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Glinsk,
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Glinsk N.S.

Anti-Bullying Policy Glinsk NS

Full Compliance

In accordance with the requirements of Circular 0045/2013, the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Glinsk National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

1. Key Principles

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

(a) A positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity;

- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and

- promotes respectful relationships across the school community;

(b) Effective leadership

(c) A school-wide approach

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

(e) Implementation of education and prevention strategies (including awareness raising measures) that-

- build empathy, respect and resilience in pupils; and

- explicitly address the issues of cyber-bullying and identity-based bullying which may include racial, ethnic background, gender, 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.

2. <u>Definition Of Bulling</u>

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

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

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

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

- **cyber-bullying and**

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

Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Examples of bullying behaviours

General behaviours which apply to all types of bullying	• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
	• Physical aggression
	• Damage to property
	• Name calling
	• Slagging
	• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
	• Offensive graffiti
	• Extortion
	• Intimidation
	• Insulting or offensive gestures
	• The "look"
	• Invasion of personal space
	• A combination of any of the types listed
	• **Denigration**: Spreading rumors, lies or gossip to

Cyber
hurt a person's reputation

- **Harassment**: Continually sending vicious, mean or disturbing messages to an individual
- **Impersonation**: Posting offensive or aggressive messages under another person's name
- **Flaming**: Using inflammatory or vulgar words to provoke an online fight
- **Trickery**: Fooling someone into sharing personal information which you then post online
- **Outing**: Posting or sharing confidential or compromising information or images
- **Exclusion**: Purposefully excluding someone from an online group
- **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety
- Silent telephone/mobile phone call
- Abusive telephone/mobile phone calls
- Abusive text messages
- Abusive email
- Abusive communication on social networks e.g. Facebook/Snapchat/Viber/ what's app/ skype/ Ask.fm/ Twitter/You Tube or on games consoles
- Abusive website comments/Blogs/Pictures
- Abusive posts on any form of communication technology

Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	• Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: •Malicious gossip •Isolation & exclusion •Ignoring •Excluding from the group •Taking someone's friends away •"Bitching" •Spreading rumours •Breaking confidence •Talking loud enough so that the victim can hear •The "look" •Use or terminology such as 'nerd' in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment

Special Educational Needs, Disability	- Name calling - Taunting others because of their disability or learning needs - Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying - Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. - Mimicking a person's disability - Setting others up for ridicule

3. <u>Responsibilities</u>

The relevant teachers for investigating and dealing with bullying are as follows:

- Class teacher: Deals with initial allegations/ suspicion of bullying behaviour

- Principal: where bullying is suspected by the class teacher, principal should be informed. The principal shall report to BOM incidents of bullying behaviour.

- Learning Support Teacher: where bullying is suspected by the LS teacher, incidents will be referred to class teacher.

- Substitute teacher (when relevant) where bullying is suspected by substitute teacher, incidents will be referred to principal/ other teacher.

4. <u>Strategies for Education and prevention</u>

The education and prevention strategies, including strategies specifically aimed at cyber- bullying and identity based bullying, that will be used by the school are as follows

Raising awareness – In school.

General

Awareness on the part of staff of the extremely serious nature of bullying and the severe consequences that may result in situations where it is not addressed

Teachers will discuss the following strategies with all classes.

Remember that your silence is the bully's greatest weapon!

- Tell yourself that you do not deserve to be bullied and that it is WRONG!

- Be proud of who you are. It is good to be individual.

- Try not to show that you are upset in front of the bully. It is hard but a bully thrives on someone's fear.

- Stay with groups of friends/ people. There is safety in numbers.

- Be assertive – shout "NO" Walk confidently away. Go straight to a teacher or member of staff.

- Fighting back may make things worse. Talk to a teacher or parent/ guardian first.

- Generally it is best to tell an adult you trust straight away. You will get immediate support.

- Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

Raising Awareness – Pupils.

If you know someone is being bullied:

- TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.

