St. Brigid's National School

Anti-Bullying Policy

Introductory Statement

In accordance with the requirements of the Education (Welfare) Act 2000 and the *Code of Behaviour Guidelines* issued by the NEWB, the following revised Anti-Bullying Policy was drawn up in consultation with the school community: Board of Management, Staff and Parents' Association. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013 by the Department of Education and Skills (DES).

Relationship to School Ethos

In line with the school's ethos, our School Community strongly believes that respect for all must be promoted

AIMS

The Board of Management and the school staff recognise the very serious nature of bullying and the negative impact it can have on the lives of people.
They are therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- (A) To foster 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;
    - promotes positive habits of self-respect, self-discipline and responsibility among all members.
    - recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school wide basis.
    - promotes qualities of social responsibilities, tolerance and is understanding amongst all its members both in school and out of the school.
- (B) To employ effective leadership;
- (C) To use a school-wide approach;
- (D) To have a shared understanding of what bullying is and its impact
- (E) To implement education and prevention strategies (including awareness raising measures) that-
    - build empathy, respect and resilience in pupils; and
    - address the issues of cyber-bullying and identity-based bullying including homophobic and trans phobic bullying.
- (F) To ensure effective supervision and monitoring of pupils;
- (G) To support staff and to work with all staff on recognising possible symptoms of bullying when a formal report is not forthcoming
- (H) To ensure consistent recording, investigation and follow up of bullying behaviour
- (I) To engage in on-going evaluation of the effectiveness of the anti-bullying policy.

Definition

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. (DES Guidelines 2013)
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

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- ☐ 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.
- ☐ 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.

Types of Bullying Behaviour

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

Ways in which bullying behaviours may present in a school setting can include

- Physical Aggressions;
- Damage to Property
- Extortion
- Intimidation

- Name-Calling
- Slagging
- Isolation/Exclusion
- Cyber e-bullying (see grid below for further elaboration)

Cyber E-BULLYING

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

See Anti Cyber Bullying Policy Appendix A

For further elaboration of bullying behaviours please see DES Guidelines 2013 p.10-11 2.2.

School Procedures for Investigation, Follow-up and Recording of Bullying Behaviour

> **The relevant teacher(s) for investigating and dealing with bullying is/are the class teacher and or the Principal/Deputy Principal.**
>
> **Any teacher may act as a relevant teacher if circumstances warrant it.**

OUR SCHOOL WILL
- Follow and implement Code of Behaviour and Anti-bullying policies.
- Lead by good example, respecting all members of the school community.
- Minimise opportunities for bullying through vigilance and ongoing awareness of bullying as a school issue, e.g. provide adequate supervision.
- Draw upon the Social Personal and Health Education Curriculum Documents (SPHE), Relationships and Sexual Education Programme (RSE) Stay Safe Programme, Walk Tall Programme in supporting a bully-free environment.
- Build awareness through explicit teaching so that all pupils know who to tell and how to tell and reassure them with regard the correctness of telling e.g. direct approach to teacher at an appropriate time/note.

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- Encourage all pupils and parents to report concerns of bullying or possible bullying at the earliest stage.
- Consider the additional needs of SEN and pupils in ASD classes with regard to programme implementation.
- Ensure that all children understand the importance of bystanders telling if they witness or know that bullying is taking place.
- Mention Anti-bullying/Friendship at every school assembly.
- From time to time draw upon external expertise e.g. Theatre Groups/Workshop facilitators.

In our general teaching,
- we affirm the child with praise and encourage them to recognise and appreciate good qualities in one another.
- involve children in activities where teamwork, tolerance, interdependence and responsibility are nurtured which may include games, art, competitions, projects, drama, circle time etc.
- deal firmly and fairly with any complaints within the framework of the school *Code of Behaviour.*
- Be sensitive to issues of inclusion in our choice of teaching materials or equipment in order to give a positive view of other groups which may differ from us in gender, ethnic race and other international/cultural backgrounds.
- treat bullying (including cyber-bullying, homophobic and transphobic bullying) as a serious offence and take every possible action to eradicate it.
- Treat the victim(s) of bullying with sensitivity and understanding.
- We will endeavour to provide informal non-threatening disclosure opportunities.

Reporting
- 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(s).
- Teaching and non-teaching staff such as secretary, special needs assistants (SNAs), bus escorts, caretakers, cleaners will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating
The primary aim for the relevant teacher 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.

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.

Help support and advice will be given, as is appropriate, to all parties.

If bullying is suspected, we talk to:
- the suspected victim;
- the suspected person engaged in bullying behaviour and
- any bystanders/witnesses.

