● Trinity Comprehensive Anti-bullying policy 2021-2022

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 Trinity Comprehensive 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.

Policy Context and Rationale

It is a requirement on all schools to have an Anti-Bullying Policy within the framework of their overall Code of Conduct. This Anti-Bullying Policy has been drawn up in consultation with all the school partners, including the Board of Management, school staff, students and parents/guardians. It takes notice of the responsibility of the school to
ensure that all of its students are educated in a happy, safe, respectful and optimal learning environment.

This policy is based on the following documents:

Education Welfare Act (2000)
Equal Status Acts (2000-2004)
Developing a Code of Behaviour: Guidelines for Schools as published by the National Educational Welfare Board (hereafter referred to as the NEWB) (2008)
Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) as published by the Department of Education and Skills
DES[2] Circular Letter 045/2013

This Anti-Bullying Policy complies with the provisions of all relevant legislation and with the Anti-Bullying Guidelines for Primary and Post-Primary Schools (DES, 2013), hereafter referred to as the DES procedures.

Relationship with the school Mission Statement

This Policy Statement conforms to the Schools Mission Statement by which the school aims to provide a safe and secure teaching and learning environment for teachers and pupils.
This policy aims to protect the rights of all stakeholders in the school with particular emphasis on protecting the rights of these status groups as outlined by the Equality Authority: Gender, Marital Status, Family Status, Age, Disability, Sexual Orientation, Religion, Race, member of travelling Community.

Scope

Trinity Comprehensive School prides itself on being an inclusive school. We are accepting of all students and staff members. As a school we commit to actively promoting the ideas of respect, inclusion and diversity. We aim to cultivate a positive school culture which emphasises respect for all and helping one another as central.
This Policy statement has been drawn up in consultation with the Board of Management, Staff, Parents/Guardians and Students of Trinity Comprehensive. It applies to all pupils in the

school, to their parents/guardians and to all members of the school staff and management as part of the school community. It applies during school time, during any school activities, when students are in uniform and if a bullying issue outside of school affects school life. This Policy address bullying behaviour and applies:

Policy Aims

'An Anti-Bullying Policy, when developed and implemented across the school community can be the cornerstone in countering bullying behaviour in schools' (DES, 2013). The main aims of this Anti-Bullying Policy are as follows:
1. To create a positive school culture and climate that is inclusive and welcoming of difference
2. To create a school climate that is open, supportive and encourages pupils to disclose and discuss bullying behaviour
3. To raise awareness amongst the entire school community that bullying is unacceptable behaviour
4. To provide procedures for investigating and dealing with bullying behaviour
5. To provide procedures for noting and reporting bullying behaviour
6. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour (considering the new school context)
7. To work with and through external agencies in countering all forms of bullying and anti-social behaviour.
8. To facilitate ongoing reflection and evaluation of the effectiveness of the schools Anti-Bullying Policy.

Introduction

Bullying behaviour, by its very nature, undermines and affects the quality of education. Research shows that bullying can have short and long-term effects on the physical and mental well-being of pupils, on engagement with school, on self confidence and on the ability to succeed and fulfil potential. School based bullying can be positively and firmly addressed through a range of school-based measures and strategies which enables *all members of the school community* to act effectively in dealing with this behaviour. School based initiatives, included in this policy, can reinforce positive efforts of parents to change unacceptable behaviour. *Parents and pupils have a particularly important role and responsibility* in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within the school of bullying that happens elsewhere.

Commitment to Key Principles of Best Practice

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.
Positive School Culture:
Effective leadership;

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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.

Policy Content

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, 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.

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*.

