ANTI BULLYING POLICY

Contents

- ➤ **Ashbourne Community School Mission Statement**
- ➤ **School Ethos**
- ➤ **Rationale**
- ➤ **Aims of the Anti-Bullying policy**
- ➤ **Context of the Policy**
- ➤ **Definition of Bullying**
- ➤ **Investigating and dealing with bullying reports**
- ➤ **Creating a Culture of Reporting**
- ➤ **Education and prevention strategies**
- ➤ **How It Links / Develops the Key Skills of JCPA**
- ➤ **Procedures for Investigation**
- ➤ **Support**
- ➤ **Supervision and Monitoring of Students**
- ➤ **Prevention of Harassment**
- ➤ **Relationships and Sexuality Education**
- ➤ **Guidelines for the Use of External Agencies**
- ➤ **Sensitive Issues**
- ➤ **Planning for students with special educational needs**
- ➤ **Teaching Methodologies**
- ➤ **Confidentiality**
- ➤ **Cross-curricular links**
- ➤ **Staff development**
- ➤ **Record keeping and reporting**
- ➤ **Evaluation & Review**
- ➤ **Appendix 1 Bullying behaviour record form**
- ➤ **Appendix 2 Anti Bullying Report Form**
- ➤ **Appendix 3 Checklist for annual review of the anti-bullying policy and its implementation**

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Ashbourne Community School Mission Statement

•Ashbourne Community School is a place where we foster such values as respect, inclusion and care as evident in our school policy and practice.

•Our school is a partnership of students, staff, parents and guardians, Board of Management and our local and global communities. We value the on-going input of all these partners in the life of the school.

•We pursue academic excellence while recognising the diversity of our student body. Through a relevant curriculum, designed to meet the needs of all, we endeavor to help all students realise their potential.

•Through positive staff and student relationships and a broad extracurricular programme, we aim to develop in each student a confident, healthy self-image and a sense of personal, local and

• global responsibility.

•We recognise that each student's personal and spiritual growth is important. We endeavor to co-operate with parents and guardians and religious leaders of all faiths to encourage the development of religious and spiritual values in each student.

School Ethos

The Board of Management of Ashbourne Community School has regard to the principles of a democratic society and respects and promotes respect for the diversity of values, beliefs, traditions, languages and ways of life in society while it also upholds and is responsible for upholding the characteristic spirit or ethos of the school. The ethos of the school is outlined in the mission statement of the school.

The Board of Management of Ashbourne Community School is supportive of the principle of inclusiveness in particular in regard to students with a disability or another Special Educational Need in so far as is reasonably practicable and subject to the resources provided by the Department of Education and Science. The range of classes taught includes support programmes for students with a disability or other special educational needs. Parents/Guardians are invited to look at our SEN model of provision as outlined in our SEN policy.

Ashbourne Community School has a policy of having a maximum of 30 students per class with a maximum of 24 students per practical class. The Board of Management reserves the right to maintain reduced numbers in some Junior Cycle classes for the benefit of special needs students in mixed ability classes. Likewise, the Board reserves the right to maintain reduced numbers in some senior cycle programmes.

Rationale

In accordance with the requirements of the Education (Welfare) Act 2000, and the code of behaviour guidelines issued by the NEWB, the Board of Management of Ashbourne Community 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.

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Aims of the Anti-Bullying Policy

The deliverance of our Anti Bullying programme happens within our SPHE classes. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which-
  • 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.
- Effective leadership.
- A school-wide approach.
- A shared understanding of what bullying is and its impact.
- Implementation of education and prevention strategies (including awareness raising measures) that-
  • build empathy, respect and resilience in pupils; and
  • explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils.
- Support for staff.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy

Context of this policy

The emphasis of this anti bullying policy is on the role of the whole school community in implementing it. This is a whole school policy and other school policies will be informed by it e.g.
  • Code of Behaviour Policy
  • SPHE Policy
  • Wellbeing Policy
  • Internet Safety Policy
  • Dignity in the Workplace Policy
  • Child Protection Guidelines
  • Critical Incident Policy
  • Acceptable usage policy
  • Extra-Curricular Activities Policy
  • Intercultural Policy
  • Safety Statement
  • Special Educational Needs Policy

Definition of Bullying

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
  • 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.

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Version 4
Ratified by BOM on 13th December, 2021.
Sueprcedes Version 3 dated 21st October, 2019rd

Cyberbullying is bullying carried out using information and communication technologies such as text, social networking sites, email, instant messaging (IM), apps, gaming sites, chatrooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. Cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to-face contact.

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.

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

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

False accusations of bullying made by one member of the school community against another will be regarded as a very serious example of misconduct and will be dealt with in accordance with the school's code of behaviour.

