



*The Commons N.S*

## *Anti-Bullying Policy*

*1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of The Commons 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 Antibullying Procedures for Primary and Post-Primary Schools which were published in September 2013.*

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

- *A 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 nonthreatening environment; and*
- ❖ *promotes respectful relationships across the school community;*

*See Appendix 2. Practical tips for building a Positive School Culture and Climate.*

- *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 in particular, homophobic and trans phobic bullying;*

- *Effective supervision and monitoring of pupils*

- *Supports 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.*

### 3. Defining 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 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 are below:*

### *Examples of bullying behaviours*

<p><i>General behaviours which apply to all types of bullying</i></p>	<ul style="list-style-type: none"> <li>• <i>Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</i></li> <li>• <i>Physical aggression</i></li> <li>• <i>Damage to property</i></li> <li>• <i>Name calling</i></li> <li>• <i>Slagging</i></li> <li>• <i>The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</i></li> <li>• <i>Offensive graffiti</i></li> <li>• <i>Extortion</i></li> <li>• <i>Intimidation</i></li> <li>• <i>Insulting or offensive gestures</i></li> <li>• <i>The “look”</i></li> <li>• <i>Invasion of personal space</i></li> <li>• <i>A combination of any of the types listed.</i></li> </ul>
<p><i>Cyber</i></p>	<ul style="list-style-type: none"> <li>• <i><b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person’s reputation</i></li> <li>• <i><b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</i></li> <li>• <i><b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</i></li> <li>• <i><b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</i></li> <li>• <i><b>Trickery:</b> Fooling someone into sharing personal information which you then post online</i></li> <li>• <i><b>Outing:</b> Posting or sharing confidential or compromising information or images</i></li> <li>• <i><b>Exclusion:</b> Purposefully excluding someone from an online group</i></li> <li>• <i><b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</i></li> <li>• <i>Silent telephone/mobile phone call</i></li> <li>• <i>Abusive telephone/mobile phone calls</i></li> <li>• <i>Abusive text messages</i></li> <li>• <i>Abusive email</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</i></li> <li>• <i>Abusive website comments/Blogs/Pictures</i></li> <li>• <i>Abusive posts on any form of communication technology</i></li> </ul>
<p><b><i>Identity Based Behaviours</i></b>  <i>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).</i></p>	
<b><i>Homophobic and Transgender</i></b>	<ul style="list-style-type: none"> <li>• <i>Spreading rumours about a person's sexual orientation</i></li> <li>• <i>Taunting a person of a different sexual orientation</i></li> <li>• <i>Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</i></li> <li>• <i>Physical intimidation or attacks</i></li> <li>• <i>Threats</i></li> </ul>
<b><i>Race, nationality, ethnic background and membership of the Traveller community</i></b>	<ul style="list-style-type: none"> <li>• <i>Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</i></li> <li>• <i>Exclusion on the basis of any of the above</i></li> </ul>
<b><i>Relational</i></b>	<p><i>This involves manipulating relationships as a means of bullying. Behaviours include:</i></p> <ul style="list-style-type: none"> <li>• <i>Malicious gossip</i></li> <li>• <i>Isolation &amp; exclusion</i></li> <li>• <i>Ignoring</i></li> <li>• <i>Excluding from the group</i></li> <li>• <i>Taking someone's friends away</i></li> <li>• <i>"Bitching"</i></li> <li>• <i>Spreading rumours</i></li> <li>• <i>Breaking confidence</i></li> <li>• <i>Talking loud enough so that the victim can hear</i></li> <li>• <i>The "look"</i></li> <li>• <i>Use of terminology such as 'nerd' in a derogatory way</i></li> </ul>

<i>Sexual</i>	<ul style="list-style-type: none"> <li>• <i>Unwelcome or inappropriate sexual comments or touching</i></li> <li>• <i>Harassment</i></li> </ul>
<i>Special Educational Needs, Disability</i>	<ul style="list-style-type: none"> <li>• <i>Name calling</i></li> <li>• <i>Taunting others because of their disability or learning needs</i></li> <li>• <i>Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</i></li> <li>• <i>Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</i></li> <li>• <i>Mimicking a person's disability</i></li> <li>• <i>Setting others up for ridicule</i></li> </ul>

#### 4. Relevant Teachers

*The relevant teacher(s) for investigating and dealing with bullying are as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools)*

- *The Principal*
- *The Deputy Principal*
- *Class teachers*

*Any teacher may act as the relevant teacher if circumstances warrant it.*

#### 5. Education and Prevention Strategies

*The education and prevention strategies (including strategies specifically aimed at cyber- bullying, homophobic and trans phobic 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 School)*

- *The Commons N.S. adopts 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 highlighting the unacceptability of bullying behaviour.*

