



## **Coláiste na hInse Anti-Bullying Policy**

### **Version 2**

**(Note: Due for review by all partners with regard to Sept. advice from EO re. Generic Anti-bullying policy from IVEA. Also advised Cool Schools no longer the preferred mechanism for supporting Anti-bullying processes in schools. From our Care Team the Counselling Roinn have developed Wellfest in conjunction with other departments in Oct. 2015.)**

#### **School**

Colaiste na hInse is a co-educational, multi denominational school in Louth Meath Education Training Board (LMETB)

#### **Our School Philosophy**

'Coláiste na hInse is a school of Excellence where students are happy and secure in a learning atmosphere characterised by Dearfachas (positivity) and belonging.... We focus on the whole young person and aspire to develop them as intellectual, emotional and spiritual individuals.... We encourage the highest standards in ár daltaí (our students) ensuring that they reach their full potential through strong relationships and positive reinforcement'. (Mission Statement)

##### **1.1. Introductory Statement**

- This anti-bullying policy sets out, in writing, the framework within which the whole school community of *Coláiste na hInse* manages issues relating to bullying and the school's strategy to prevent bullying behaviour.
- Our school anti-bullying policy is reviewed annually.

##### **2.1. Scope**

- *2.1.1. To what will the policy apply?*

The policy addresses bullying behaviour, harassment and sexual harassment.

- *2.1.2 To whom will the policy apply*

This policy applies to all members of the school community in accordance with the Employment Equality Acts 1998 and 2004.

- *2.1.3 When will the policy apply?*

The policy will apply to a number of time periods/activities such as:

- School time (including break times)
- School tours/trips
- Extra-curricular activities

Bullying behaviours such as cyber bullying which break the law may be referred to the Gardaí.

### **3.1 Rationale**

This anti-bullying policy has been drawn up to increase the awareness of bullying behaviour in the school community. We in *Coláiste na hInse* believe that all within the school community have a responsibility to care for each other and provide a supportive and safe environment, free from the fear or reality of being bullied.

It is a priority issue identified by the staff, students and parents. This policy is based on the Legal and Regulatory Context on the document "*Guidelines on Countering Bullying Behaviour*" 1993 and on our school mission statement.

#### **4.1. Relationship to characteristic spirit of the school**

We want *Coláiste na hInse* to be a bully free school where all of us feel safe and happy. This will help us in achieving the aims of our mission statement and ensuring that our students are happy and secure.

#### **5.1. Goals/Objectives**

1. To create a school ethos which encourages all to disclose and discuss incidents of bullying behaviour in confidence.
2. To affirm the right of all within the school to live a life free from bullying
3. To raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, students, parents/guardians
4. To create a school ethos that acknowledges, accommodates and respects a diversity of persons in the school community across the nine grounds covered by the equality legislation
5. To ensure that the school's Social, Personal and Health Education raises awareness of the factors associated with bullying behaviour as well as developing appropriate knowledge, skills and behaviours
6. To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation
7. To develop and to put into effect procedures for reporting and recording incidents of bullying behaviour
8. To develop procedures for investigating and dealing with incidents of bullying behaviour
9. To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour
10. To work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour

## 6.1. Key Measures

### 6.1.1. Definition of Bullying and Types of Behaviour Involved.

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

#### (Anti-bullying procedures for primary and post primary 2013)

Bullying is typically a repeated action by an individual or a group against others. Such actions may be verbal, psychological, physical or electronic. It generally fits the **HARD** criteria in that it is **Hurtful, Aggressive, Repeated** and **Deliberate**.

However, a once-off incident may be bullying if it leaves the person in ongoing fear and affects their daily well-being.

This may not be confused with the good natured banter that goes on as part of the normal social interchange between students or the normal professional classroom management by teachers.

*For the purposes of this policy, the term bullying encompasses harassment and sexual harassment, defined as follows:*

- **Harassment:** any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim
- **Sexual harassment:** any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.
- **Bullying:** While most bullying is typically repeated, a once off incident may be regarded as bullying if it has a serious effect on the victim. The nine grounds as outlined under legislation are gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller Community.