Investigating and dealing with bullying reports

(*See Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools)

All reports of bullying will be noted by any teacher in the school. Reports of bullying can be made to the Class Tutor, Year Head, Deputy Principal or Principal. When a Year Head receives a report of bullying, they will initially investigate the incident thoroughly, and come to a decision if they deem it bullying behaviour or not. If it is deemed bullying behavior, a record form (Appendix 1) will be completed. This form is given to the Principal who keeps it on file and will bring it to the attention of the Board of Management (termly reporting). A copy of the form is kept on the student's file.

All students are required to fill in an anti-bullying report form (Appendix 2) after our annual Anti Bullying awareness week (in term 1). The SPHE Co-ordinator will go through each form and in the case that any students answer 'Yes' to either question or made a declaration of a bullying incident, then the SPHE Co-ordinator will refer these students onto the relevant Year Head for further investigation.

The Year Head will then fill in the bullying/cyberbullying behaviour record form to record the bullying behaviour in the following circumstances:
- In cases where he/she has determined that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred.
- Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal.
- Serious cases of bullying will be referred immediately to the principal, who is then the relevant teacher. A Serious Incident Protocol will apply in any case where there is cause for concern about the safety of an individual or group. This can trigger Child Protection Procedures.

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Creating a Culture of Reporting:

Ashbourne Community School encourages a culture of telling, with particular emphasis on the importance of the role of bystanders. By ensuring bystanders understand the importance of telling if they witness or know that bullying is taking place 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 & following our anti bullying policy.

The following are examples of ways a student could report a bullying incident:
- Ensure that pupils know who to tell and how to tell e.g tutor, class teacher, year head, chaplain, guidance counsellor, member of senior management etc.
- They could opt for a direct approach to the teacher at an appropriate time, for example after class.
- Hand notes up with homework.
- Anti-bully box we have available during anti bullying week / feedback from students
- Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Administer a confidential questionnaire once a term to all pupils.

Education and prevention strategies

The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- A whole school approach was used in developing this policy.
- SPHE programme covers issues relating to respectful behaviour and self-esteem such as transition to secondary school, belonging, integrating, communication, conflict, friendship, personal safety and relationships.
- SPHE Co-Ordinator organises and runs Anti-Bullying Week twice a year. The first week covers lessons on all bullying issues and has a special focus on Cyber bullying. The second week happens in the spring term and focuses mainly on identity-based bullying, particularly LGBT bullying.
- All teachers are encouraged to include an Anti-Bullying reference in their lessons during Anti-Bullying week.
- SPHE teachers work closely with students in producing Anti-Bullying posters that are displayed throughout the school.
- Key respect messages are displayed around the school.
- Teachers enforce school rules relating to mobile phone use and internet use.
- All teachers teach the Code of Behaviour in order to communicate our expectations for respectful, safe behaviour.
- Teachers employ positive discipline strategies to reward good behaviour.
- Teachers challenge the use of homophobic and racist language.
- Within subject departments, we promote group work and pair work as teaching methodologies that build positive relationships in the classroom.
- Learning support is provided where it is needed to develop social skills and promote inclusion.
- We have an Acceptable Use Policy, which aims to prevent cyberbullying occurring within school. It outlines appropriate online behaviour and appropriate uses of social media, gives advice on how to stay safe online, how to deal with upsetting comments or material and how to report concerns about cyberbullying.

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- Our extra-curricular programme is a means of developing self-worth and helps students learn how to control aggression.
- Student involvement in charity work and in work experience fosters tolerance, respect and social awareness.
- Students are supervised and monitored both inside and outside the school building at break times.
- Our RSE programme on human sexuality and relationships addresses identity-based bullying.
- We avail of opportunities to address parents on our welcome and respect for LGBT members of the whole school community.
- If the school becomes aware of bullying that occurs outside of school time, the school will advise parents of it.
- This policy is accessible to all on the school website.

How It Links / Develops the Key Skills of JCPA
Having an anti-bullying policy & a whole school approach fosters the development of the key skills outlined in the new Junior Cycle (JCPA), for example, 'Managing Myself'. Key skills are activated in the classroom through all subject areas and further consolidated when communicating and adhering to our anti bullying policy.
Managing Myself: Encourages students to work independently. This key skill helps students to understand themselves both as individuals and as learners so that they can develop personal goals and plans. It also helps them develop strategies to make considered decisions, to act if necessary and to reflect on the process involved in our anti bullying policy.
Communicating: by taking a whole school approach to anti bullying it helps students develop good communication skills. It develops learners' confidence in communicating, expressing opinions and take action, if needed.
Working with Others: All teachers are encouraged to include Anti-Bullying references in their lessons during Anti-Bullying week. Classroom activities encourage students to be part of a group e.g., pair or group project work, drama performance, using ICT for a group presentation etc.
Managing Information and Thinking: During Anti-Bullying week a whole school approach is important in presenting, gathering, recording, organising and evaluating information. It also promotes student self-reflection and fosters critical thinking.
Staying Well: Having an Anti-Bullying policy, anti-bullying week & whole school approach may develop some of the 6 Indicators of Wellbeing and our Wellbeing programme aims to foster happy, confident, responsible and resilient students who feel connected to Ashbourne Community School.

