Anti-Bullying Policy (as incorporated into the Code of Behaviour)

Links to Mission Statement:

We in Scoil Phobail Bhéara have a vision of the type of school we would like. It is a school guided by Christian values where everyone is happy and treated with courtesy and respect.

While parents are primary educators of their children, our staff members, who act in *loco parentis,* are our most valuable resource and every effort must be made to ensure that we have a dedicated and committed staff and good pupil-staff relationships.

Our school is an integral part of our local community and in addition to providing the best possible education for our young people and preparing them for later life, our school should serve as a resource for and enrich our community.

We must do everything possible to assist our pupils to take responsibility for themselves and their actions and we must help them to appreciate and care for the world in which we live.

Scope of policy:

This policy applies to the whole school community, students, teachers, management, Board of management, parents, office and all ancillary staff. This policy is to be read in conjunction with our Code of Behaviour, Child Safeguarding Statement, Acceptable Use Policy and Dignity in the Workplace documents, Child Safeguarding Statement, the Digital Acceptable Use Policy and ACCS codes of practice for dealing with complaints of Bullying and Harassment of staff and complaints of Sexual Harassment of staff.

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB (National Educational Welfare Board), the Board of Management of Scoil Phobail Bhéara 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 positive school culture and climate which-
    - o is welcoming of difference and diversity and is based on inclusivity.
    - o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - o 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-
    - o build empathy, respect, and resilience in pupils; and
    - o explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils.
- Supports for staff.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

Objective: "We aspire to fulfil this commitment by fostering an atmosphere of respect, understanding and encouragement between all who teach, work and learn in the school so that the development and contribution of every individual can be acknowledged, and all can work together to benefit personal growth and the common good."

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 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 and bullying of those with 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 Scoil Phobail Bhéara'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 reshared/ edited 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 Scoil Phobail Bhéara's code of behaviour.

The following are more detailed examples of types of bullying behaviour that may occur, this list is not exhaustive.

(1) Physical Aggression: This includes pushing, shoving, punching, kicking, and tripping people. It may also take the form of severe physical assault. "Mess" fights or wedgies can be used to disguise more serious intentions like humiliation or physical harassment.

(2) Damage to Property: Damage to personal property may be the focus of bullying behaviour - lockers, clothes, books, pencil cases, mobile phones and bags can be broken, torn, hidden, or defaced.

(3) Extortion: victims can be forced to hand over money or valuables or to steal for the bully. Threats of physical violence can be made if victims do not comply

(4) Intimidation: this is where aggressive body language is used as a weapon, including the voice and "the look"

(5) Isolation/exclusion: Being deliberately isolated, ignored or excluded from group activities is bullying. It is usually set up by one person and may be accompanied by writing insulting or offensive graffiti in public places, by passing around notes about/ drawings of the pupil, making comments loud enough to be heard by the victim, spreading rumours, or giving the victim the silent treatment, groups giggling/ laughing when the victim is nearby. Taking someone's friends away

(6) Name Calling: Persistent name calling directed at the same person, which hurts or humiliates is a form of bullying. Most refer to physical appearance or academic ability (both high and low). Setting someone up for ridicule/bullying is unacceptable, for example being ridiculed for requesting extra paper in exams or being under pressure to finish work early in an incomplete form or to not willingly contribute to class discussions.

(7) Slagging: Slagging can be simply good-natured banter/teasing between friends but when this is repeated and personal it becomes bullying

(8) Racial: Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background

(9) Special Educational needs: Taking advantage of some pupils' inability to recognise and defend themselves against bullying.

(9) Cyber-bullying: the use of information and communication technologies such as email, text messages, instant messaging (IM), gaming sites, chat rooms, defamatory personal web sites,

defamatory online personal polling web sites/apps, social networks, blogs/vlogs etc to support deliberate, repeated behaviour by an individual or group that is intended to harm another. Impersonation: – setting up fake profiles, posting messages under another person's name or anonymous accounts or fooling someone into sharing personal information online are also bullying behaviours." Band-wagoning" getting swept up in a group chat and joining in despite better judgement is also cyber bullying.

The use of a mobile phone to take pictures or videos of another individual or individuals on school grounds and/or on school trips/outings for any purpose that may be deemed harmful or offensive e.g., mockery - intimidation - entertainment - physical and emotional attack/abuse - "mock" fighting etc. is subject to the school's Anti-Bullying Policy.