All members of the school community are subject to this code, particularly the following relationships:

- Student to Student,
- Student to any Staff member,
- Staff member to Student,
- Parent to Staff member,
- Staff member to Parent,
- Staff member to Staff member

### **6.1.1.1. Types of bullying:**

The following are some examples of unacceptable behaviour. This list is not an exhaustive list. Similar unacceptable behaviours may be considered as bullying.

#### *6.1.1.1.1. General*

- 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, pushing tripping
- Name calling, jealousy, slagging, "bitching"
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person.
- Graffiti, sniggering, sarcastic remarks, extortion
- Intimidation, name belittling, gestures
- The "look", staring, degrading remarks re body shape
- Putting down a student for working well and achieving
- Talking loud enough so that the victim can hear
- Invasion of personal space
- A combination of any of the types listed

#### *6.1.1.1.2. Homophobic*

- Name calling e.g. Gay, queer, lesbian, etc...
- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation

#### *6.1.1.1.3. Racial*

Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background

#### *6.1.1.1.4. Relational*

This involves manipulating relationships as a means of bullying. Behaviours include:

- Whispering in company so as to exclude another
- Malicious gossip
- Isolation & exclusion
- Ignoring, turning others against a student
- Excluding from the group
- Taking someone's friends away

#### *6.1.1.1.5. Cyber*

- Silent telephone/mobile phone calls
- Abusive telephone/mobile phone calls
- Abusive text messages
- Abusive email
- Abusive website comments/blogs/pictures on social media sites e.g. Facebook, Twitter and others
- Any misuse of Information and Communication Technology
- Video recording and taking/ sending photos of a hurtful or disrespectful nature
- Creating sites about a particular person,

- Spreading rumours
- Breaking confidence

#### 6.1.1.1.6. Sexual

- Unwelcome sexual comments or touching
- Harassment
- Unwelcome sexual texts or emails

### 6.1.1.2 Signs and Indicators of Bullying

Students who are being bullied may develop feelings of insecurity and extreme anxiety and thus become more vulnerable. Self-confidence may be damaged with the consequent lowering of self-esteem. While they may not talk about what is happening to them their suffering is indicated through changes in mood and behaviour. Bullying may occasionally result in suicide. It is therefore important to alert to changes in behaviour as early as intervention is desirable.

The outcomes of bullying and harassment on the victim often manifest in the following ways:

<p><u>Psychological</u></p> <ul style="list-style-type: none"> <li>• anger</li> <li>• anxiety</li> <li>• distress</li> <li>• frustration</li> <li>• depression</li> <li>• panic</li> <li>• indifference</li> <li>• fear</li> <li>• attempted suicide</li> <li>• shame and feelings of worthlessness</li> <li>• loss of trust in friends and their inability to support and protect</li> </ul>	<p><u>Behavioural</u></p> <ul style="list-style-type: none"> <li>• increased irritability and nervousness</li> <li>• unexplained changes in mood</li> <li>• increased aggressiveness</li> <li>• may believe that they deserve to be bullied</li> <li>• becoming withdrawn</li> <li>• excessive tearfulness or sensitivity to criticism</li> <li>• substance abuse</li> <li>• becoming obsessive</li> <li>• nightmares</li> </ul>
<p><u>Physical Manifestations</u></p> <ul style="list-style-type: none"> <li>• chest pains</li> <li>• pattern of minor illness</li> <li>• insomnia</li> <li>• stomach problems</li> <li>• eating problems</li> <li>• fatigue and lethargy</li> <li>• headaches</li> <li>• sweats</li> <li>• inconsistent explanations for cuts and bruises</li> </ul>	<p><u>Social, Interpersonal and School Related</u></p> <ul style="list-style-type: none"> <li>• anxiety about travelling to and from school</li> <li>• mitching</li> <li>• late home from school without any plausible explanation</li> <li>• fear of using school toilet during breaks</li> <li>• fear of being out of sight of adults</li> <li>• becoming isolated in class</li> <li>• becoming withdrawn</li> <li>• reluctance to discuss the problem</li> <li>• unwilling to go to school</li> <li>• lack of creativity and initiative</li> <li>• beginning to bully small/younger students</li> <li>• possessions missing or damaged</li> <li>• increased and excessive requests for money</li> <li>• deterioration in school performance and motivation</li> <li>• loss of interest or concentration in school</li> <li>• unusual concerns about physical appearance, attributes, mannerisms etc</li> </ul>