The teacher speaks privately and separately to all those involved outside the classroom situation to avoid public humiliation.
If bullying is identified, the following action will be taken: -

- The relevant teacher checks for witness accounts asking specific question of who, what, where, when and why.
- Written accounts may be helpful or appropriate.
- If a group is involved,
  - each member is interviewed individually
  - all those involved are met as a group.

In this process the teacher will endeavour to support any member of the group who may face possible pressures from other members of the group after the interview by the teacher(s).

As this process is very time consuming the teacher may request the assistance of staff members and Principal to conduct the investigation.

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Follow-up and Record Keeping
- Having talked through the offence with the child involved in bullying behaviour, it will be made clear to him/her how this behaviour is in breach of the school's anti-bullying policy.
- Efforts will be made to try to get him/her to see the situation from the perspective of the pupil affected.
- Behaviour records, if any, of the parties involved will be consulted.
- Future behaviour will be monitored.
- A written record will be made and kept by the relevant teacher (see 'recording of bullying behaviour' below).
- Referral to records will aid in the monitoring process.
- Children will be expected to complete a reflective exercise on their actions and may also incur loss of privileges. (Addendum Sanctions as per Discipline Policy)
- If the offence takes place on the yard it will be recorded in the online incident log.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted to inform them of the matter and explain the actions being taken.
- Follow-up meetings with the relevant parties involved could 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.
- The parents of the child involved will be kept informed of developments by school management as the case is recorded and dealt with in accordance with these procedures.
- If there is no improvement the problem will be reported to the Board of Management and persons involved will be requested to appear before the Board of Management with their parent(s)/guardians where the Code of Behaviour may be brought into play.
- Serious instances of bullying behaviour will be dealt with in accordance with the *Children First* and *The Child Protection Procedures for Primary and Post Primary Schools*, and/or may also be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

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.

Our Anti- Bullying Policy needs the support of the whole community if it is to be successful

Recording of bullying behaviour

The school's procedures for noting and recording bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred
- All staff must keep a written record of any incidents witnessed by them or notified to them.
- All incidents must be reported to the relevant/class teacher
- The relevant/class teacher must keep a written record, using Appendix E, of the reports, the actions taken and any discussions with those involved regarding same.
- The written record must be stored in the relevant folder in the principal's office, to include the children concerned.
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records using Appendix F which will be stored in the agreed folder.
- The relevant teacher must inform the principal of all incidents being investigated at Formal Stage 1 and the principal will sign the written record.

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Formal Stage 2

The relevant teacher must use the recording template at **Appendix B** to record the bullying behaviour **in the following circumstances:**

a) In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred.

b) Cases of gross bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. Such cases will go directly to 'Formal Stage 2'. Examples would include serious, ongoing physical interference with a fellow pupil, sustained intimidation, continuous harassment, extensive cyber bullying etc.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.
Completed recording templates will be retained in the relevant folder in the principal's office.

All records related to bullying incidents will be kept by the school until the child in question is 28 years of age. (21 years + 7 years)

APPEALS
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the School's Complaints Procedures.
- In the event that a parent has exhausted the School's Complaints Procedures and is still not satisfied, the school must advise the Parents of their right to make a complaint to the Ombudsman for Children.

Informing new staff members

New members of staff will be alerted to this policy and procedures to be followed, in the case of alleged bullying.

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.

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Appendix A

Anti-Cyber-Bullying Policy

St. Brigid's National School aims to ensure that children are safe and feel safe from bullying, harassment and discrimination. This school is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly.

UNDERSTANDING CYBER-BULLYING

- Cyber bullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person
- It can take place anywhere and involve many people
- Anybody can be targeted including pupils and school staff
- It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorized publication of private information or images etc.
- While bullying involves a repetition of unwelcome behaviour the **Anti-Bullying Procedures for Primary and Post Primary Schools, September 2013,** states:

2.1.3.   In addition, in the context of these procedures 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.

WHAT IS CYBER-BULLYING?

There are many types of cyber-bullying. The more common types are:

1. **Text messages** – can be threatening or cause discomfort. Also included here is 'Bluejacking' (the sending of anonymous text messages over short distances using bluetooth wireless technology)
2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed
3. **Mobile phone calls** – silent calls, abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room
6. **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools
7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal 'own web space' sites such as You Tube, Facebook, Ask.fm, Bebo (which works by signing on in one's school, therefore making it easy to find a victim) and Myspace – although there are others.