Procedures for Investigation
The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):
1. A student or parent may bring a bullying concern to any teacher in the school and details will be recorded by the relevant teacher (Year Head) on a bullying/cyberbullying behaviour record form (Appendix 1).
2. Students are encouraged to view the reporting of bullying as responsible behaviour.
3. All reports of bullying will be investigated and dealt with by the relevant teacher. The relevant teacher in this school is the Year Head. The aim is to resolve the issue and to restore, as far as is practicable, the relationships of the parties involved.
4. Non-teaching staff will report any incidents of bullying to the Year Head.

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5. Parents and students are required to cooperate with any investigation and to assist the school in resolving the issue and restoring, as far as is practicable, the relationships of the parties involved.
6. The relevant teacher(s) will take a calm, unemotional problem-solving approach.
7. The matter will be dealt with outside the classroom to ensure the privacy of any party involved.
8. The relevant teacher(s) will speak separately to the pupils involved, directly or indirectly in an attempt to get both sides of the story. Interviews will be conducted with sensitivity and due regard to the rights of all students concerned.
9. The relevant teacher(s) will investigate the incident by seeking answers to questions of what, when, who and why. Factual notes will be kept at each stage of the investigation.
10. Students may be asked to write down their account of the incident.
11. If a group is involved, each member will be interviewed individually at first. Thereafter they may be met as a group (if appropriate). At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
12. If it is concluded that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken in line with this policy and the School's Code of Behaviour. Parents will be given an opportunity of discussing ways in which they can reinforce and support the actions being taken by the school.
13. Where the relevant teacher has determined that a student has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the student being bullied.
14. It will also be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his/her parents and the school.
15. Follow-up meetings may be arranged separately with the relevant parties involved with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable.
16. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying occurred, it must be recorded by the relevant teacher in the bullying/cyberbullying record form (Appendix1). This depends upon:
    - whether bullying has ceased,
    - whether issues between the parties have been resolved,
    - whether relationships have been restored
    - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.
17. Where a serious incident of bullying has been established, the relevant teacher will present the principal with a written record of the discussions with those involved.
18. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent will be referred to the school's complaints procedures.
19. If a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

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Support

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

- Supporting the victim and counselling the perpetrator: Pupils involved in bullying need assistance on a regular basis. Perpetrators may need counselling to help them learn other ways of meeting their needs without violating the rights of others. Victims may need counselling and opportunities to develop their friendship and social skills.
- The school chaplain and guidance counsellors may be involved.
- In some situations, it may be necessary to get in touch with Gardai, the Health Board or other external agencies. Parents may request contact numbers of same.

Supervision and Monitoring of Students

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.

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.

Relationships and Sexuality Education

Ashbourne Community School respects the individual; valuing, understanding and empowering the gifts and differences of each person. It recognises that parents/guardians are the primary educators and home is the natural environment in which Relationships and Sexuality Education (RSE) should take place. We as a school believe that no young person in our care should feel excluded or marginalised for being who they are.

Therefore, our RSE programme will seek to:

1. Support the understanding that RSE is about the sexuality, relationships and sexual health of all young people.
2. Support the understanding that questioning of one's sexual identity is a normal and valued part of adolescence.
3. Address the myths, prejudices and stereotypes that may exist in relation to sexuality, sexual orientation and gender identity.

Guidelines for the Use of External Agencies

An outside speaker is a resource and does not replace the teacher. When engaging in the services of an outside agency suitably qualified and experienced personnel will be sourced. The needs of the target group will be identified. The SPHE teacher will normally be present, and boundaries of confidentiality will be agreed beforehand. Any concerns/issues arising will be followed up in SPHE classes, with referrals to appropriate authorities where necessary.

The school is informed in this regard by Circular 0023/2010, Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE), Best Practice Guidelines for Post-Primary Schools, Child Safeguarding statement 2019/2020 and Anti-Bullying-Procedures for Primary and Post-Primary Schools 2013. We recognise that visiting speakers/facilitators play a valuable role in supplementing, complementing and supporting our programme. Visitors/visiting groups are required to adhere to the following guidelines of good practice:

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With reference to our child safeguarding assessment 2019/2020, the following guidelines for all external speakers to the school are incorporated in our SPHE policy:

1. All facilitators/speakers must report to the general office in the White Area where they must sign the visitor's book (by order of the Board of Management) when entering and exiting the school.
2. All facilitators/speakers are required to wear a visitor's badge while on school premises.
3. All facilitator's speakers invited to ACS must be accompanied while on the school premises by a mandate person, if they are not Garda Vetted by an organisation/official agency/ school
4. All materials which will be delivered to students must be in accordance with the curriculum.
5. All PowerPoints/resource material must be forwarded to the teacher before presentation occurs where relevant.
6. The school CCTV may record images of the public visiting the school premises.
7. All visitors are expected to cooperate with the school in carrying out the Health and Safety statement and ensuring they work and behave without risk to themselves and others.
8. All visitors should be informed of these guidelines prior to visiting.
9. Feedback from students where possible on the workshop /event they attended in school, facilitated by an external speaker.

