
We are committed to the provision of a stable, secure learning environment in which our pupils can feel safe and accepted. Bullying behaviour is unacceptable and wrong.

3. Definition of 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, extortion, isolation, ridicule and persistent name-calling.

- Cyberbullying which is the use of ICT (usually a mobile phone and or the internet) to abuse another person.

- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and 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.*

This policy applies to activities and events that take place

- During school time including break times
- On school tours
- At extra-curricular activities

St. Joseph's NS reserves the right to take action against bullying perpetrated outside school which spills over into the school.

Examples of bullying behaviours are as follows:

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 the types listed
Cyber	• **Denigration**: Spreading rumours, 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 including Remote Learning Platforms, Seesaw, Aladdin, Zoom

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).

Homophobic and Transgender	• 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

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 • Manipulating relationships as a means of bullying through behaviours such as malicious gossip
Relational	• Isolation and 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" • Use or terminology such as 'nerd' in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • 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 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

4.Who Is Responsible For Doing What

The relevant teachers for investigating and dealing with bullying are as follows (in accordance with Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- The Principal (DLP)
- Where necessary the Deputy DLP may be involved
- The Teaching Staff/Yard Monitors with support of SNAs
- The Class teacher of the victim
- The Class teacher of the bully
- **Any teacher may act as a relevant teacher if circumstances warrant it**

5. Education and Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic, and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-PrimarySchools*):

(i) General Organisational Strategies

It is the responsibility of each pupil to look after the safety and welfare of themselves and their fellow pupils. In this climate it is important that pupils are encouraged to report any incidents of bullying that they may have experienced and/or witnessed. The negative connotation that is often associated with "telling" will be replaced by vocabulary such as "Talk to some-one" or "Report" it.

Our policy stresses the need for prevention and not just the control of bullying. Creating a positive school atmosphere where anti-social and disrespectful behaviour is addressed and challenged will make bullying behaviour less likely. Raising the awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils and parents is important. In St. Joseph's we promote a school-wide approach to the fostering of respect for all members of the community and we promote the value of diversity

Therefore, the principal will address these issues:

- Annually at Parents' Council AGM
- Periodically in classes with Pupils

Management, staff, pupils and parents are consulted in the formulation of this policy. Their endorsement and support are vital if our anti-bullying objectives are to be achieved.

The development, adoption and implementation of our anti-bullying code will be discussed regularly in the classrooms with the children themselves, at staff meetings and Board of Management meetings.
Each January will be the designated month for the implementation of the Anti-Bullying and Anti-Cyberbullying Programme.

General Policies:
The anti-bullying code is included as part of our Code of Behaviour Policy Document. This is published on our school website and is cited in our information booklet which is given to each parent of Junior Infant children, or any parent of a child who is joining our school community, as part of their induction information pack.

Such information raises an awareness of bullying among the parent population. It gives the parents of a pupil who is a victim, the confidence to approach the school. It sends a clear message to the parents of a pupil who is engaged in bullying behaviour that they have a major responsibility in addressing and changing their child's behaviour.

We also cite our Acceptable Use Policy in our school information booklet.
Other policies relevant to bullying include:
- Child Protection Policy
- Attendance Policy
- Gender Equality
- Supervision
- Critical Incident
We also implement the Friends For Life Programme in St. Joseph's.

There are comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation

- Children are supervised in the morning from 9.10am-9.20am. They know that they must leave their school bags in their classroom and then go outside to play.

- On wet mornings children enter the school at 9.10am and proceed to their classroom where they remain. They are under the supervision of senior teachers.

- Lining up time is kept to a minimum as the teachers are aware that serious bullying incidents can take place while children are in their lines.

- Junior & Senior Infants have their own play area in front of the school. 1st to 6th play on the basketball court, hard surface court adjacent to Cluain na nÓg and grass area behind Cluain na nÓg. The children are drilled regularly as to their own precise area of play.

- On days that pupils remain in their classrooms at break-time (e.g. wet days), 6th class pupils are used as monitors for the junior/senior/first classes.

- Non-teaching staff (SNA's) and 7/8 teachers are on yard-duty every day at little break and big break. Non-teaching staff are also part of the process in countering bullying in the school.

- During break times, Junior and Senior Infant children use the toilet facilities in the main building. Entrance here is monitored by the teacher on duty at the main door. 1st – 6th Classes use the toilet facilities at the PE Hall. These classes are strongly encouraged to avail of the toilet facilities in their own classroom prior to breaks.

- "Siúl ar dheis" signs are clearly displayed around the school. Classes must walk in an orderly fashion when moving from one area of the school to another. Running or any kind of rough or boisterous behaviour is not tolerated.

- In the event of a teacher needing to leave the classroom, the teacher next door then supervises
the class.