Types of Bullying

The following are some of the types of bullying that can occur amongst pupils:

Type	Explanation & Specific Examples of Behaviour (non-exhaustive)

Physical Aggression	Pushing, shoving, punching, kicking, poking, tripping people, inflicting pain, including Severe Physical Assault.
Intimidation	Very aggressive body language with the voice being used as a weapon. Facial expression which conveys aggression and/or dislike.
Isolation/exclusion	This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of a group. Other accompanying behaviours include; writing insulting remarks about a student in public places, passing around notes about or drawings of the student, whispering insults about them loud enough to be heard etc.
Relational Bullying	This occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. This can happen by the student(s) engaged in the bullying behaviour controlling friendships, non-verbal gesturing, malicious gossip, spreading rumours about a person, giving a person the 'silent treatment' etc.
Cyber-bullying	This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, email, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies.
Name calling	Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates e.g. with reference to physical appearance, accent, distinctive characteristics…etc.
Damage to property	Damage to clothing, mobile phone or other devices, school books, learning materials, pupils locker, bicycle…etc.
Extortion	Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.
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

This practice is usually initiated by the person engaged in bullying behaviour and can be very difficult to detect.
Additional information on different types of bullying is set out in section 2 of the
Anti-Bullying Procedures for Primary and Post-Primary Schools **(DES, 2013).**

Impact of Bullying Behaviour

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Pupil	Possible Impact may include:
Pupils who are being bullied	May develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable Lowering of self-esteem Changes in mood and behaviour Extreme cases may result in self-harm
Pupils who witness bullying	Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils may also feel guilt or distress at not being able to help the person being bullied.
Pupils who engage in bullying behaviour	Can be at higher risk of depression Increased risk of developing an antisocial personality Anxiety disorders Likelihood of substance abuse, law-breaking behaviour in adulthood, decreased educational attainment, decreased occupational attainment…etc.

Common Characteristics Associated with Bullying

The pupil who engages in bullying behaviour:	The pupil being bullied:

Often has a lack of respect for diversity and social inequalities ✔ Often suffers from a lack of confidence ✔ Tend to display aggressive attitudes combined with a low level of self-discipline ✔ May lack any sense of remorse, convincing themselves that the other person deserves the treatment they are receiving ✔ Can be attention seeking; setting out to impress bystanders and responding to the reaction their behaviour provokes ✔ Can lack the ability to empathise ✔ Can appear to be unaware or indifferent to the other person's feelings ✔ Do not always intend to bully or may not recognise the potential negative impact of their words and actions on others ✔ It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves at some stage	✔ Any pupil through no fault of their own may be the target of bullying ✔ Pupils who are perceived as different in some way can be more prone to encounter bullying behaviour ✔ Most at risk are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil's continuing response to the verbal, physical or psychological aggression ✔ Other vulnerable students include pupils with disabilities, SEN's, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT+) pupils, those perceived to be LGBT+ and pupils of minority religious faiths ✔ In a small number of cases, some pupils actually provoke the bullying behaviour by behaving in ways that antagonize others (Rigby, 2012)

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):
The school Chaplain will investigate and deal with Bullying incidents for more serious complex cases the Chaplain will bring the referral to the care team meeting.The Chaplain will undertake the role of Anti Bullying Coordinator.
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 (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):
The *prevention and awareness* of bullying is central to this policy. Trinity Comprehensive School will endeavour to work with all stakeholders to build empathy, respect and resilience in pupils. As self-esteem is a major factor in determining behaviour and wellbeing, Trinity Comprehensive will through curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth. These programmes will be delivered across the curriculum. All education and prevention strategies will explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic or gender-based bullying.

Inclusion in the Curriculum

As part of our Wellbeing programme at Junior Cycle and SPHE/RSE at Senior Cycle, students are provided with opportunities to discuss appropriate behaviour.

All subject teachers should strive to promote respect, harmony and tolerance. "There is space within the teaching of all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour".

