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Anti-Bullying Policy

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

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 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 in particular, homophobic and transphobic 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.

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Key elements of a positive school culture and climate.

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of it's functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

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3. 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. Bullying behaviour is intentional and deliberate.

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.

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

4. Relevant Teachers

The relevant teacher for investigating and dealing with bullying is the class teacher. A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with our school's Anti-Bullying Policy.

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Rights and Responsibilities

In the daily life and routines of the school the ways in which people interact with each other significantly affect each person's sense of self-worth, belonging and well-being. The fostering of good quality interpersonal relationships among teachers, students, parents and ancillary staff is a responsibility shared by everyone.
All members of the school community have a role to play in the prevention of bullying.

Responsibilities of the Board of Management

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

Responsibilities of the Principal

At least once in every term the Principal will provide a report to the Board of Management setting out

i.   the overall number of bullying cases reported (by means of the bullying recording template at Appendix 3) since the previous report to the Board and

ii.   confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the AntiBullying Procedures for Primary and Post-Primary schools.

The minutes of the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved

Responsibilities of School Staff

• To acknowledge that bullying is a shared responsibility within the school.

• To implement prevention and intervention strategies which build and maintain safe learning environment for the whole school community.

• To empower students to deal with conflict in constructive ways.

• To take all reports of bullying seriously and to report them to the Principal if warranted.

• To document any serious bullying incidents using the Bullying Incident Report Form.

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Responsibilities of Pupils

• To show consideration, respect and support towards others.

• To be able to identify bullying behaviour.

• To not bully others.

• To report if they are being bullied or if they see someone else being bullied.

• To engage in responsible reporting when witnessing or experiencing bullying behaviour.

• To develop a sense of empathy for targeted members of the school community and as a result take safe and sensible action as a bystander.

Responsibilities of Parents

• To support the school in the implementation of the policy.

• To watch out for signs that their child may be being bullied.

• To speak to the class teacher if their child is being bullied or they suspect that this is happening.

• To speak to the class teacher as soon as they are aware that issues are arising which are affecting their child.

• To instruct their children to tell if they are being bullied or if they have seen other pupils being bullied.

• To notify the school if they think that their child is displaying bullying behaviour and to work with the school in addressing this problem. They should not defer letting the school know of any issue, in the hope that the problem will go away.

• To ensure that if their children are online that they are using social media in a safe and responsible manner; parental supervision is very important in this area as there are risks associated with internet/website access.

• To never directly approach a student, or the parent of a student, at the school to intervene in behavioural issues.

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5. Education and Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

School-wide approach

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

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

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

- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.

- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources

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

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

- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.

- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.

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- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school (every year).

- Friendship Week: Friendship week is held annually and promotes the themes of friendship, inclusion, communication and co-operation. These themes are explored on a whole-school basis. Anti-bullying behaviours and friendship skills are highlighted and discussed in class and at assembly. School councillors visit classes to play co-operative games and to discuss how to be a 'good friend' with their peers.

- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by Principal, Deputy Principal, Assistant Principals, etc.

- Encourage a culture of reporting, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'flagging'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

- Ensuring that pupils know who to tell and how to tell, e.g.:
    o Direct approach to teacher at an appropriate time, for example after class.
    o Hand note up with homework.
    o Google Classroom message
    o Make a phone call to the school or to a trusted teacher in the school.
    o Anti-bully or Niggle box
    o Get a parent(s)/guardian(s) or friend to tell on your behalf.
    o Administer a confidential questionnaire once a term to all pupils.
    o Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The 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.

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Implementation of curricula

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.

- The use of the Drama and English curricula to increase awareness about bullying

- Continuous Professional Development for staff in delivering these programmes.

- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, the Walk Tall Programme, Relationships and Sexuality Education, Fun Friends and Friends For Life.

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

- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

- All pupils in 4th, 5th and 6th classes will receive an Internet Safety talk during term two.

- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary Curriculum).

- Teachers will use the PDST resource, Webwise.ie.