(ii) Curricular Areas:-

a) **English**: There is a wide range of literature available which could be used to stimulate discussion.

b) **Social Studies**: The interdependence of people in communities at local, national and international level.

c) **Geography/History**: Issues such as colonisation, exploitation and dictators could be used to illustrate the abuse of power. Bullying behaviour is essentially an abuse of power.

d) **Physical Education**: Co-operation and respect for others is promoted through team sports and non-competitive participation in sporting activities. Sporting activities provide excellent opportunities for promoting the importance of conforming and playing fairly and by the rules as well as learning how to control one's aggression.

e) **S.P.H.E.:** The Stay Safe programme, RSE Programme, the Walk Tall programme, Circle Time, 5th/6th Class Accord Programmes and Anti Cyber Bullying Pack (Prim ED) all give opportunities for children to explore issues around keeping themselves and others in a safe secure environment. Work on assertiveness and self-esteem are vital to this area. It has been found that jealousy plays a big part in explaining why a child is picked on, teased, slagged, humiliated, belittled. "We were only messing", is a term to be challenged and discussed.

f) **Drama**: Learning to be assertive is considered to be the best defence against being bullied. Eye contact and positive body language, allied to an air of confidence are crucial.

Children need to have these coping strategies and through role-playing these will develop. Phrases like "Go away and leave me alone" need to be practised in the safe environment of the classroom.

(g) **Art**: Class rules or the Golden Rule of behaviour are clearly displayed in each classroom. These can be written, decorated and illustrated by the children.

(iii) Infant Programme

Defining and dealing with bullying in the infant classes is done through the day-to-day activities, and routine. Children are taught to share, take turns, listen to others, be kind and respectful, and generally anti-social behaviour is not tolerated or allowed. Specific lessons in the S.P.H.E. and Religion programmes address the children's exploration of their sense of self and others around them. In this atmosphere of respect, tolerance and kindness, the incidents of bullying should not emerge. Teachers deal with children with gentleness and tolerance and this teaches the children a good model of behaviour. Children are given the opportunity to explore and talk about their family relationships, particularly those with their siblings, where bullying behaviour can first emerge.

(iv) Programme for children with Additional Needs

Children with special needs will have programmes adapted for them by their LS/RT teachers to suit their individual needs

6. Procedures for investigation, follow-up, recording and intervention strategies

Investigation
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 then to apportion blame).

The school's procedures will 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.

Teachers are best advised to take a calm, unemotional, problem-solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians.

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:

- Since the failure to report bullying can lead to a continuation or a deterioration of bullying, the school and parents encourage children to disclose and discuss incidents of bullying behaviour. This can be with the class teacher, the teacher on yard duty at the time, Special Needs Assistants, and the principal or with parents. This is a "telling school" as defined in the Stay Safe Programme. Children will therefore be constantly assured that their reports of bullying either for themselves or peers will be treated with sensitivity.
- All reports of bullying, including anonymous reports, no matter how trivial are

noted, investigated and dealt with by the relevant teacher. In this way pupils will gain confidence in the process of reporting.

- It is made clear to all pupils that when they report incidents of bullying, they are not telling tales but are behaving responsibly. Children will be made aware that there are no innocent bystanders if they remain passive where bullying is concerned. All bystanders must report bullying.
- Non-teaching staff are encouraged to report any incidents of bullying behaviour witnessed by them, or reported to them.
- The incident will be investigated by the class teacher and /or by the principal if necessary
- **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**
- Serious cases of bullying behaviour by pupils are referred to the Principal and will be recorded on the DES template.
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues.
- An effort will be made to resolve any issues and to restore as far as practicable, the relationships.
- Incidents will be investigated OUTSIDE the classroom situation by the class teacher
  and the Principal to avoid public humiliation for the victim and/or the bully in class.
- The teacher will speak separately to the pupils involved, in an attempt to get both sides of the story.
- All interviews will be conducted with sensitivity and with due regard to the rights of all concerned.
- Answers should be sought to questions of what, where, when, who, why and how.
- If a group is involved, each member will be interviewed individually and the group met as a whole. 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 the 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.
- When addressing a group, the teacher will deal with the issue of peer pressure causing children to take part in behaviour that they know is wrong, and hurtful.
- Teachers will record their discussions with each individual pupil and their discussions with a group.
- Older pupils may be asked to write down the details of an incident also.
- If it is found that a pupil has been involved in bullying behaviour, it should be made clear to him/her that he/she is in breach of the school's Code of Discipline and Behaviour.
- Every effort should be made to try to get him/her to see the situation from the victim's point of view, and the extent of the hurt that has been caused.
- Parents will be informed that in interviewing a child, the teacher is merely "investigating" and no presumptions of guilt are made until all the facts become known.
- The parents of both parties will be informed as early as is deemed necessary to support their children and discuss the matter.
- Ways to reinforce and support the school's code of behaviour will be discussed with the parents.
- **It must 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 meetings will be arranged to discuss progress.

If a child has a complaint against a staff member, this is raised by their parents with the staff member first and then if necessary with the Principal.

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:
  a. Whether the bullying behaviour has ceased
  b. Whether any issues between the parties have been resolved as far as is practicable
  c. Whether the relationships between the parties have been restored as far as is practicable
  d. Any feedback 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 complaint 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

All recording of bullying incidents will 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. These records will be cited in an index box according to name and academic school year and documented in a corresponding incident folder held in the Principal's Office. 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 practicable, the relationships of the parties involved. These records will be kept in the index box in the Principal's Office.