--	--

## 6.1.2 Identify actions to prevent bullying behaviour

### 6.1.2.1. Publishing and Publicising an Anti-Bullying Policy

- It will be published on the school web-site, in the students' journal and in the school Code of Behaviour
- The Anti-Bullying Policy will be promoted at various occasions e.g. parents' nights, first year enrolment and open nights

### 6.1.2.2. Supervision and Monitoring

- Bullying "black spots" within the school will be identified and monitored during break times
- Staff will be vigilant and follow the procedures as outlined in this policy as incidents arise
- A questionnaire will be given to students every term. This will give students an opportunity to voice concerns. Every student must write something down.
- Social networking sites will continue to be blocked. The Anti-Bullying Policy operates in conjunction with the school's Acceptable Use Policy

### 6.1.2.3. Student Involvement

- Senior students will continue to assist newcomers to the school through the *mentoring* programme, thus helping the new student to "settle in".

### 6.1.2.4. Inclusion in the Curriculum

- SPHE: The "Cool School" Anti-Bullying lesson plans and/or similar plans will be implemented in SPHE class.
- CSPE: Linkages can be made within the "Human Dignity" and "Rights and Responsibilities" section of the curriculum that will encourage positive behaviour between students

### 6.1.2.5. Involving Parents/Guardians and the Wider Community

- Awareness of the Anti-Bullying Policy will be raised on parents' nights e.g. First Year enrolment and open nights
- There will be continued involvement with the local community to gain awareness of any existing problems. Contact will be made with shop owners, An Garda Síochána and community associations among others

### **6.1.3. The Steps to be taken in Dealing with Bullying Incidents:**

#### **6.1.3.1. Reporting procedures for Students:**

##### *6.1.3.1.1. Who to tell?*

- Caomhnóir
- Principal
- Deputy Principal
- Reáitoir
- Guidance Counsellor
- Any staff member with whom the student feels comfortable
- Parents
- Friends who will speak on your behalf

##### *6.1.3.1.2. How to tell?*

- Direct approach to teacher at an appropriate time, e.g. 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 or friend to tell on your behalf
- Parents can inform the school
- Bystanders can inform appropriate person
- Answer the confidential questionnaire given once a term to all students

*It is important to note that records of all incidents of bullying and action taken to resolve them will be kept.*

#### **6.1.3.2. Noting and Recording**

- A folder with spare forms will be kept in the SPHE store room/staff room
- Any incidents of bullying will be recorded and filed by staff in a folder provided for each year. These folders will also be kept in the SPHE store room/staff room
- The relevant Caomhnóir/Reáitoir will then decide on what action is to be taken
- The Principal and Deputy Principal are responsible for maintaining files in their offices for security and confidentiality for at least seven years
- These files may be accessed by students/parents in the future
- Comments made should be factual, non-judgmental and objective
- These files are kept separate from the students' main school file with access only by the Principal and Deputy Principal

#### **6.1.3.3. Procedures for Dealing with Reported Incidents:**

##### *6.1.3.3.1 Procedures for Teachers*

If a student informs you of an incidence of bullying affecting either themselves or a friend, follow these steps:

- Listen; encourage the student to tell their story as this is a very important first step
- Take notes; record all the details such as date, time, location, names of those involved, witnesses etc
- Reassure; tell the victim help is available, action will be taken, it is not their fault and that they will not have to face this on their own
- Satisfy yourself that no student is in immediate danger
- Confidentiality is respected and the victim's privacy is protected, but a teacher must not give guarantees not to tell anyone