Ladder of Referral (Appendix 1)

All students and staff are informed about the ladder of referral in the school.
- Class Teacher
- Tutor
- Year Head
- Care Team (coordinated by Chaplain)
- Deputy Principal
- Principal

Check & Connect

Check and Connect helps to build positive relationships. It encourages a student's regular school participation in academic, social and emotional learning. The idea stems from the *One Good Adult & The My World Survey (Dooley & Fitzpatrick, 2012)* which researched the views of 14,306 young people living in Ireland,aged 12-25 years old. The results highlighted the positive influence that **One Good Adult** can have in the lives of young people. Here at Trinity Comprehensive School we aim to support our students through a school wide approach.

Tutor Time

As part of our pastoral care programme each class is assigned a Class Tutor. On behalf of the school community the tutor cares for a class group in order to promote learning at every level of the person. As part of the tutor's duties they will monitor the use of journals, build a relationship with the student, consult with subject teachers and monitor progress. Class Tutors are in constant communication with Year Head and Management.The role is caring, positive and pastoral in nature.

Positive Behaviour System

Our school rewards system is designed to motivate students by recognising the great things they do. Reward systems are an effective way in which you can celebrate student achievement and positive student behaviour

Anti-Bullying workshops:

Workshops delivered by outside agencies are dependent on funding being available. When possible, the school avails of any opportunity and assigns workshops to relevant year groups. Anti-Bullying Week/Stand Up Week/Wellbeing Week are assigned weeks dedicated to the promotion of our Anti-Bullying policy and the promotion of good friendships. The expectation is that this is a cross-curricular initiative and involves all students and all teachers. Typically, awareness around the issue of bullying is raised, and the message that *"We Are a Listening School" is* reinforced throughout the week. The aim is that students will be more aware of what bullying is and that it is not acceptable.

Drop everything and Teach

Class will be taught the anti bullying procedures, ladder of referral, definition of bullying, key words and the legal consequences

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Community Gardaí:

On occasion, the Community Garda is invited into the school to give talks on cyber-bullying, including its effects and consequences. The focus of these talks is on the legal implications of bullying.

Anti-Bullying Policy:

Our policy is published on our website and includes links to appropriate websites for information on bullying. Attention is drawn to this section of our website at Parent Information nights. The Anti-Bullying Policy is included on the agenda for start of year staff meetings. Time is allowed to discuss any specific aspects of bullying as it arises and in the course of the annual review.

Year Head Assembly

At the start of each school year and during the year the Year Head emphasises the need for mutual respect at student assemblies. The attention of students is drawn to the school's Anti-Bullying Policy. This message is reinforced by the Year Head, Tutor, and Class Teachers throughout the year.

Agreed Classroom Rules:

Discussion and agreement of the Classroom Rule between teachers and students takes place in the classroom at the beginning of the school year. Classroom rules are discussed and agreed. This reinforces the importance of mutual respect between all members of the school community.

The school will specifically consider the additional needs of AEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to succeed.

School Code of Behaviour:

All members of our school community will agree to follow our school code of behaviour.

Supervision and Monitoring

All social areas are supervised during break times as are the corridors between classes at times of transition. Staff will be vigilant and follow the procedures as outlined in this policy as necessary.

Peer support group

Students will be anti bullying champions, providing a visual presence in the school.

Student Voice

The school is committed to surveying the students regularly to identify bullying and the students affected by it. Students will be given a form called "I wish my teacher knew" once a term. This will give students an extra opportunity to voice concerns. The Student Council has an active role to play in all aspects of Trinity Comprehensive School. The Student Council were involved in the development and implementation of this policy.

Involving Parents/Guardians and the Wider Community

Trinity Comprehensive School will, in all its communications with students and their parents/guardians (commencing with the induction of the student into the school) make every effort to highlight the importance of reporting incidents of (or concern about) bullying to a member of the teaching staff. Trinity Comprehensive will adopt a school-wide approach

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(involving management, staff, parents/guardians, students and members of the wider community with a connection to the school) to prevent and combat bullying. In this context, the school is committed to engaging with parents/guardians. They will be involved in the development of policies and practices to combat bullying. The school will also raise awareness of the AntiBullying Policy on the school App, school Social media and through HSCL. The Parents' Association organises information talks from time to time for parents on Anti-Bullying and Internet Safety.