Explanation of slang terms used when referring to cyber-bullying activity:

1. **'Flaming':** Online fights using electronic messages with angry and vulgar language
2. **'Harassment':** Repeatedly sending offensive, rude, and insulting messages
3. **'Cyber Stalking':** Repeatedly sending messages that include threats of harm or are highly intimidating or engaging in other on-line activities that make a person afraid for his or her own safety
4. **'Denigration':** 'Dissing' someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships
5. **'Impersonation':** Pretending to be someone else and sending or posting material online that makes someone look bad, gets her/him in trouble or danger, or damages her/his reputation or friendships
6. **'Outing and Trickery':** Tricking someone into revealing secret or embarrassing information which is then shared online
7. **'Exclusion':** Intentionally excluding someone from an on-line group, like a 'buddy list'

This list is not exhaustive and the terms used continue to change.

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Aims of the Policy
- To ensure that pupils, staff and parents understand what cyber bullying is and how it can be combated
- To ensure that practices and procedures are agreed to prevent incidents of cyber-bullying
- To ensure that reported incidents of cyber bullying are dealt with effectively and quickly.

Procedures to Prevent Cyber Bullying
- Staff, pupils, parents and Board of Management (BoM) will be made aware of issues surrounding cyber bullying through the use of appropriate awareness-raising exercises
- Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, friendship week activities and other curriculum projects
- The school will engage a speaker to facilitate a workshop on cyber bullying for senior classes on a regular basis.
- Staff CPD (Continuous Professional Development) will assist in learning about current technologies.
- Parents will be provided with information and advice on how to combat cyber bullying.
- Pupils and/or parents will sign an Acceptable Use of ICT (Information and Communication Technology) contract.
- Pupils and parents will be urged to report all incidents of cyber bullying to the school.
- All reports of cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly.
- Procedures in our school Anti-Bullying Policy shall apply.
- The Gardaí will be contacted in cases of actual or suspected illegal content.
- This policy will be reviewed annually. Pupils, parents and staff will be involved in reviewing and revising this policy and any related school procedure.

Information for Pupils

If you are being bullied by phone or on the Internet:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online – if you are in a chat room, do not say where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender
- There is plenty of online advice on how to react to cyber bullying. For example, Ie.reachout.com and www.wiredsafety.org have some useful tips.

Text/video messaging
- You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number
- If the bullying persists, you can change your phone number. Ask your mobile service provider about this.
- Don't reply to abusive or worrying text or video messages.
- Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Useful Websites

www.spunout.ie
www.childnet.int.org

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www.kidsmart.org.uk/beingsmart

www.antibullying.net

www.bbc.co.uk./schools/bullying

http://ie.reachout.com

www.childline.ie/index.php/support/bullying/1395

www.abc.tcd.ie

www.chatdanger.com

www.sticksandstones.ie www.bully4u.ie

www.kidpower.org

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Appendix B
Template for recording bullying behaviour
(Formal Stage 2, as per Policy)

1. Name of pupil being bullied and class group

Name _____Class_____

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

_____
_____

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	

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

Playground	
Classroom	
Corridor	
Toilets	
Other	

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

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

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

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

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

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)

Date_____

Date submitted to Principal _____

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<u>*Students*</u>**:** If you are being bullied in school or if you know of someone else who is being bullied please take the vital first step of telling a teacher you trust or asking a parent or a school friend to do so for you. Bullying can be brought to an end without making matters worse for you or anyone involved if you take that vital first step. ***Please also tell the teacher about this website which can help her/him to deal with your problem effectively.***

<u>*Parents*</u>**:** If you are concerned about a change in your child's general mood or behaviour, for example if s/he becomes uncharacteristically withdrawn, touchy, angry, demands more attention than usual or has a serious decline in school workrate, it may not be "just hormones." Your child may be experiencing bullying. To put your mind at ease please contact the school and make teachers aware of your concerns. They can then investigate and if there is bullying taking place they can bring the bullying to an end without making matters worse for your child or anyone else. ***Please also tell the teachers about this website which can help them to deal with your problem effectively.***

Below are contact details of some organisations you can contact in an emergency.