Formal Stage 2 – Appendix 3 (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 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. Such circumstances in St. Joseph's would include:

- Physical Aggression
- Posting on a Social Network
- Incitement to exclusion, ridicule, harassment
- Extortion
- Intimidation
- Exclusion
- Any form of offence relating to Special Needs Children

The recording template must be retained by the relevant teacher in question and a copy maintained by the principal for the **duration of a child's enrolment in St. Joseph's and for a further 3 years.**

7. Programme for work with victims, bullies and their peers

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*):

- Low self-esteem is one of the key elements of bullying behaviour. Participating in activities and ensuring that the pupils feel a sense of achievement in their learning environment allows for the enhancement of a pupil's self-worth e.g. Sports Activities, Green Schools Committee, Friends for Life, Circle Time etc.
- Opportunities to explore conflict-resolution strategies should be provided. Pupils need to learn other ways of meeting their needs without violating the rights of others.
- Ensure that kindness, respect and tolerance are advocated and promoted throughout the day in class. When challenging a person who bullies, condemn the behaviour, not the person.

The Victim:

- Reassure the victim, that this situation is not their fault
- Praise their courage for having reported it
- Listen to their story
- Follow the school's procedures for investigating any allegations.

The Onlookers/Peers:
Pupils who observe bullying behaviour are encouraged to talk to someone about it.
Factors such as peer pressure are discussed; providing the person bullying with an audience and the attention they are seeking. An atmosphere or culture of silence is to be discouraged. Empathising with another person's hurt and standing up for what is right are qualities to be promoted in pupils.

Outside Agencies:
The School may work with and through the various local agencies in countering all forms of bullying as anti-social behaviour

The Wider Community:
The school as a community consists of management, teachers, non-teaching staff, pupils and parents/guardians. However, incidents of bullying behaviour can extend beyond the school ... on the journey to and from the school. Our anti-bullying policy includes members of the wider community, i.e. bus drivers, local shopkeepers. These are encouraged to play a positive role in assisting St. Joseph's to counter bullying behaviour, by reporting such behaviour to the parents concerned or the school.

In some circumstances it may be deemed appropriate to involve the Gardaí (Junior Liaison Officer), the Health Board or counsellors.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that adequate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible (as outlined in Section 5(i) of this policy. Our intervention process is two-fold: the prevention of and the dealing with bullying. This will be subject to yearly review in the light of any bullying behaviour encountered. Our anti-bullying policy and our code of behaviour and discipline will be an item regularly on the agenda at staff meetings.

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. Adoption of the Policy

This policy was adopted by the Board of Management in April 2014 and is reviewed annually

11. Circulation of the Policy

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

12. Implementation of the Policy

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 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: Maria Fitzmaurice   Signed: Corrina Bailey

(Chairperson of Board of Management)   (Principal)

Appendix 2 Practical tips for building a positive school culture and climate

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

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

Explicitly teach pupils what respectful language and respectful behaviour looks like,

acts like, sounds like and feels like in class and around the school.

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

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

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

Give constructive feedback to pupils when respectful behaviour and respectful language are ignored.

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

Explicitly teach pupils about the appropriate use of social media.

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

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

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

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

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

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

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

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

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

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 *Anti-Bullying Procedures for Primary and Post-Primary Schools*?

Has the Board published the policy on the school website and provided a copy to the parents' association?

Has the Board ensured that the policy has been made available to school staff (including new staff)?

Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?

Has the Board ensured that the policy has been adequately communicated to all pupils?

Has the policy documented the prevention and education strategies that the school applies?

Have all of the prevention and education strategies been implemented?

Has the effectiveness of the prevention and education strategies that have been implemented been examined?

Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?

Has the Board received and minuted the periodic summary reports of the Principal?

Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?

Has the Board received any complaints from parents regarding the school's handling of bullying incidents?

Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?

Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?

Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?

Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?

Has the Board put in place an action plan to address any areas for improvement?

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 behaviour

_____

_____

_____

_____

3. Source of bullying concern/report (tick relevant sources	**4. Location** of incidents (tick relevant locations
Pupil concerned	Playground
Other Pupil	Classroom
Parent	Corridor
Teacher	Toilets
Other	School Bus
Other	

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

6. Type of Bullying Behaviour (tick where relevant)

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

St. Joseph's NS, Templerainey

Notification regarding the Board of Management's review of the Anti-Bullying Policy

To: _____

The Board of Management (BoM) of _____ wishes to inform you

- The Board of Management's annual review of the school's Anti-Bullying Policy was completed at the Board meeting on

- This review was conducted in accordance with the 'Checklist for Review of the anti-bullying policy and its implementation' published on the Department's 'website www.education.ie

Signed: _____   Chairperson of BoM

Date:

Signed: _____   Principal/Secretary to the BoM

Date:

Circulate to Parents' Association