- Inform the Caomhnóir without delay
- New staff must also be made familiar with the policy during their induction
- All serious incidents of bullying (e.g. an assault or long term exclusion) should be reported to the Reáitoir straight away

#### **6.1.3.3.2. Procedures for Staff Member Investigating the Reported Incident**

Actions may include

- Have them write down the behaviours and how it is affecting them as early as possible
- Talk with alleged bully about their behaviour and their experiences of incidents mentioned. The guidelines for interviewing a student accused of bullying are kept in the SPHE store room/staff room
- Have the alleged bully write down an account of their behaviours and their effects as early as possible
- Challenge bullying behaviour as being unacceptable
- Discuss possible solutions with both parties separately/together if appropriate
- The guidance councillor may be involved if appropriate
- Write down a record of all conversations
- Inform the Reáitoir of the complaint
- Refer complainant/others to Guidance Counsellor if appropriate
- Make further appointment to discuss situation with complainant and/or other relevant individuals
- Record details of complaint on official form
- The evidence will be evaluated by management and fair appropriate action will be taken in accordance with the code of behaviour
- It is vital that the person reporting the incident is protected from victimisation. Whoever is dealing with the incident must be discreet and careful. Staff will support students who report bullying by conducting follow-up meetings with them

#### **6.1.3.4. Follow-up steps to be taken**

Follow-up:

- Counselling may be offered to all concerned
- The incident will be monitored on a regular basis by informal discussions and class surveys
- If necessary the parents will be invited to a meeting with management
- If bullying persists the Board of Management will be informed

#### **6.1.3.5. Procedures for Student to Staff Bullying**

- Teachers to speak to students involved
- Explain unacceptable behaviour as in policy
- Explore a working solution
- Refer to Deputy Principal
- Refer to Principal
- Request meeting with parents

#### **6.1.3.6. Procedures for Staff to Student Bullying**

- We recommend that students talk to staff member on his or her concerns
- We recommend that students talk to staff member with parent present informally
- Refer to Deputy Principal
- Refer to Principal



### 6.1.3.6. Procedures for Staff to Staff Bullying

- We recommend that staff member engage with other staff member on his or her concerns
- If unresolved contact Deputy Principal to facilitate
- If still unresolved contact principal to facilitate process
- If still unresolved the procedures followed here may be under the Dignity at Work Act.

#### Teacher Support Service

[www.eas@vhics.ie](mailto:www.eas@vhics.ie)

Phone 1800411057

4 Sessions offered free.

### Appendix 1 Guidelines and Resources for Investigating and Resolving Bullying with student to student

Action taken by	Procedure	Support and/or sanction <i>may</i> include
Subject teacher Any teacher, Caoimhnóir, Realtóir involved	Challenge the behaviour as being unacceptable.	Serious talk with student(s) re effects of their behaviour.
Member of the pastoral care Committee	Speak to students separately and try to resolve the issue using the Cool School Restorative Approach  Keep a record  Teacher will follow up progress with: victim and bully, bystanders or others involved.	Verbal warning. Student/s involved warned to stop.  Seek verbal agreement re future behaviour.  Outline a fair outcome <i>if appropriate</i> :  e.g. an apology, return of property etc.

### Appendix 2: Subsequent report /disclosure

#### Student to Student

Action taken by	Procedure	Support and/or sanction <i>may</i> include:
Any teacher, Caoimhnóir, Realtóir involved	Incident investigated by the Year Head using Cool School Restorative Approach.  Principal/ Deputy principal	Serious talk with the student re: behaviour and future behaviour.  Sign written agreement re future behaviour.  Parents/Guardians sign written