(10) Homophobic bullying and Sexual Harassment: Remarks about a person's sexual orientation or 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 are all forms of bullying. Sexual harassment including remarks of a suggestive or sexual nature, being sent images of a sexual or suggestive nature, or touching which is unwelcome/inappropriate is not tolerated.

Sexting is the sharing of sexual text, video or photographic content using mobile phones, apps, social networking services and other internet technologies. The sharing of explicit text, images and/or video is unacceptable and prohibited behaviour and will have serious consequences for those involved as referenced in the Harassment, Harmful Communications and Related Offences Act 2021 (Coco's Law)

All incidents involving creating, storing, or sharing of explicit text, images and/or video of children under the age of seventeen will be reported as an incident to the Gardai and Tusla.

The school authorities may, if they so decide, to investigate bullying or alleged bullying (and impose sanctions) even if the incident occurred outside of the school if it is established that it is creating difficulties within the school for a student in terms of application to work, or health (physical or mental). This may not always occur. The primary responsibility with regards to an incident of bullying that occurs outside the school rests with the parents, whether this is in the

form of cyber-bullying or physical bullying.

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

Students should discuss any incident of bullying with a teacher or another trusted adult within the school system; this is responsible behaviour rather than "telling tales."

Parents/guardians should contact the school regarding incidents of bullying behaviour which they might suspect or that have come to their attention through their children or other parents.

The school has an excellent pastoral care system in place, and reports of all incidents (wherever they may have been reported) will be filtered through the Class Teacher and /or Year-head, who are primarily responsible for pastoral care of the students in their class/year group.

Year-heads will keep the Deputy Principal and Principal informed of incidents at weekly Care Team meetings or more frequently if necessary.

Some incidents may be of such a serious nature that the Deputy Principal/Principal may be involved at an earlier stage.

If there is the possibility of Child Abuse involved in bullying it will be dealt with under the Child Protection Guidelines and the Designated Liaison Person will be informed immediately.

Care Team: Chain of support: Student/Mentor/Class-Captain/Class-Teacher/Year Head/Deputy-Principal/Principal/ Chaplain /Guidance Counsellor and the Board of Management are available as support to the Pastoral Care Team.

5. The education and prevention strategies (including strategies specifically aimed at cyberbullying and identity-based bullying including, 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-Primary Schools):

It is a continuous message in school that bullying is never acceptable.

All people in the school environment must show respect, seek respect, and foster respect. Teachers will strive to apply the **Restorative Practice concept of "Connection before Curriculum"** to foster good relationships and build a positive atmosphere.

In the junior cycle, six indicators–Active, Responsible, Connected, Resilient, Respected and Aware–have been identified as central to students' wellbeing.

Well-being is an integral part for all members of the school community at Scoil Phobail Bhéara. Well-being is a curricular area at junior cycle which involves PE, SPHE (Social Personal and Health Education), CSPE and other extracurricular and co-curricular learning experiences. At Scoil Phobail Bhéara, we strive to embed well-being into our daily experiences and encounters as a whole school approach. Well-being is a positive means to support and promote positive behaviour in our school by meeting the diverse needs of our students.

SPHE provides learning opportunities designed to enhance each of these indicators thereby contributing significantly to the school's Wellbeing programme in junior cycle.

SPHE aims to build the capacity of young people to develop and maintain healthy relationships. In SPHE, students have opportunities to revisit different themes including anti bullying information in First, Second and Third year. In First year, one module is called "Bullying is everyone's business"

Students participate in a range of activities that promote responsible behaviours and help them to develop skills for making personal and group decisions that respect their own dignity and the dignity of others.

By examining case studies and undertaking role play, students can learn to be more empathetic towards others and to respect different values, beliefs, and traditions. They develop greater empathy as they learn about other peoples' perspectives and develop skills for relating effectively to others and respecting difference.

Scoil Phobail Bhéara has a very dynamic **Student's Council,** and their objectives include the following:
To enhance communication between students, management, staff, and parents
To promote an environment conducive to educational and personal development
To promote friendship and respect among pupils
To support the management and staff in the development of the school
To represent the views of the students on matters of general concern to them including the development of policies, for example the Anti- bullying policy.
The Student Council have registered for the Webwise Training course "Safer Internet Day ambassadors" two members of the Council attend the training and work with the whole council to organise events around Safer Internet Day for the whole school.