- If you cannot get involved, tell an adult, such as a teacher, IMMEDIATELY.

- Don't pretend to be friends with a bully this supports the bullying behaviour.

Raising awareness – Parents

- Look for unusual behaviour in your children - for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.

- Always take an active role in your child's education. Enquire how their day has gone; who have they spent time with, how lunchtime was spent etc.

- If your child feels that he/she is being bullied, talk it through with her and try to get the full story (remember there are two sides to every story).

- If you feel your child may be a victim of bullying behaviour, inform the class teacher IMMEDIATELY. Your complaint will be taken seriously and appropriate action will be taken.

- It is important to advise your child not to fight back – it may make matters worse.

- Tell your child that there is nothing wrong with him/her. It is not his/her fault that s/he is being bullied.

- Make sure that your daughter is fully aware of the school policy concerning bullying, and that she should not be afraid to ask for help.

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.

- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.

- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s)

- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and BOM.

- 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, promotion and annual review of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school. All pupils will receive an up to date copy of the code of conduct and anti-bullying code on enrolment and same will be made available to all pupils and parents/guardians via school website.

- Display of Stay Safe rules in all classrooms/ corridors. Regular reminders in class and through stay safe programme of the school rules and anti-bullying code. Implement of anti-bully/ friendship week in September.

- 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,
    o Direct approach to teacher
    o Hand note up with homework.
    o Make a phone call to the school or to a trusted teacher in the

school.

   o   Get a parent(s)/guardian(s) or friend to tell on your behalf.

   o   Administer a confidential questionnaire annually to senior pupils.

   o   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 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, as is the pupils' use of mobile phones.

- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. Webwise, stay safe, PDST and local education centre courses and programmes for parents.

Implementation of curricula

- The full implementation of the **SPHE** curriculum 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,
- School wide delivery of lessons on Cyber Bullying e.g. Be Safe-Be Web wise, Think Before you Click, Web wise Primary teachers'

resources, bully4u, Diversity and Interculturalism

- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying.

- The school will specially 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.

- The school will implement the advice in "Sexual Orientation advice for schools" annually for pupils in 6th class delivered by an external experienced and qualified individual.

- History: Identity based themes: Anti-Semitism, apartheid, civil rights, suffragettes

- Geography: strand: People and other places

Links to other policies

- List school policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Children First/Child Protection Policy, Supervision of Pupils, Acceptable Use policy, Attendance, Sporting Activities, Attendance, Enrolment, Mobile Phone Usage.

5. <u>Procedures re bullying behaviour</u>

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 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
- Early intervention is crucial
- A calm unemotional problem solving approach should be adopted
- Incidents are best investigated outside the classroom situation
- Humiliation of victim or bully should be avoided at all costs
- Interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned
- Other pupils can sometimes provide useful information
- Dealing effectively with conflict in a non-aggressive manner is setting an example for pupils
- Parental input an co-operation is valuable
- Both bully and victim require help

6.   Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

The school's procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents:

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; another teacher or principal may be called on as witness

- 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:
  1. What happened?
  2. Where did it occur?
  3. When it happen?
  4. Who was there/ involved/saw it happen?
  5. Why?

- This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
   It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school code of behaviour, discipline & conduct The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they

can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

  - Whether the bullying behaviour has ceased;

  - Whether any issues between the parties have been resolved as far as is practicable;

  -Whether the relationships between the parties have been restored as far as is practicable;

  -Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.

- In the event that a parent(s)/guardian(s) has exhausted the school's

complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

Glink NS has clear procedures for the formal noting and recording of bullying behaviour. All records will be maintained in accordance with relevant data protection legislation.

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be recorded in the Incident/ Accident yard duty book and all incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same as per record sheet on Appendix 3. All records will be stored securely in the school's office.
- The relevant teacher must inform the principal of all incidents being investigated.