- ***Creating a culture of telling:***

- ❖ *The staff of The Commons N.S. repeatedly reinforces the message that all incidents of bullying behaviour must be reported. Reassurance is given that all incidents of bullying will be dealt with in a safe manner. Pupils will gain a confidence in telling, which is of vital importance.*
- ❖ *Bystanders can be the key to resolving bullying. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly.*
- ❖ *Ensuring that pupils know who to tell and how to tell, e.g.:*
  - ✚ *Direct approach to teacher at an appropriate time, for example after class.*
  - ✚ *Hand note up with homework.*
  - ✚ *Ask a parent(s)/guardian(s) to tell on your behalf.*
  - ✚ *Ask a friend/peer to tell on your behalf.*
  - ✚ *Administer a confidential questionnaire.*
  - ✚ *Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.*

- ***Supervision and monitoring:***

- ❖ *Effective supervision and monitoring systems facilitate early intervention. Supervision and monitoring of classrooms, corridors, computer room/library, playgrounds, school grounds, school tours and extra-curricular activities.*
- ❖ *Non-teaching staff encouraged to be vigilant and report issues to relevant teachers.*
- ❖ *Supervision also applies to monitoring student use of communication technology within the school.*

- ***Professional Development:***

- ❖ *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.*
- ❖ *Professional development with specific focus on the training of the relevant teacher(s).*

- ***Raising the awareness of bullying as a form of unacceptable behaviour by:***

- ❖ *The development of dedicated display boards and posters in the school promoting friendship and bullying prevention.*
- ❖  *Holding a competition in which students create an anti-bullying slogan for our school. This will be displayed around the school.*

- ❖ *Displaying the school's Anti-Bullying charter in classrooms, common areas of the school see appendix 1.*
- ❖ *The anti-bullying policy is discussed with pupils and is also available on the school's website.*
- ❖ *Anti-Bullying week held in The Commons N.S.*
- ***Promoting a positive sense of self-worth and building empathy and resilience in pupils:***
  - ❖ *Random Acts of Kindness promoted through RE/SPHE (Wellbeing) lessons.*
  - ❖ *Rewarding incidents of good and improved behaviour.*
  - ❖ *Formal and informal interactions.*
  - ❖ *Celebration of International Day.*
  - ❖ *Celebration of Friendship Week.*
  - ❖ *Development of Buddy Programmes in order to help support pupils and encourage a culture of peer respect and support.*
  - ❖ *Involvement of the Student Council in contributing to a safe school environment. e.g. Buddy System, Mentoring, lunchtime pals.*
- ***Cyber bullying:***
  - ❖ *Promoting awareness of The Commons Acceptable Use Policy and ensuring that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.*
  - ❖ *Communicating the message that unlike other forms of bullying, a once-off posting can constitute bullying.*
  - ❖ *Advice will be communicated to help students protect themselves from being involved in bullying and to advise them on reporting any incidents. A telling atmosphere is created, so that pupils will report cyber bullying where they see it.*
  - ❖ *Publicising ways of dealing with cyber bullying in the school. - Don't reply. - Keep the message. - Block the sender. - Tell someone you trust.*
  - ❖ *Promoting 'Internet Safety Day' annually and activities to celebrate this awareness.*
  - ❖ *Teaching of lessons to deal with the issues of cyber bullying and internet safety.*
  - ❖ *Gardaí will visit the school to talk about cyber bullying.*
  - ❖ *Parent(s)/guardian(s) of children from 5th and 6th classes to receive 'A Parents' Guide to a Better Internet', published by Webwise.*
  - ❖ *Parent(s)/guardian(s) and students are advised that it is illegal for a child under 13 to register with and use many social media networks.*

- *Our school's approach to tackling and preventing bullying takes particular account of the needs of pupils with SEN, and joins up with other relevant school policies and supports and will ensure that all services and supports and will ensure that all the services that provide for such pupils work together. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.*
- *Initiatives and programmes focused on developing pupils' awareness and understanding, including its causes and effects, will deal explicitly with the issue of identity-based bullying. Where issues of identity-based bullying arise, the school will deal with them at an individual, group, class, or whole school context in consultation with the parents/guardians of the children involved. The ethos of the school and the age and stage of the children's development will be taken into consideration.*
- *Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.*
- *The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, 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 (please see attached) Appendix 6*

### *Implementation of the curricula*

- *Teachers influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness.*
  - ❖ *SPHE curriculum makes specific provision for exploring bullying as well as the interrelated areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.*
  - ❖ *The Stay Safe programme is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. This content is shown in the Cuntas Míosúil.*
  - ❖ *RSE aims to provide opportunities for children to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.*



- *Other resources and programmes include: PDST Anti-Bullying Support Material, Prim-Ed Cyber Bullying Packs, Webwise Cyber Bullying Pack, Webwise My Selfie Lessons, Fun Friends, Walk Tall.*