Member of the Pastoral Care Committee may be involved.	<p>informed.</p> <p>Both sets of parents informed by the Year Head</p> <p>Keep a record.</p> <p>Year Head follows up progress with victim and bully, bystanders or others involved.</p>	<p>agreement re future behaviour.</p> <p>Speak with school counsellor.</p> <p>Detention /other agreed sanction from school's Code of Behaviour</p> <p>Monitor future behaviour.</p>
--	---	---

**Where bullying behaviour persists / serious incident of bullying**

Action taken by	Procedure	Support and/or Sanction
<p>Principal or Deputy Principal involved</p> <p>Realtóir</p> <p>Care Committee may be involved.</p> <p>The incident may be referred to the Board of Management at the discretion of the Principal.</p>	<p>Parents and student meet with Principal / Deputy Principal.</p> <p>Use Cool School Restorative Approach</p> <p>Feedback to Year Head.</p> <p>Record kept.</p> <p>Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation.</p>	<p>Detention / Suspension / other agreed sanction from school's Code of Behaviour.</p> <p>Parents are met and conditions set regarding student's future behaviour.</p> <p>Counselling offered</p> <p>Referral to child psychologist/ Garda Juvenile Liaison Officer.</p> <p>Contact with other support agencies e.g. re anger management</p> <p>The future of the student in the school may be considered.</p>

**7.1. Links to other Policies and to Curriculum Delivery**

*7.1.1. Links to Related School Policies*

School policies need to be consistent with one another, within the framework of the overall School Plan. Relevant school policies already in place, being developed or reviewed should be examined by reference to the Anti-Bullying Policy and any implications which it has for them should be addressed.

The following policies may be among those considered:

- Code of Behaviour
- Child Protection
- Equality
- Internet Safety: Acceptable Use Policy
- Health and Safety
- Critical Incident Policy\*
- SPHE/RSE Policy\*
- Guidance and Counselling Programme\*

- Attendance Policy\*
- Admissions Policy\*
- Induction for new staff and students\*
- Dignity in the Workplace\*
- Pastoral Care Policy\*

### 7.1.2. *Links to Curriculum Delivery*

- **In post-primary schools, Social, Personal and Health Education (SPHE) must be timetabled as part of the junior cycle core curriculum.** Social, Personal and Health Education provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. The issue of bullying is dealt with in each of the three years of Junior Cycle Social, Personal and Health Education.
- The Social Personal and Health Education Senior Cycle curriculum currently being developed by the NCCA will also deal with issues related to bullying, including dealing with abusive behaviour and understanding the effects of homophobic bullying.
- The *Cool School* anti-bullying lessons\*
- Other links may include:
  - CSPE
  - Guidance and Counselling Programme\*
  - Transition Year
  - Informal curriculum e.g. which extra-curricular activities can assist in raising awareness of the unacceptable nature of bullying behaviour and/or incorporate a focus on promoting equality and affirming diversity?

### 8.1. **Implementation arrangements, Roles and Responsibilities**

The Anti-Bullying policy shall indicate the individual roles, responsibilities and obligations of staff, students and parents. These roles and responsibilities shall be clearly outlined to existing staff and shall be communicated to all new staff at induction.

Students shall be made aware of their own individual roles and responsibilities during pastoral sessions.

#### ***The people who have responsibility for implementing each action and their roles are outlined as follows:***

- **Principal:** The Principal shall have overall control and responsibility for the implementation of the policy including its publicity at staff meetings, parent teacher meetings and assemblies. He/she will be responsible for its ratification.
- **Deputy Principal:** The Deputy Principal shall have the same responsibilities as the Principal. He/she shall have the responsibility of carrying out consistent surveys on anti-bullying. Also he/she shall liaise with staff on a regular basis regarding bullying behaviour. A file of incident reports shall be collected on a daily basis so as to develop a profile on bullying behaviour.
- **Anti-Bullying Team (An Foireann Frith-tromaíochta):** An Foireann Frith-tromaíochta shall be responsible for developing awareness of anti-bullying and of the importance of reporting. An Foireann Frith-tromaíochta will run an awareness week. An Foireann Frith-tromaíochta shall also be responsible for the care of both the injured party and the accused so as to attempt to eliminate further episodes of bullying behaviour. An Foireann Frith-tromaíochta shall be responsible for communicating incidents of bullying behaviour to the relevant teacher, tutor or parent.
- **Caomhnóir:** be responsible for the disciplinary action of any student accused of bullying behaviour. Where necessary they will be responsible for contacting parents and the relevant authorities. The Caomhnóir will be responsible for the recording of all information regarding all incidents and meetings.
- **Reáltóir:** The Reáltóir, in conjunction with the relevant Caomhnóir, shall be responsible for the disciplinary action and reporting of all incidents of bullying behaviour.