<u>*Teachers:*</u> There are links to two useful websites below that offer animated-video interactive anti-bullying exercises suitable for use with class/form groups. Each has its own distinct merits. In addition, in YouTube you can search for "Anti-Bullying Ads" and you will get access to a number of good thought/discussion provoking video clips that can be shown to class/form groups, to be followed by discussion. You don't need to be a subscriber to YouTube to get access to these. Just Google them.

www.antibullyingcampaign.ie Anti-bullying Campaign Tools for Teachers

http://www.stopbullying.org

Contains an interactive animation where the student decides the outcome based on her/his response to bullying. Probably only useful for first years or primary schools. If students could have access to a computer room for one class period to explore this a lot of useful lessons could be learned. If it does not work on several stations of a network at the same time it could be projected and students could vote on options to take at each stage.

http://www.childline.ie

If you need someone to talk to we are always here to listen. Please call Childline on 1800 66 66 66 (free phone)
Parentline (Parents under stress) 01/8733500

http://www.ispcc.ie

ISPCC - The Irish Society for the Prevention of Cruelty to Children, 29 Lower Baggot Street, Dublin 2. Phone (01) 6767960 /6794944

www.sticksandstones.ie (stick and stones theatre company) 01 8733500
CAB Campaign against Bullying 01 2887976

http://www.samaritans.org/talk_to_someone/find_my_local_branch/ireland.aspx

Phone Numbers of Branches of the Samaritans around Ireland. What ever you are going through, whether you think it is big or small, you don't have to bottle it up. At Samaritans we offer confidential, non-judgemental support 24 hours a day. Phone: 1850-609090 (Lo-call) Email: jo@samaritans.org

http://www.abc.tcd.ie/

The Anti-Bullying Centre, Trinity College, Dublin, led by Professor Mona O'Moore.
ABC Antibullying Research and Resource Centre Room 3125, Arts Building Trinity College Dublin 2,
01 6601011/6082573

http://www.nehb.ie/coolschoolbullyfree/default.htm

The Cool School Anti-Bullying Programme was developed within the HSE Dublin North East's Child Psychiatry Service. It is an Anti-Bullying programme and support service targeted at second level schools and specifically tailored to the Irish context.

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http://www.teachers.tv
This website gives access to a number of informative videos about bullying. Some are suitable for teachers and some are suitable for students as part of the awareness raising strand of an anti-bullying campaign. Just log on and register with this site. Then use the website's own search function to find the videos using such words as "bullying videos" These can then be downloaded and used freely.

http://www.stopbullyingnow.hrsa.gov/
Very good american website that includes animated story segments about bullying that all come together for a happy ending when bystanders act. It includes questions for each segment of the story. It also includes some games based on the story. Suitable for junior classes in secondary school and senior classes in primary.
Irish Association for counselling and psychotherapy 01 2300061

http://www.watchyourspace.ie
Website offering advice and suggestions to help children avoid being victimised through the use of mobile phone or computer technology.

http://www.dublinsamaritans.ie/
What ever you are going through, whether you think it is big or small, you don't have to bottle it up. At Samaritans we offer confidential, non-judgemental support 24 hours a day. Phone: 1850 60 90 90 Email: jo@samaritans.org Visit Us: 112 Marlborough Street, Dublin 1. 10.00 am - 9.00 pm, 7 days a week.

www.webwise.ie/cyberbullyingaguide.shtm
www.website.ie/askfm guide.shtm
www.webwise.ie/explainer_What is_snapchat.shtm
www.webwise.ie/blockitcombatingmobilephonebullying.shtm

Victim Support 1800 661771

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Appendix D
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 is 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

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To: _____

The Board of Management of St. Brigid's School 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 **13th November 2019.**

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

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Appendix E:
Template for Recording Investigation into Alleged Bullying or Behaviour which may have Constituted Bullying

Name(s) of those affected:
_____
_____
_____

Name(s) of reporters (if different)
_____
_____

Name(s) of alleged offender(s)
_____
_____

Details of incident:
_____
_____
_____
_____

Action taken:
_____
_____
_____
_____

Reason for decision not to proceed to Formal Stage 1(e.g. one off incident, accidental incident etc.)

_____
_____
_____

Incident notified to the Principal: _____

A copy of this should be kept by the class teacher. A copy should also be submitted to the Principal's Office for record keeping.

Signed: _____

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Name(s) of those affected:
_____
_____
_____

Name(s) of reporters (if different)
_____
_____

Name(s) of offender(s)
_____
_____

Details of incident:
_____
_____
_____
_____

Action taken:
_____
_____
_____
_____

Parents Notified: _____

A copy of this should be kept by the class teacher. A copy will also be kept Principal's Office for record keeping.

Signed: _____ (Relevant Teacher)

Signed: _____ (Principal)

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This Policy was considered and approved by the Board of Management on **13th November 2019.**

The Policy will be reviewed in **November 2020** or earlier as deemed necessary by the BOM.

Chairperson

Sean Doris

Principal

Kenneth Kerins