

Scoil Oilibhéir: Anti-Bullying Policy

<u>Revision History</u>	
December 2021	Version 1
December 2022	Version 2
September 2023	Version 3

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 Oilibhéir 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* (2013) and is influenced by *Cineáltas: Action Plan on Bullying* (2022).
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;
- (See Appendix 4)

(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 such as racism, members of the travelling community, pupils with special educational needs, homophobic and transphobic bullying.

(f) Effective supervision and monitoring of pupils;

(g) Supports for staff;

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

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

3. Types of bullying

In accordance with *Cineáltas: Action Plan on Bullying*, bullying is defined as:

Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. (p.20)

The core definition of bullying can be further described as:

Targeted Behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the pupil displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the pupil experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example personal injury, damage to or loss of property), social (for example withdrawal, loneliness, exclusion) and/or emotional (for example low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the pupil experiencing the bullying behaviour.

Repeated Behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour.

However, in the context of this policy, posting a once-off harmful message/image/video online which is highly likely to be reposted or shared with others will be regarded as bullying behaviour.

Imbalance of Power

In incidents of bullying, the child or young person experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted person to remove offensive online material or escape the bullying.

Negative Behaviour not falling within the definition of bullying:

Negative behaviour that does not meet this definition of bullying will be dealt with, as appropriate, in accordance with the school's code of behaviour including:

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private message

Repeated harm that is real for the pupil experiencing the behaviour but **unintended** by the other pupil.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

<p>General behaviours which apply to all types of bullying</p>	<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 (clothing, books and learning materials, scattering of contents of sacks and/or pencil cases, defacing/breaking/stealing/hiding personal property) • Name calling • Mocking • 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” (e.g. aggressive body language, threatening looks, throwing eyes to heaven etc.) • Invasion of personal space • A combination of any of the types listed <p>*This is not an exhaustive list</p>
<p>Cyber</p> <p>(This type of bullying is increasingly common and is continuously evolving.)</p>	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Repeated silent phone calls • Abusive telephone/mobile phone calls • Repeated abusive text messages • Abusive email • Abusive communication on social networks e.g. Instagram/ ticktok/facebook/ snapchat/twitter/Yolo/Twitch/Whatsapp/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology <p>*This is not an exhaustive list</p>
<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>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 • Control (e.g. "Do this or I won't be your friend.") • A group ganging up on an individual • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" (e.g. threatening looks, throwing the eyes to heaven etc.) • Persistent Name calling directed at the same individual(s) which hurts, insults or humiliates e.g. based on physical appearance (size of clothes worn, accent or distinctive voice.)

	<ul style="list-style-type: none"> • Persistent use of terminology because individual(s) are perceived as high achievers e.g. '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"> • persistent name calling based on weak academic ability • 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. The relevant teachers for investigating and dealing with bullying are as follows:

- I. Class Teacher
- II. Deputy Principal: Mr Damien Elliffe
- III. Principal: Mr Aiden O'Brien

*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 and identity-based bullying such as racism, members of the travelling community, pupils with special educational needs, homophobic and transphobic bullying) that will be used by the school are as follows:

Education and prevention strategies:

School-wide approach:

- Building a positive school climate where individual difference is valued, nurtured and celebrated and where all our pupils can feel happy and safe
- Safe psychological and physical school and classroom environment
- Emphasis on prevention of bullying behaviour instead of reacting to it
- A school-wide approach to the fostering of respect for all members of the school community using the 3Rs of Respect, Responsibility and Reaction.
- 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.
- Professional development with specific focus on the training of the relevant teachers.
- 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.
- Development and promotion of an Anti-Bullying Code for the school-to be 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) of new pupils are made aware that a copy be downloaded from the school website as part of the Code of Behaviour of the school.
- Anti-Bullying policy to be highlighted to pupils at class and school assemblies. The Principal speaks to all classes at the Termly assembly about Bullying. The importance of good manners and mutual respect is encouraged at these assemblies.
- An Anti-Bullying lesson is taught at the beginning of each term
- The implementation of regular whole school awareness measures e.g. annual Friendship Week; parental seminars, guest speakers; regular school or year group assemblies by principal, deputy principal etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - ✓ Direct approach to teacher at an appropriate time, for example after class.
 - ✓ Hand note up with homework.
 - ✓ Make a phone call to the school or to a trusted teacher in the school
 - ✓ Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - ✓ Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.