Sensitive Issues
While it is acknowledged that teachers have a professional responsibility to impart the SPHE course content, they will respond flexibly to the needs of the students as they arise. Where it is appropriate the school will refer students to other supportive links, internal and external to the school community in line with Child Protection Guidelines for secondary schools. Class discussion will be of a general nature in accordance with previously agreed ground rules and will not be personally directed. Questions not directly related to the lesson content will be addressed appropriately by the SPHE teacher. The SPHE teacher will act as a facilitator and not a counsellor.

Planning for students with special educational needs
Links are made with the SEN department in connection with the SPHE programme at the discretion of the teacher/SEN department.

Teaching Methodologies
A variety of experiential teaching methods are used to teach the SPHE and Anti Bullying programme. These methods are student-centered and appropriate to the age and stage of development of the student and reflect the aims and ethos of the school. The class atmosphere must be one of respect for the privacy of each individual student and marked by sensitivity and care.
 Some methodologies employed will include:
• Group Discussions, Debates
• Case Studies
• Brainstorming
• Role Play
• Narrative Expression
• Games – Icebreakers, Simulation
• Project Work
• Assignments

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Confidentiality

At the beginning of each academic year, students are informed that complete confidentiality cannot be guaranteed. Information may have to be passed on at the discretion of the SPHE teacher to the Designated Liaison Person (Principal), the Deputy Designated Liaison Person or to the Student Support Team (including Tutors, Year heads, Chaplains, Guidance Councilor's, Care team and/or any member of teaching staff).

Cross-curricular links

For the teaching of SPHE to be effective, a whole school support is critical. It is important that the teaching of SPHE is not seen solely as the work of the SPHE teacher. All teachers are SPHE teachers either directly or indirectly. A supportive school environment ensures that the values of SPHE and Anti Bullying are lived out in the whole school community**.**

Staff development

SPHE staff members engage in professional development on an ongoing basis, especially in the area of Anti-Bullying. The SPHE team avails of continuous professional development on offer by the SPHE support service. A record of courses attended is held by our Deputy Principal. These training courses ensure that the teachers become familiar and comfortable with all aspects of the syllabus. All teachers teaching SPHE will have access to in-service for the programme. Provision will also be made for the SPHE teachers directly involved to meet during the school year during staff days.

Record keeping and reporting

Students use learning logs and worksheets at the end of their anti-bullying modules to reflect on their learning. Department meetings take place, and a record is kept of each meeting. Discussion and consultation will take place with school management when appropriate.

Evaluation & Review

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy has been ratified by the Board of Management of Ashbourne Community School at its meeting on Monday 13th December, 2021 (Ref Meeting Nr. 266).

Ciarán Flynn

Signed: Ciarán Flynn, Chairperson,   **Date: 13th December, 2021.**

Board of Management,
Ashbourne Community School.

Chairperson's initials _____

Appendix 1: Bullying behaviour record form

1. Name of Student being bullied and class group

Name _____ Class Group _____

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

Name _____ Class Group _____

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

Student concerned	
Other Student	
Parent	
Teacher	
Other	

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

School Yard	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

7.

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

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 _____   Date _____
(Relevant Teacher)

Date submitted to Principal/Deputy Principal _____

* Note: The categories listed in the tables 3, 4 & 6 are suggested, and schools may add to or amend these to suit their own circumstances.

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Appendix 2 Anti Bullying Report Form

ANTI-BULLYING QUESTIONNAIRE 2019

It is the policy of our school to prevent bullying and to help anyone who is being bullied. This questionnaire gives you the opportunity to get help if you are being bullied or help someone else who needs it.

NAME_____

CLASS_____

Are you being bullied   Yes _____   No _____

Do you know someone who is being bullied?   Yes _____   No _____

Any other comments:

_____

_____

_____

_____

Chairperson's initials _____

Appendix 3

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

The Board of Management must undertake to review the school's antibullying policy and its implementation as often as they feel is necessary. 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 antibullying 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_____ Chairperson, Board of Management / Date _____

Signed_____ Principal /   Date _____

Chairperson's initials _____

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 **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed   Date _____

_____
Chairperson, Board of Management

Signed

_____
Principal

Chairperson's initials _____