All Junior Cycle students study **Digital Media Literacy** where students learn to use digital technology, communication tools and the internet to engage in self-directed enquiry.

Creating and sharing media in a digital environment has become an increasingly important feature of how young people communicate and engage with each other and with the wider world. Young people are actively manipulating digital media to participate in social and cultural life, to pursue their interests and to express themselves online. Through studying digital media literacy, students will learn to use digital technology to engage in self-directed enquiry, to

discriminate between multiple sources of information and to participate safely and effectively in an online environment.

During their study of DML students discuss their personal safety concerns when using digital technologies, communication tools and the internet. They create a charter of online rights and responsibilities for their class and describe appropriate responses to potentially harmful Situations. They learn to protect their social media accounts and passwords.

Students Journal: Each student has their own student Journal which contains information on anti-bullying. There is also a section on how a student can access help through the Care Team. Each student signs the student ICT AUP agreement and this is countersigned by their parent/guardian in the journal.

A Parent's Guide to the Junior Cycle is distributed to all First Year Parents at enrolment and this contains useful information on bullying and advice and tips for parents.

Digital noticeboard: The pastoral care team use the digital notice boards in school to promote positive behaviour.

The **Wellness Wall** is updated monthly by TY students.

 Cabhair boxes are place around the school where students may place a note alerting the Pastoral Care team to issues including bullying.

Transition Year

All Transition Year Students Participate in the **REAL U** programme delivered by Foroige.

On completion of the core module participants will be able to:

- Recognise and develop strategies to cultivate positive relationships.
- Develop and practice positive communication skills, in particular assertiveness.
- Demonstrate increased awareness of their behaviour in relationships.
- Understand the importance of respect with regards to a person's sexual orientation.
- Outline ways of maintaining positive emotional well-being.
- Describe the importance of developing their own boundaries within relationships.

The **Young Social Innovators Programme** examines all issues which affect young people in our school and community.

In recent times, TYs had an award-winning project called "Don't stand by, stand up" which highlighted the key role that bystanders can play in preventing escalation of bullying incidents.

In Transition year each student is involved in drafting a contract of behaviour which covers how students would like to be treated and how they will respect classmates, teachers, other school staff and visitors to the class.

Workshops

The Pastoral care team work closely with the **Parent's Association** to address issues of concern to students and parents. Outside speakers are organised to address many issues including anti bullying. These speakers include Community Gardai, Junior Liaison Officer and experts on cyberbullying. Bullying has the effect of lowering self-esteem and confidence and causing insecurity, anxiety and in severe cases even depression.

The school is working towards an **Amber Flag.** The Amber Flag Initiative is a programme that was set up by Suicide Aware to encourage schools to promote positive mental health among their staff and students. It is also about awareness of the many issues that people face today and how to deal with these issues.

Senior Cycle students participate in a workshop called Healthy Sexuality, facilitated by outside psychotherapists who cover the topic of bullying within relationships under consent.

The school organises many workshops including an anti-bullying drama group/ Jigsaw/ Aware/ Pieta House talks, participation in Darkness into Light and many other initiatives promoting positive mental health.

These workshops are held for students during the school day, and some include follow up information sessions for parents at night.

Whole school initiatives like Friendship Week, Safer Internet Day and International Anti Bullying Day are where possible incorporated into the school calendar. Poster and Slogan competitions are used to raise awareness within school. To promote inclusion Scoil Phobail Bhéara will participate in Stand-Up Awareness week to build a school system that values the safety and wellbeing of all students.

A link to Webwise Parents Hub is provided on the **school website and on the school App**. A range of supports for parents are available on the Parents Hub including expert advice videos, explainer guides, talking points, and free resources specifically for cyberbullying.

A **Mentor system** is in place normally, where 5th year student(s) are paired with 1st year student(s) at the start of the new academic year; training is provided for the 5th years on how to be good mentor.

New students who join the school at other times, are allocated a mentor – ideally, this is another student from within the same year group.

Positive reinforcement of behaviour for the better good of the community is encouraged and is acknowledged in our awards ceremony.

Staff CPD (Continuous Professional Development) and training. Staff are encouraged and facilitated to participate in training relating to recognising and investigating alleged bullying, bullying prevention and intervention strategies, and offering support to all involved in an incident of alleged/ actual bullying.

The school has adopted **Restorative Practice** techniques and staff are being supported by Michelle Stowe in the implementation phase.