Implementation of curricula

- The full implementation of the SPHE curricula and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g.
 - ✓ Stay Safe Programme,
 - ✓ The Walk Tall Programme,
 - ✓ Friends for Life,
 - ✓ Webwise programmes,
 - ✓ FUSE
 - ✓ Tacklebullying.ie
 - ✓ Resources from Grow in Love.
- Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies

- Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance.

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):

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 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.

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), school traffic warden, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Cyberbullying:

- The emphasis on cyber bullying is on the prevention of such behaviour and appropriate digital citizenship
- This policy recognises that the use of technology and social media has become increasingly common among children so that the online and offline lives of pupils are increasingly intertwined
- The Department of Education recognises that schools exist within a wider system and stresses the importance of the interconnectedness of the school with the wider community in its approach to wellbeing and in particular in preventing and addressing bullying behaviour in schools. (*Cineáltas: Action Plan on Bullying*, p.13)
- Parents are encouraged to report incidents of cyberbullying that has taken place outside of school if they believe that it will have a detrimental effect on their child's learning and/or wellbeing.
- Teachers will monitor any consequences or fallout that could take place while the pupils are at school. Such behaviour will be dealt with in accordance with this policy.
- The school does not take responsibility for investigating incidents of bullying or cyberbullying that takes place outside of school.
- Pupils are prohibited from taking personal devices such as phones, tablets, watches with cameras etc. to school. Any incidents of cyber bullying involving school devices or that takes place while at school will be dealt with in accordance with this policy and the school's AUP.

Investigating and dealing with incidents: Style of approach

- All reports of bullying will be noted and investigated by the relevant teacher;
- 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.
- Pupils will understand that reporting is not “telling tales”. Pupils should understand that there are no innocent bystanders and that all incidents of bullying behavior must be reported to a teacher. The class teacher should investigate the incident reported to him/her and attempt to resolve the issue between bully and victim.
- 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).
- 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 her account of what happened to ensure that everyone in the group is clear about each other's statements.
- All allegations of bullying should be investigated and information obtained recorded in “The Information Gathering Form” and returned to the Deputy Principal.
- 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 (s)he 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.
- In more serious cases or if a previous incident has occurred, the matter should be referred for investigation immediately to the Deputy Principal/Principal.

- The Deputy Principal/Principal and teacher should try to resolve incidents at this level (cf following the above procedures)
- The Deputy Principal keeps a written account of the proceedings and records them in the child's personal file and the school information system. In an established case of bullying, the principal or teacher should communicate with the parents of both parties. Explain the actions taken and the reasons for them, referring them to school policy.
- 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. However it is the duty of the school to provide a safe environment for all children. Should the above interventions fail and the bullying continue, a programme of appropriate sanctions in line with our Code of Behaviour will be implemented by the Principal in consultation with the parents and the Board of Management. These sanctions may include a period of suspension during which there will be ongoing consultation with the parents to decide on appropriate action(s) to be taken in the best interests of the child. Suspension for any period of time will be reported in writing by the Principal to the Chair of the Board of Management
- 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 parent(s)/guardian(s) and the school.

Follow up and recording

It is imperative that all recording of alleged 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 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 (Information Gathering Form)
- All reports of internal cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly. The police will be contacted in cases of actual or suspected illegal content.
- The relevant teacher must inform the deputy principal of all incidents being investigated.

Formal Stage -determination that bullying has occurred

If it is established by the relevant teacher that bullying has occurred, the relevant teacher completes Appendix 3 (Template for Recording 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.
- 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.

In line with the school's code of behaviour these are: These are:

1. Physical Aggression
2. Cyber-bullying
3. Damage to property
4. Identity based bullying behaviours. (See Harassment based on any of the 9 grounds in the equality legislation)

When the recording template is used, it must be retained in the children's personal file. A copy of the template is also stored by the Deputy Principal.