Initiatives and Programmes to develop student awareness such as

- Belonging Plus Programme/Transition programme
- Wellbeing Programme (including CSPE, SPHE, PE and Wellbeing classes)
- Stand Up Week
- Diversity week
- Wellbeing week
- Cyberbullying Talks
- Anti-bullying Talks
- Student Council
- Check and Connect
- I Wish My Teacher Knew
- Peer support
- Drop everything and teach

A whole school approach to prevention will include:
- Specific lesson plans to deal with cyber bullying available to all staff.
- Subject Dept. exploration of issues such as inclusion, diversity and interdependence
- Guest speakers for parents, students and staff (CPD)
- School clubs, teams etc. to highlight interdependence.
- Support plan for those affected by bullying
- Communication of information from primary schools to the school transition team.

Strategies for creating a positive school climate and atmosphere will include:
- Building effective communication within the school
- Catering for individual needs
- Creating a health promoting physical environment
- Developing democratic processes
- Enhancing self esteem
- Fostering respect for diversity
- Fostering inclusive and respectful language
- Maintaining appropriate communication between home and school
- Maintaining a progressive, consistent and inclusive whole school approach to assessment
- The school is becoming a Trauma Informed school and all staff are in receipt of ongoing training.
- Restorative Practice-all staff are receiving ongoing training in Restorative Practice.

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*) :

Reporting

All members of our school community may report any concerns of Bullying in verbal and/or written form. Students, parents, non-teaching staff, visitors or members of the wider community should feel welcome to report any concerns regarding bullying behaviour to any member of school staff by completing the bullying report form should they so wish. The member of staff should inform a member of the management team.

Investigation

All reports of bullying will be investigated by the staff member completing Appendix 3. The staff member will give Appendix 3 to the Anti Bullying Coordinator who will deal with each incident in a confidential, discreet and gentle manner. The following procedure serves to guide staff through the process of investigating allegations of bullying behaviour. Investigations may take a considerable amount of time.

The Anti Bullying Coordinator will report the Appendix 3 to the relevant Year Head as well as raising the issue for discussion with the Care Team. The Anti Bullying Coordinator will gather as much information as possible regarding the allegation of bullying behaviour. This usually involves speaking directly with the student who alleges the bullying behaviour. The student(s) will be requested to give a verbal and written account of the incident(s).

The Anti Bullying Coordinator will also speak with the student(s) against whom the allegation of bullying behaviour has been made. The student(s) will be requested to give a verbal and/or written account of the incident(s)

All investigations will be conducted with sensitivity and due regard to all concerned.

The Anti Bullying Coordinator may seek additional support from the Year heads, the learning support teacher, Guidance Counsellor, the Deputy Principal or the Principal at any time. This consultation may take place informally at any time but will usually take place at the weekly meeting of the Care Team.

Recording

The staff member to whom bullying has been reported will fill in the relevant sections (1-7) of the Record of Investigation form (Appendix 3) and then report to Anti Bullying Coordinator for completion. (Appendix 3 and 3A)

-All records of the alleged bullying incident will be maintained as part of the Anti Bullying Coordinator's files and a full student profile will be kept by the Care Team. All forms must be completed in full and maintained in accordance with the relevant data protection legislation.

Follow-up

Where it has been determined during investigation that an incident of bullying has occurred, the details of the incident will be discussed at weekly care team meetings. Potential supports for all students affected by the incident will be discussed and an action plan to support each individual will be developed.

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*)

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.