Staff are also participating in the **Train the Trainer, School Bullying Prevention and Intervention** course facilitated by the National Anti-Bullying Centre at DCU.

Staff are encouraged to participate in the training designed by the University of Limerick: **Gender Identity and Gender Expression E Resource for Second Level Schools.** This e-resource facilitates teachers to:

- Gain insight into the everyday experiences of and challenges faced by trans and gender diverse young people in schools
- Reflect on how trans and gender diverse young people can be affirmed and supported in our school
- Explore how our school can work proactively to ensure that it is an inclusive and welcoming place for trans and gender diverse young people.

Scoil Phobail Bhéara participated in the **My World Survey 2** developed by UCD School of Psychology and Jigsaw in 2019 and from that research 33% of students in Scoil Phobail Bhéara reported that they had been bullied at some point in their lives, 6% in the last 6 months and 6% daily. Scoil Phobail Bhéara will conduct an **audit of Bullying** at least once annually. This audit will be conducted using Forms on Teams and completed by students online.

This policy will be made available to parents on the school website and disseminated through the Parents Association. It will be available to staff on the Digital Whole Staff Teams page and will be discussed at staff and Care Team meetings. The policy will be discussed and explained to students during Wellbeing classes where appropriate.

At staff meetings the staff will regularly examine the effectiveness of the prevention and education strategies that are being implemented.

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):**

Reporting

It should be made clear to all pupils that when they report incidents of bullying, they are behaving responsibly rather than "snitching or telling tales."

Students can report incidents of bullying involving the student themselves or bullying of another student that they have witnessed. They can report to any teacher or any trusted adult within the school in several ways.

- by approaching the teacher directly at an appropriate time for example after class
- by arranging an appointment with any member of the Pastoral Care Team for example the Guidance Counsellor or the Chaplain (see Student Journal)
- by placing a note in the Cabhair boxes
- or the Chat facility on Microsoft Teams
- Or by school email

Parents/guardians should contact the school regarding incidents of bullying behaviour which they might suspect or that have come to their attention through their children or other parents.

Non-teaching staff such as secretaries, SNA's, bus drivers, bus escorts, caretakers, canteen staff and cleaners are encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them to any member of the Pastoral Care Team.

All incidents of alleged bullying irrespective of how it was reported will be investigated and filtered through the Class Teacher and /or Year-head, who are primarily responsible for pastoral care of the students in their class/year group.

Investigating and recording

Confidentiality is especially important and those who report must feel confident that the information will be dealt with discreetly. All reports must be investigated appropriately and as quickly as possible.

The relevant teacher i.e., the teacher investigating will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation may be resolved.

The teacher dealing with the incident may get support and advice from year heads or any other member of the Pastoral Care Team including Deputy Principal and Principal.

If it is deemed to be a more serious issue the Deputy Principal and Principal should be informed as soon as possible.

If there is the possibility of Child Abuse involved in bullying it will be dealt with under the Child Protection Guidelines and the Designated Liaison Person should be informed immediately.

The primary aim for the teacher investigating an incident of alleged bullying is to resolve issues and restore where possible a good relationship between the parties involved.

The relevant teacher should take a calm unemotional problem-solving approach. This will reduce tension and build trust.

The investigation may take the form of interviews, requesting written, digital, or electronic evidence e.g., screen shots of texts or other instant messaging, schools CCTV footage and contacting parents.

All incidents are best investigated away from the classroom situation and conducted with sensitivity and with due regard to the rights of all involved. Students who are not directly involved i.e., bystanders can also provide useful information.

If a group is involved, each member of the group should be interviewed individually and each member of the group should be supported through the possible pressures that they may face from other members of the group after the interview with the teacher.

It may also be helpful to ask those involved or those who were bystanders to write down their account of what happened.

All information gathered in the investigation is recorded in Appendix 3 Template for recording bullying behaviour.

In cases where the teacher has determined that bullying has occurred, the parents of the parties involved will be contacted to inform them of the issues and explain the actions being taken. Parents can discuss ways that they can support the actions being taken by the school and provide support for the students involved.

The relevant teacher will explain to the student who has engaged in bullying how he/she is in breach of the school's anti bullying policy and use **Restorative Practice Techniques** to get the student to see the situation from the perspective of the student being bullied.

The following key questions may be utilized to ensure a fair process for all concerned:

• *Questions which may be used for the pupil(s) engaged in bullying behaviour*

 What happened?