*Links to other policies:*

*The school policies which support the Anti-Bullying policy are:*

- *Code of Behaviour*
- *Child Protection Policy*
- *Supervision of pupils*
- *Acceptable Use policy*
- *Attendance*
- *Sporting activities*
- *Social Media policy*
- *RSE Policy*
- *SPHE Policy*

*6. Procedures for investigating and dealing with bullying*

*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:*

*The School Recognises that:*

- *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 and co-operation is valuable;*
- *both victim and bully need help.*

### Investigation of Bullying:

- Interviews will normally take place outside the classroom situation with due regard to child protection measures e.g. door to office/room will be left open.
- A written record of discussions will be kept (see Appendix 3; Incident record Sheet) and the pupil may be asked to give his own written account, if this is appropriate.
- If a group is involved, pupils will be interviewed individually and then the group will be met as a unit, where each will be asked to give his account. Each member of the group will be helped to handle the possible pressures that often face them from other members after interview by teacher/Principal.
- If it is concluded that a pupil has engaged in bullying behaviour, it will be made clear to him that he is in breach of the schools Code of Behaviour and Discipline.
- Efforts will be made to assist the pupil in seeing the situation from the victim's point of view.
- In cases where bullying behaviour has occurred, parents/guardians of the two parties involved will be contacted. They will be referred to this school policy. Action being taken and the reason for it will be explained to them and ways in which they can reinforce or support the school action will be explored.

### Follow Up:

- Follow-up contact with the two parties may be organised to take place within one month of the investigation. The possible therapeutic effect of a bringing together of victim and bully at a future date will be considered if the victim is ready and agreeable to do so.
- Following any incident of bullying, the school recognises that issues relating to the prevention of bullying may need to be examined. This will involve exploration of suitable programmes with victims, bullies and their peers. Whole school focus or specific class lessons may need to be revised dealing with respect, self-esteem, aggression or the issue of bullying itself.
- If, during the course of the investigation, there are child protection concerns, the 'Children Protection Procedures for Primary and Post Primary Schools 2017' become relevant as does the school's Child Safety Statement.
- Information re any past Bullying issues will be passed on to new teacher at the start of each year.
- Where the school feels an individual needs specific support from outside agencies, a referral to NEPS will be considered.

- *The effectiveness of this school policy will be assessed regularly with regard to the level and type of bullying behaviour that may be happening in the school. Amendments will be made to reflect any change in approach deemed necessary.*

#### Recording of Bullying Behaviour:

- *Where a bullying investigation has been carried out the class teacher will keep a written record of the incident (see Appendix 3.)*
- *Where the principal has used the 'Bullying Incident Investigation Record Form (see Appendix 4), a copy will be kept in the office along with his/her own records of the investigation. (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):*

#### 7. Programme of Support for Pupils: *The school's programme of support for working with pupils affected by bullying is as follows:*

- *The relevant teacher will endeavour to assure the child that they are the victim and that they did the right thing by telling.*
- *The teacher will monitor the situation in the period after the bullying incident/s and regularly check with the child/children to see how things are going.*
- *The topic of bullying may be reviewed at whole class level. Bystanders will be reminded of their responsibilities.*
- *The children affected may be referred to the school's wellbeing/care team.*
- *The school will work in collaboration with parents.*
- *The school will endeavour to investigate possible factors for causing the perpetrator's bullying behaviour.*
- *The Principal will follow up by checking in regularly on how the situation has developed.*
- *Information re any past bullying issues will be passed on to new teacher at the start of each year.*
- *Useful link: 'Responding to Bullying-First Steps for Teachers' (HSE)*

#### 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. (see The Commons Supervision Policy)*

### **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. Adoption Date of Policy:** *This policy was adopted by the Board of Management on December 2, 2021.*

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

**12. Review of Policy:** *This policy and its implementation will be reviewed by the Board of Management at its April meeting annually. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department. The Principal is required to report to the B.O.M. once a term as to the number, if any, of reports that have been compiled and whether the matter has been resolved in accordance with this Policy. The policy will be reviewed by staff in January 2022.*

### **13. List of Appendixes:**

*Appendix 1: Anti-Bullying Charter*

*Appendix 2: Practical tips for building a positive school*

*Appendix 3: Incident Record Sheet*

*Appendix 4: Bullying Incident Investigation Form*

*Appendix 5: Checklist for Annual Review.*

## Appendix 1: The Commons N.S. Anti-Bullying Charter

• Every pupil has the right to be free from bullying during his time in The Commons

• Our school will not tolerate any unkind actions or remarks, even if these were not meant to hurt.

• Any series of unkind actions or comments will be called bullying.

