

Boherbue Comprehensive School

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 Boherbue 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.
2. Boherbue Comprehensive School is committed to creating and maintaining a learning environment based on human dignity and mutual respect. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils contrary to the ethos, mission statement, and code of behaviour of our school. It 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.

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.

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 Appendix 2.

4. The relevant teachers for investigating and dealing with bullying are as follows:

- Year Heads
- Principal/Deputy Principal.

Education and Prevention Strategies

5. 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:
 - I. The School makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student, a staff member or any other person that is the subject of such behaviour.
 - II. When investigating and dealing with bullying the principal focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame). The school nevertheless, reserves the right to take disciplinary action, where such is warranted, in accordance with the school's Code of Behaviour, against those who bully others.
 - III. The prevention and awareness of bullying is integral to this policy and students will, through both their curricular and extra-curricular programmes, be provided with opportunities to develop a positive sense of self-worth/self-respect.
 - IV. The focus of the School's prevention strategy will be to build empathy, respect and resilience in students.
 - V. Students will be provided with opportunities to understand the causes and effects of bullying, the issue of identity-based bullying and in particular homophobic and transphobic bullying. This will include school wide deliver of lessons on relational aggression, cyber bullying, homophobic and transphobic bullying, diversity and interculturalism.
 - a) The School recognises that the SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. Also, that the Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. The School will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited.
 - b) The school is committed to exploring the potential of the *Schools For Health in Ireland Framework* to assist it in ensuring that the school is inclusive, welcoming of diversity and addresses these issues effectively in the interests of all members of the

school community. Furthermore, it is recognised that there is potential within the teaching of all subjects and within extra curricular activities 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.

- VI. Prevention and awareness raising measures will also deal explicitly with cyber-bullying through educating students about appropriate online behaviour, how to stay safe while on-line and also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff.
- VII. The school will in all its communications with students and their parents, commencing with the induction of the student into the School, make every effort to highlight the importance of students reporting incidents of or concerns about bullying to a member of the teaching staff on the clear understanding that these matters are being reported in confidence. (Confidentiality falls within the parameters of the Child Protection Guidelines). The happiness of students is very much dependent on the vigilance of their fellow students and their preparedness to report concerns about bullying to the teaching staff and/or school management. All teaching staff will reinforce this point to students on an ongoing basis.
- VIII. The school will adopt a school-wide approach (involving management, staff, parents, students and members of the wider community with a connection to the School) to prevent and combat bullying. In this context, Boherbue Comprehensive School is committed to engaging with parents.
 - The school will involve parents in the development of policies and practices to combat bullying.
 - The School will hold annual information evenings for parents to ensure that they understand the way the school deals with bullying,
 - The school will provide them with reliable information on how they may contribute towards combating bullying. In this regard, it is important that parents realise that anyone can be a bully and anyone can be a target of bullying. It is not just other people's sons and daughters that can bully.

In this regard, it is important to realise that disagreements between young people are part and parcel of negotiating the road to adulthood and that every youthful disagreement should not be treated as a full-blown bullying episode. The Parents' Association will work in partnership with the school in the organisation of this annual event.

- IX. In accordance with 6.8.9 of the DES Procedures *“parents and students are expected 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”*.
- X. The school will establish links with school bus drivers and others who come in daily contact with its students in order to enlist them in countering bullying behaviour by reporting it to the parents and/or the School.
- XI. In investigating and also in dealing with bullying the Board of Management reserves the right to seek assistance from outside agencies such as NEPS, HSE, Gardaí, etc.
- XII. In combating bullying, the School will take particular account of the needs of pupils with disabilities or with SEN. This will involve supporting inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a school culture that respects everyone and values helping one another.
- XIII. The school will devote a staff development session (for teaching and non-teaching staff – as appropriate) each school year towards:
- raising awareness of bullying among staff,
 - building an understanding of what bullying is
 - providing guidance on how best it is combated – prevented, detected, investigated, documented (as appropriate) and resolved.

The session will also provide opportunities to explore the potential that exists within the teaching of all subjects and within extracurricular activities-

- to foster an attitude of respect for all,
- to promote the value of diversity,
- to address prejudice and stereotyping,
- to highlight the unacceptability of bullying behaviour.

A clear focus of all staff development around combating bullying will be the enablement of all staff to implement this policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools consistently and effectively.

- XIV. The School is committed to the ongoing professional development of staff in order to build the capacity of the school to combat bullying.
- XV. The School will endeavour to gather evidence to identify the extent of bullying within the student body and in so far as is possible, the students that are affected by it. The school is

committed to evaluating on an ongoing basis the effectiveness of the school's antibullying policy.

- XVI. The School's R.S.E. and S.P.H.E. programmes will specifically address the issue of bullying within each year group each year.
- XVII. The School will, each year, hold a Safe Internet Awareness day and Anti-bullying awareness week to highlight the whole issue of bullying and staying safe using modern technology.
- XVIII. The School's senior students, through the mentoring programme, will have a specific responsibility for recognising bullying behaviour, for bringing concerns about bullying behaviour to the attention of a teacher and for supporting vulnerable students in relation to bullying.

Procedures for investigating and dealing with bullying.