 What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

 In what way have they been affected?

 What do you think needs to happen next?

Questions which may be used for pupil(s) who has been bullied:

 What happened?

What were your thoughts at the time?

What have your thoughts been since?

How has this affected you and others?

What has been the hardest thing for you?

What do you think needs to happen next to make things right?

The relevant teacher will try to resolve the issues and as far as it is practicable to restore the relationship of the parties involved. The teacher may consider using some of these options.

- An apology.
- A promise to change behaviour.
- An agreement to avoid each other if necessary.
- Retribution for damaged property.
- An agreement that friends of both parties will be discouraged from engaging in destructive behaviour which might exacerbate the situation.

The relevant teacher may consider other sanctions including but not limited to loss of privileges, detentions and when the Deputy Principal or Principal is involved in the investigation, suspension and expulsion are also options.

The relevant teacher will then record how the incident was dealt with on the Bullying Behaviour Report Form.

These forms are to be filed in the main office and summary notes in the relevant student files.

The relevant teacher will arrange follow-up meetings with all parties involved to ensure that the situation has been resolved and all parties are supported. He/she will also monitor the success of interventions with all concerned.

The relevant teacher will keep the Deputy Principal and Principal informed of the investigation of the bullying behaviour and how the situation is resolved.

In determining whether a bullying case has been adequately addressed the relevant teacher as part of their professional judgement take the following factors into account.

- Whether bullying behaviour has ceased.
- Whether issues between the parties have been resolved as far as is practicable.
- Whether the relationships between the parties have been restored or is at least civil.
- Any feedback from the parties involved, their parents or school Principal or Deputy Principal.

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 days (about 3 weeks) after he/she has determined that bullying behaviour has occurred, the relevant teacher will formally notify the Principal and the matter may be brought to the Board of Management.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures the parents may be referred as appropriate to the school's complaints procedure.

The Principal will regularly report to the Board of Management on instances of bullying.

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

Students who bring information about bullying to the attention of any teacher will be assured that they have acted responsibly in doing so. They will be assured that the information will be dealt with effectively but discreetly. If they require support an appointment will be made for them with a member of the Care Team.

Bystanders/witnesses to bullying behaviour may also avail of support from the care team if they require it.

Students affected by bullying are supported by the members of the Care Team, in particular, Class teachers, Year Head, Chaplain and Guidance Counsellor. Students who are bullied are encouraged to participate in activities to build their self-esteem, develop friendships and build resilience. Students who are bullied online will be assisted to protect their social media accounts and passwords.

Students involved in bullying behaviour even though they are engaged in destructive and hurtful behaviours, may be acting out of hurt and may also need support to find more socially acceptable ways to fulfill their needs. This support will be provided by the Care Team.

Those who have learned an aggressive behaviour pattern outside of school may have poor social skills and will need help to work on developing self-esteem, by developing interests, hobbies, and talents. They may also need help to develop empathy and realise the pain their actions are causing.

The initial work done by the Care Team with both the students affected by bullying and those involved in bullying behaviour will establish whether a referral for more involved and professional intervention is required to restore self-esteem and learn new behaviours. The Care Team will where necessary liaise with appropriate outside agencies to arrange this counselling.

Parents of those affected or involved in a bullying behaviour will be supported by the Care Team and referred where appropriate to outside agencies. Parents may access resources on the Webwise website through the school website or the school App.

Staff dealing with bullying incidents have the support of the Care Team meetings and are offered CPD opportunities to develop their skills.

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 Traveler community.

This policy was adopted by the Board of Management on 09/10/23

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.

This policy and its implementation will be reviewed by the Board of Management once 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: Mary Hegarty   Signed: Pauline Hurley

    (Chairperson of Board of Management)   (Principal)

Date: 09/10/23   Date: 09/10/23

Bullying Behaviour Report Form

Date_____

1. Name of pupil being bullied and class group

Name _____Class_____

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

_____

_____

_____

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

School grounds	
Classroom	
Corridor	
Toilets	
School Bus	
Other (specify)	

Name(s) of who reported the bullying concern

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

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

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

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

8. Brief Description of bullying behaviour and its impact

9.   **Details of actions taken**

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management 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. 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 apply the policy and procedures effectively and consistently 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?	

Signed Mary Hegarty   Date 09/10/23

Chairperson, Board of Management

Signed Pauline Hurley   Date 09/10/23

Principal