While all reports, including anonymous reports of bullying must be investigated and dealt with by the teacher/principal, professional judgement will be used in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same. Records will be stored securely in the school's office.

Formal Stage 1-determination that bullying has occurred

Once it has been established that bullying behaviour has occurred, appropriate written records must be kept which will assist in efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

Formal Stage 2-Appendix 3 (From DES Procedures)

The recording template at **Appendix 3** will be used to record bullying behaviour. This will be retained by the principal and stored securely in the school office.

Oversight arrangements require that once a term, the principal will provide a report to the Board of Management setting out,

- *[a] The over-all number of bullying cases reported (by means of the Recording Template) to the principal, since the last meeting.*

and

- *[b] confirmation that all these cases have been or are being dealt with in accordance with the School's Anti-Bullying Policy.*

The Board of Management will undertake an annual review of the School's Anti-Bullying Policy and its implementation by the school.

Written Notification that the review has been completed will be made available to school personnel, published on the school website and given to the Parents' Association.

The Standard Notification form will be used.

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

- A programme of support for pupils who have been bullied will be based on our prevention strategies. Such pupils may need counselling and/or opportunities to participate in activities designed

to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. A programme of support for those pupils involved in bullying behaviour will be part of our school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others. Our programmes of support are similar to our prevention strategies

- The parents will be aware of the situation so they will be in a strong position to fully support their child. Parents will be encouraged to keep the lines of communication open at home.

- Whole school/class lessons, including online lessons, will be covered dealing with respect, self-esteem, the issue of bullying, cyber-bullying, etc..

- The child will be praised for telling and will be encouraged to tell again if the bullying is repeated.

- The class teacher and all staff members will monitor the situation.

- Our S.P.H.E. programme will be implemented to increase the self-esteem of the victim and the bully.

- Ensure as far as is possible that the victim has the support of friends.

- Provide the victims with strategies to deal with bullying, role-play to give them the skills and confidence to deal with conflict.

- Pupils who engage in bullying behaviour may need counselling to help them to learn other ways of meeting their needs without violating the rights of others.

- Help the bully by making them aware of their behaviour and its consequences.

- Use of Circle Time.

- To ensure that our anti-bullying policy is effective there must be appropriate linkage with the overall code of behaviour and provide for referral to be made to relevant external agencies and authorities where appropriate.

- We will at all times follow the recommendations from "Children First National Guidance for the Protection and Welfare of Children 2011 [Children First} and the Child Protection Procedures for Primary and Post Primary Schools.

- In cases where there are concerns about a child/children but it is unclear whether or not to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

- In cases where there are serious concerns in relation to managing the behaviour of a pupil, the principal will seek the advice of the National Educational Psychological Service [NEPS].

In Glinsk NS we aim to establish the following intervention and mediation policies
- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing

- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given
-

8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

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

11. This policy has been made available to school personnel, published on the school website and is otherwise readily accessible to parents and pupils on request, and provided to the Parents' Association A copy of this policy will also be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and be readily accessible to parents and pupils on request and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ (Chairperson of Board of Management)   Date: _____

Signed: _____   (Principal)

Date: _____

Date of next review: _____

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

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

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

- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

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

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

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

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

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

o Hot times again tend to be times where there is less structured supervi-

sion such as when pupils are in the playground/school yard or moving classrooms.

- Support the establishment and work of student councils.

Appendix 3 Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____   Class_____

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

3. Source of bullying concern/report

Pupil concerned		Teacher	
Other Pupil		Other (Specify)	
Parent			

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

Playground		Toilets	
Classroom		School Bus	
Corridor		Other (state)	

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

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

Physical Aggression		Cyber-bullying		Isolation/Exclusion		Malicious Gossip	
Damage to Property		Intimidation		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 _____

Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is

an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____   Date _____
Chairperson, Board of Management

Signed _____   Date _____
Principal

Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of Glinsk NS 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 **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed _____   Date _____
Chairperson, Board of Management

Signed _____   Date _____
Principal