• Bullying can be physical, verbal or psychological. Pupils:

Remember your CODE:

• Be Gentle

• Be a friend

• Tell about bullying

Say No.....Get Away.....Tell someone

Parents:

• Be alert to signs of bullying -of or by your child.

• Look for support

• Do not encourage your child to “give as good as you get”

We, the teacher, consider bullying to be a serious matter.

We are a telling school.

We recognise that the victim and bully need help

### ADULTS MUST PROTECT CHILDREN

• Where bullying behaviour is suspected by the class teacher, the matter should be referred to the principal.

• An “Anti-Bullying Investigation Procedure” form may be filled out as a result.

• If a child receives 2 bullying investigation letters: the principal will phone his parents to discuss the situation.

• If a child receives a 3rd: parents will receive a letter documenting the child's history of bullying.

• Parents will be called to a formal meeting with the principal and other staff members concerned.

- *Parents will be called to meet with the principal and the chairperson of the Board of Management (or a representative nominated by the chairperson.) Suspension may be imposed.*

*N.B. If the bullying behaviour is regarded as gross or serious, it may be deemed necessary by the principal to skip some of the above stages.*

## 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/schoolyard/outdoor supervision.
- ✚ School staff can get pupils to help them to identify bullying "hotspots" and "hot times" for bullying in the school.
- ✚ Hotspots tend to be in the playground/schoolyard/outdoor areas, corridors and other areas of unstructured supervision. Hot times again tend to be where there is less structured supervision such as when pupils are in the playground/schoolyard.
- ✚ Support the work of student councils.

*Appendix 3: Incident Record Sheet*

<i>Date</i>	<i>Pupils Involved</i>	<i>Incident</i>	<i>Action taken</i>



## Appendix 4: Bullying Incident Investigation Form



*THE COMMONS NATIONAL SCHOOL  
Killybegs  
Co Donegal  
Roll no: 16608 G*

*Principal: Mr. Joseph Cannon  
Tél: 074 97 31919*

*[commonsns@gmail.com](mailto:commonsns@gmail.com)*

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

*Bullying in any form will not be tolerated in The Commons N.S.. It is our school policy to take any matter of alleged bullying very seriously.  
Please supply any details which you think may assist our investigation.*

**1. Name of pupil being bullied and class group:**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**3. Source of Bullying Concern  
(tick relevant box(es))**

<i>Pupil concerned</i>	<input type="checkbox"/>
<i>Other Pupil</i>	<input type="checkbox"/>
<i>Parent/Guardian</i>	<input type="checkbox"/>
<i>Teacher</i>	<input type="checkbox"/>
<i>SNA</i>	<input type="checkbox"/>
<i>Other (Please specify)</i>	<input type="checkbox"/>

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

<i>Yard</i>	
<i>Classroom</i>	
<i>Field</i>	
<i>Toilets</i>	
<i>On the way to/from school</i>	
<i>Other (Please specify)</i>	

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

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

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

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

<i>Homophobic</i>	<i>Disability/SEN related</i>	<i>Racist</i>	<i>Membership of Traveller community</i>	<i>Other (specify)</i>

8. Brief Description of bullying behaviour and its impact:

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9. Details of actions taken:

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*Signed:* \_\_\_\_\_ (*Relevant Teacher*)

*Date:* \_\_\_\_\_

*Date submitted to Principal:* \_\_\_\_\_

## Appendix 5: Checklist for Annual Review of the Anti-Bullying Policy and its Implementation

*The Board of Management (the Board) must undertake an annual review of the school's antibullying 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.*

### Ratification and Implementation

*This policy was ratified by the Board of Management on 08/05/2023*

Colm Ó Gallchóir

*Chairperson, Board of Management*

*08/05/2023*

Joseph Cannon

*Principal*

*08/05/2023*

**Appendix 5: Checklist for Annual Review of the Anti-Bullying Policy and its Implementation**

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Yes/No

<i>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?</i>	
<i>Has the Board published the policy on the school website and provided a copy to the parents' association?</i>	
<i>Has the Board ensured that the policy has been made available to school staff (including new staff)?</i>	
<i>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?</i>	
<i>Has the Board ensured that the policy has been adequately communicated to all pupils?</i>	
<i>Has the policy documented the prevention and education strategies that the school applies?</i>	
<i>Have all of the prevention and education strategies been implemented?</i>	
<i>Has the effectiveness of the prevention and education strategies that have been implemented been examined?</i>	
<i>Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?</i>	
<i>Has the Board received and minuted the periodic summary reports of the Principal?</i>	
<i>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?</i>	
<i>Has the Board received any complaints from parents regarding the school's handling of bullying incidents?</i>	

<i>Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?</i>	
<i>Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?</i>	
<i>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?</i>	
<i>Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?</i>	
<i>Has the Board put in place an action plan to address any areas for improvement?</i>	