An account of confirmed bullying behaviour is presented to the Board of Management once per term.

Reports will be used to monitor school bullying behaviour and evaluate trends and responses emerging and used to create a school action plan on bullying.

Follow up

- 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;
- Relationship between bully and victim should be regularly monitored until such time as the teacher is satisfied that the situation is resolved.
- Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- 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.
- Have follow-up meetings and informal conversations with both parties to encourage them and to ensure that improvements are maintained.

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Yard Buddy system
 - Group work such as circle time , Social skills groups, Banded teachers etc....
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise 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.

5. **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.

6. **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.

7. This policy was ratified by the Board of Management at the Board meeting on _____ (date).

8. 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.

9. 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: _____
(Chairperson of Board of Management)

Date:

Date of next review:

Appendix 1: Information Gathering Form on Alleged Bullying

Initials of pupils involved:
Class:
Nature of incident
Date and time of incident:
Place of incident:
Action taken:
Other relevant details
Has bullying occurred in this instance?
Signature of teacher(s):

Appendix 2: Activities to Promote Respectful Relationships:

- Modelling of desired behaviours – the 3 Rs: Respect, Responsibility and Reaction. Respect is key.
- SPHE curriculum – Walk Tall, Stay Safe, Webwise programmes (HTML Heroes, MySelfie) FUSE & RSE
- Curricular – each child is given the opportunity to succeed; differentiation, playing to strengths and interests.
- Team work between Cill Barra teachers and Class Teachers.
- Social, Emotional and Behavioural Support classes in Cill Barra
- School Completion Programme – targeted groups & individuals for social skills, self-esteem etc.
- Extra-curricular activities
- Links with the community – GAA clubs, soccer club, basketball club etc.
- Incredible Years – some staff are trained and use the strategies daily. The ethos of the programme is “catch them being good.”
- Assemblies – celebrate achievements, showcase talents, celebrate milestones, praise friendly behaviour, manners and respectful behaviour.
- Social Media & Website – showcase our successes, keeping parents informed, highlighting achievements of individuals, groups and whole school.
- Awareness amongst staff; behaviour is discussed at regular staff meetings and it is ensured that all are aware of procedures.
- “It takes a village to raise a child.” A collaborative approach to positive behaviour. All school staff are asked to monitor children and report any concerns to the relevant teacher.
- Jolly Ollies (staff social committee) organise events throughout the year.
- Internet Safety – pupil and parent sessions on internet safety pre-Covid,
- Adequate supervision at break and lunch times and circulate around the classrooms to monitor behaviour on wet days.
- Student council
- Punctuality Drives
- Yard games (Four Square etc.)
- Community walks
- Whole school awareness measures:
 - Friendship week
 - Assemblies
- Strong culture of telling, pupils and parents are always encouraged to communicate issues to teachers. Strong communication links with parents is very helpful with this, they are never afraid to communicate to staff if problems arise.
- Morning Welcome from teachers on the way into school

- Anti-bullying policy – clear and structured guidelines for teachers, parents and pupils
– expectations are clear.

Appendix 3: **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 absent.
- Have a system of encouragement and rewards 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.
 - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - 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.
- Support the establishment and work of student councils.

Appendix 4: Template for Recording Bullying Behaviour

Name of the pupil being bullied and class group

Name: _____

Class: _____

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

Source of bullying concern/report

Pupil concerned	
Other pupil	
Parent	
Teacher	
Other	

Location of incidents (tick relevant boxes)

(tick relevant boxes)

Playground	
Classroom	
Corridor	
Toilets	
Bus	
Other	

Name of person(s) who reported the bullying concern

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Type of Bullying Behaviour (tick relevant boxes):

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other: _____	

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

Homophobic	Disability/SEN	Racist	Membership of the Traveller Community	Other (Specify)

Brief Description of bullying behaviour and its impact:

Details of actions taken

Signed: _____ (Relevant Teacher) Date: _____

Date submitted to the Deputy Principal: _____

Appendix 5: Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes/No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
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?	

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-bullying policy and its implementation was completed at the Board meeting of _____ [date].

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

Signed _____
Chairperson, Board of Management

Date _____

Signed _____

Date _____