Procedure	Explanation
Chaplaincy Office	Initially, both the student who has been bullied and the one who has bullied will attend a session with the Chaplain to ascertain the incident/s.
Anti-Bullying Protocol	Each incident will be dealt with following protocol and using appendix 3.
Year Head Involvement	Year Heads will be informed of the incident and any actions taken and this will also be documented at Care Team meetings.
Parental Involvement	Chaplain will contact parents.
Restorative Practice	Where possible and where suitable, parties will take part in Restorative Practice.
Peer Support Groups	It is recognised that peer support reduces incidents of bullying and also anxiety experienced. Peer support groups will be set up to assist all students.
Disciplinary Action	As per School Code of Behaviour
Garda Involvement	Where necessary, the Gardai will be contacted by the Senior Management Team.

Education & Awareness Raising	All stakeholders need to educated in anti-bullying so that there is: · A positive school culture and climate; · School-wide approach; · Effective Leadership; · A shared understanding of what bullying is and its impact; · Anti-bullying policies; · Consistent recording of reported bullying behaviour; · Consistent Education and Training; · Prevention strategies including awareness raising; · Established evidence-based intervention strategies such as restorative practice

Immediate actions *we can all take* which will help to prevent and tackle bullying in schools:

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach students what respectful language and respectful behaviour looks like; acts like; sounds like and feels like both in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve students in the development of these messages.
- Catch them being good. Staff will try to take notice of and acknowledge desired respectful behaviour by providing positive attention. They will give students "Caught you being good cards"
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of children with a disability.
- Give constructive feedback to students when respectful behaviour and respectful language occur.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach students about the appropriate use of social media.
- Positively encourage students to comply with the school rules on mobile phone and internet use. Follow up and follow through with students who ignore the rules.
- Actively involve parents via the Parents Group and Home School Liaison teacher 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 child friendly language in the classroom and in common areas.
- Actively watch out for signs of bullying behaviour.
- Ensure there is adequate outdoor supervision.
- School staff can be assisted by students to help to identify bullying hot spots and hot times for bullying in the school.
- Support the work of the Student Council.

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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. ***Please note that Bullying and Harassment will not be tolerated in Trinity Comprehensive. Under the Anti-Bullying Policy, breaches may be referred to be dealt with under the Code of Conduct. This will include the full range of sanctions of the Code of Conduct, up to and including Suspension and Exclusion. In situations where an incident (bullying or misconduct) is serious and where the behaviour is regarded as potentially abusive, the matter will be referred to the Designated Liaison Person (DLP).***