Links to other policies

- Code of Behaviour
- Child Safeguarding Statement
- Acceptable Use Policy (I.T. and Internet)
- Records Retention Schedule

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6.   Procedures For Investigation, Follow-Up and Recording Of 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 primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

The school's procedures must be consistent with the following approach.
Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

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

Investigating and dealing with incidents: Style of approach (see section 6.8.9)

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

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

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

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

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

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

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable;
  - Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal

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

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

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

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.
The school's procedures for noting and reporting 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. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- 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 which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** 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; and

b) 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 as applicable.
The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's Code of Behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy filed by the principal. Appendix 3 forms and Incident Report Forms will be stored in the

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Principal's office. Yard Books and the school's Discipline Books will be stored in the Principal's office. Teachers will retain their own notes in their teacher diary for the duration of a school year. At the end of the year they will give notes regarding concerning breaches of the Code of Behaviour or instances of Bullying as per the terms of the Anti-Bullying Policy to the Principal. School records in relation to the Code of Behaviour and Anti-Bullying Policy will be retained until the children mentioned in them reach the age of 25. This is in line with the school's Records Retention Schedule.

Established intervention strategies
- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

The Action Plan On Bullying references the following strategies;
https://assets.gov.ie/24758/0966ef74d92c4af3b50d64d286ce67d0.pdf
- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

Bullying as part of a continuum of behaviour

It is important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. The school will refer to relevant external agencies and authorities where appropriate. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) should be sought.

In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2011* (Children First) and the *Child Protection Procedures for Primary Schools* provide that

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in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".

Serious instances of bullying behaviour should, in accordance with the Children First and *the Child Protection Procedures for Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

7.   Supports for pupils affected

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

All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
- Pastoral care system
- Buddy / Peer mentoring system
- Teacher-led Restorative Practice Conferencing
- Group work such as circle time

If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour. Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Star of the Sea adopts a restorative justice approach to rebuilding relationships following an instance of bullying. The steps in the process are set out below.

Restorative Practice Steps

- Prepare for interview with the pupils concerned
- Perpetrator/Victim interviewed separately.
- Children brought together for approximately half an hour.
- Imbalance of power removed- Facilitator and pupils in room.
- Each side listened to - emphasis on empathy for both parties.
- Perpetrator discusses behaviour and reasons for behaviour.
- Victim has chance to express feelings.

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Restorative Questions

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. See Code of Behaviour, Acceptable Use 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.

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10.   This policy was adopted by the Board of Management on 21st December 2021.

11.   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.

12.   This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (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.

Signatures:

Bernard Barron

Chairperson of Board of Management

Niall Walsh

Principal

Date: 17th October 2024

Date: 17th October 2024

Date of next review: September 2025

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Appendix 1: Examples of Bullying Behaviours

General behaviours which apply to all types of bullying	• Harassment based on any of the nine grounds in the equality legislation e.g sexual harassment, homophobic bullying, racist bullying etc • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written work, pictures, or other materials aimed at intimidating another person. • Extortion • Intimidation • Insulting or offensive gesture • A combination of any of the types listed
Cyber	• Denigration: Spreading rumours, lies, gossip to hurt a person's reputation • Harassment; Continually sending vicious, mean or disturbing messages to an individual • Flaming: Using inflammatory or vulgar words to provide 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: Purposely excluding someone from on 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 via any social networks or any technological communication device
Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in equality Legislation (gender including transgender, civic status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community)	

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Homophobic and Transgender	- Spreading rumours about a person's sexuality - 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 Traveler community	- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveler 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 and 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 of terminology such as 'nerd' in a derogatory way
Sexual	- Unwelcome or inappropriate sexual comments or touching - Harrassment
Special Educational needs disability	- Name calling - Taunting others because of their disability or learning needs - Taking advantage of some pupil's vulnerabilities and limited capacity to recognize and defend themselves against bullying - Taking advantage of some pupil's vulnerabilities and limited capacity to understand social situations and social cues - Setting others up for ridicule

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Appendix 2: Practical Steps For Buiilding A Positive School Culture

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

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

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

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

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

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

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

- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

- Explicitly teach pupils about the appropriate use of social media.

- Positively encourage pupils to comply with the school rules on mobile phone and internet use.

- Follow up and follow through with pupils who ignore the rules.

- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.

- Actively promote the right of every member of the school community to be safe and secure in school.

- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

- All staff can actively watch out for signs of bullying behaviour.

- Ensure there is adequate playground/school yard/outdoor supervision.

- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.

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- o Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- o Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

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Appendix 3: Template For Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____Class_____

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

_____
_____
_____

3. **Source** of bullying concern/report (tick relevant box(es))*		4. **Location** of incidents (tick relevant box(es))*	
Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	
		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 community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

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Signed _____ (Relevant Teacher)   Date _____

Date submitted to Principal/Deputy Principal _____

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Appendix 4:Checklist For Review Of Anti-Bullying Policy And Its Implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

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

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Signed _____   Date _____

Chairperson, Board of Management

Signed _____   Date _____

Principal

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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 _____   Date _____