- **Class Teacher:** Must report all incidents of bullying behaviour to the relevant Caomhnóir or member of the Foireann Frith-tromaíochta. The teacher must document all incidents of bullying behaviour within their classroom or outside of it e.g. corridors etc. This written report shall be submitted to the Caomhnóir/ Reáltóir/Deputy Principal. Teachers will fully participate and facilitate meetings and promotion of the anti bullying policy. All teachers must be constantly vigilant of any bullying behaviour with the children under their care.
- **SPHE Coordinator:** The SPHE coordinator shall along with the SPHE teachers promote the awareness of what bullying is in SPHE classes.
- **Guidance Counsellor:** The Guidance Counsellor shall be responsible, along with, An Foireann Frith-tromaíochta, for highlighting awareness of anti-bullying initiatives and of bullying behaviour within the school and related activities. He/she will also have the responsibility of reporting incidents and dealing with the counselling of the relevant student/s.
- **Board of Management:** Shall have the overall responsibility for implementing the anti-bullying policy. They will facilitate the promotion and awareness of it throughout the school.
- **Student:** The student will have the responsibility of complying with the anti-bullying policy. The student will also have the responsibility of reporting incidents of bullying that they are subject to or have witnessed. The student will also have the responsibility to participate actively in anti-bullying initiatives.
- **Parent/Guardian:** The parent or guardian will have the responsibility of upholding the recommendations within the policy and accepting the sanctions held within it. Where incidents of bullying are occurring to their child, they will have the responsibility of reporting this to the relevant Caomhnóir or Reáltóir. The parent/guardian will have the responsibility of signing the anti-bullying policy on behalf of their child and therefore agreeing to be bound by it.
- **Staff members:** shall have the responsibility of reporting all incidents of bullying behaviour that they have witnessed or are aware of.

## 9.1. Ratification and Communication

### 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.

**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.**

### Reviewing and Evaluating 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 \_\_\_\_\_ Signed \_\_\_\_\_

Chairperson to the Board

Principal \_\_\_\_\_

Date of Next review 2015/2016

Ratified by BOM Nov 2013

The following evaluation tools may be used to review and evaluate the Anti-Bullying policy by the school .

- Questionnaire
- Random Surveys
- Staff meetings
- Parents meetings
- Feedback from the student body, SPHE class
  
- **Appendix 3= The forms that indicate the role of the Caoimhnair/Realtair/Deputy and Principal and incident report templates for recording are available on request from** Foireann Frith-tromaíochta
  
- **Appendix 4 Practical tips for building a positive environment and how to resolve bullying available from** Foireann Frith-tromaíochta
  
- **Appendix 5= Board of management tick list (outlined below)**

## 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	
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	
Is the Board satisfied that all teachers are recording and dealing with incidents in	
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	
Has the Board received any complaints from parents regarding the school's handling of	
Have any parents withdrawn their child from the school citing dissatisfaction with the	
Have any Ombudsman for Children investigations into the school's handling of a bullying	
Has the data available from cases reported to the Principal (by the bullying recording	
Has the Board identified any aspects of the school's policy and/or its implementation that	
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:

o 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].

o This review was conducted in accordance with the checklist set out in the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools

Signed \_\_\_\_\_ Chairperson, Board of  
Management Date \_\_\_\_\_

Signed \_\_\_\_\_ Principal  
Date \_\_\_\_\_