This policy was adopted by the Board of Management on _____ [date]. This policy has been made available to school personnel, published on the school website and provided to the Parents' Group. 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 and provided to the Parents' Group. A record of the review and its outcome will be made available, if requested, to the patron and the Department.
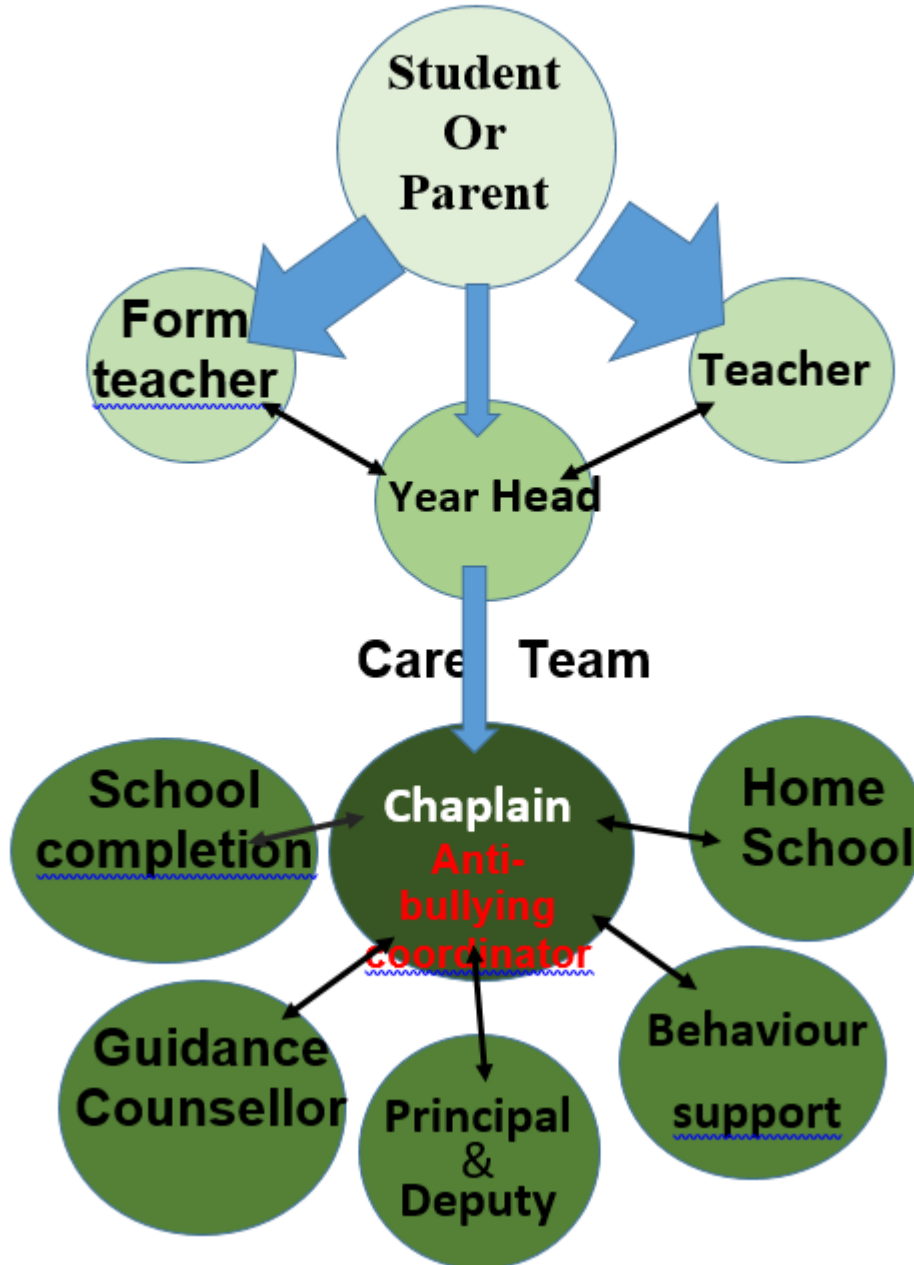
Signed: _____ **(Chairperson of Board of Management)**

Date: ------------------------

Signed: -- **(Principal)**

Date: _____

Date of next review: _____

Appendix 1- Ladder of Referral

Ways to report bullying

Student Or Parent

Form teacher

Teacher

Year Head

Care Team

School completion

Chaplain
Anti-bullying coordinator

Home School

Guidance Counsellor

Principal & Deputy

Behaviour support

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

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

Model respectful behaviour to all members of the school community at all times.   Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

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

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

Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.   Give constructive feedback to pupils when respectful behaviour and respectful language are absent.   Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

Explicitly teach pupils about the appropriate use of social media.

Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.

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

Actively promote the right of every member of the school community to be safe and secure in school.   Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

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

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

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

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

o Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

Support the establishment and work of student councils.

Appendix 3 Template for recording bullying behaviour

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

Name _____Class_____

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

_____

_____

_____

_____

3. Source of bullying concern/report

(tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Staff Member	
Other	

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

_____

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

Corridor	
Classroom	
Outside	
Toilets	
School Bus	
Other	

3.   **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/ AEN related	Racist	Membership Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Staff Member)

Date _____

Date submitted to Anti Bullying Coordinator _____

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Checklist for annual review of the anti-bullying policy and 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?	

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Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal

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

To: _____

The Board of Management of _____ wishes to inform you that:

- 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].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____

Principal