- 6. 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:
 - i. The primary aim of the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
 - ii. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. The relevant teacher may discuss the case with the Principal/Deputy Principal.
 - iii. All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in "*telling*". This confidence factor is of vital importance. It will 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;
 - iv. Non-teaching staff such as secretaries, special needs assistants (SNA's), bus escorts, bus drivers, caretakers, catering staff, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

- v. Parents 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;
- vi. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- vii. Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- viii. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- ix. All interviews will 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;
- x. When analysing incidents of bullying behaviour, the relevant teacher(s) will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example of how to effectively deal with conflict in a non-aggressive manner;
- xi. If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, the teacher will give a synopsis of the information received. Support will be offered to each member of the group to cope with the possible pressures that may face them from the other members of the group after interview by the teachers.
- xii. Where appropriate, those involved will be asked to write down their account of the incident(s)
- xiii. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
- xiv. Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the schools anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- xv. It will also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;

- xvi. Follow up meetings with the relevant parties involved will be arranged separately with a view to bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.
- xvii. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it will be recorded by the relevant teacher in the Bullying Behaviour Record form (**Appendix 1**). However, in cases where the nature of the bullying is deemed sufficiently serious, the relevant teacher may report the incident and complete the Bullying Behaviour Record form (**Appendix 1**) at an earlier stage.
- xviii. In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, as part of his 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; and
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
- xix. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the schools complaints procedures;
- xx. In the event that a parent has exhausted the schools complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

Procedures for recording bullying behaviour

The school's procedures for noting and reporting bullying behaviour will be maintained in accordance with relevant data protection legislation and will adhere to the following:

- i. All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher.

- ii. the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

Recording Procedures to be followed by relevant teacher(s) on receiving complaints.

- Record any statements from the person(s) who reported the bullying concern.
 - Name of student being bullied and class group.
 - What was said and/or done to the subject of bullying?
 - The time and place the incident occurred?
 - Whether it is the first time the subject of bullying has experienced bullying behaviour and, if not, whether the same person or group was involved.
 - Whether there were any witnesses to the incident.
- Record any statements from witnesses.
- Record any statements from the student(s) allegedly engaged in bullying behaviour.
- Record actions taken.

The relevant teacher must use the Bullying Behaviour Record form - Appendix 1 to record the bullying behaviour in the following circumstances:

- a. In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred.
- b. In cases where the nature of the bullying is deemed sufficiently serious to merit prompt recording and reporting to the Principal/Deputy Principal.

Bullying Behaviour Record form Appendix 1 must be completed in full and retained by the relevant teacher in question and a copy provided to the Principal or Deputy Principal as applicable.

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

- Boherbue Comprehensive School promotes a climate that is positive and welcoming of difference and diversity, based on inclusivity and respectful relationships across the school community. The School is committed to modelling respectful behaviour to all members of the school community at all times. This ensures that every member of the school community enjoys the right to participate in school life. All instances of bullying violate that right.
- Boherbue Comprehensive School acknowledges that all teachers and members of the school community have a role to play in the promotion of a positive self-concept in students. This can be achieved by for example: rewarding effort as well as success, using praise in a meaningful way; giving responsibility; asking for opinions; requesting assistance; avoiding communications that are critical, derogatory or belittling. It is, therefore, important that the teaching and learning strategies and all social interaction within the school, allow for the enhancement of the pupil's self-worth.
- The school provides a wide range of opportunities to develop self-esteem, promote positive interaction and strategies for dealing with conflict resolution. Organisations/Programmes/Activities including - Student Council, Peer Mentoring, Homework Club, R.S.E. , R.E., S.P.H.E., C.S.P.E., Drama/role play, Respect Week, Stand Up Week, Graffiti Wall, student leadership programmes - provide opportunities to build self- esteem and resilience in order to help young people more effectively deal with bullying.
- Students who observe incidents of bullying behaviour will be encouraged to report same to the relevant teachers.
- Students affected by bullying will be offered ongoing support by the School Chaplain/Guidance Counsellor.
- Individual students affected by bullying may need to be referred to the School Counsellor or appropriate outside agencies.

- Such students will be provided with additional opportunities on an individual or small group basis to participate in activities designed to raise self-esteem, to develop friendship and social skills and thereby build resilience.
- Ongoing communication between the school and the parents of students affected by bullying will be maintained as part of the support programme.
- Students who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others. Sanctions may be deemed appropriate in accordance with the Code of Behaviour.

7. 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.

8. 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.

9. Oversight

10.1 Periodic summary reports to the Board of Management

At least once in every school 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 1**) 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 *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

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

10.2 Annual Review by the Board of Management

10.2.1 The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation by the school.

10.2.2 A standardised checklist to be used in undertaking the review is included in **Appendix 3** to these procedures. It should be noted that 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.

10.2.3 The school will put in place an action plan to address any areas for improvement identified by the review.

10.2.4 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 standardised notification which must be used for this purpose is included at **Appendix 4**. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

10.3 Department Inspectorate

10.3.1 The Department's Inspectorate conducts a programme of school evaluation in primary and post-primary schools. Inspectors evaluate aspects of the school's work, including policies and procedures to support pupils' well-being. Arising from commitments made in *Action Plan on Bullying*, the Inspectorate will be placing a stronger focus on the actions schools take to create a positive school culture and to prevent and tackle bullying. This will take effect in the 2013-2014 school year and it will apply to whole-school and other evaluations.

10. This policy was adopted by the Board of Management on 16th September 2014.

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.

Signed: _____

P. Javier

(Chairperson of Board of Management)

Signed: _____

M. Bn. M. Chasint
16 Sept 2014

(Principal)

Date: **16th September, 2014.**

Date: **16th September, 2014**

Date of next review: _____

Sept 2015

Appendix 1 - Bullying Behaviour Record

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	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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/Deputy Principal _____

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

Appendix 2 – Types of Bullying *(Anti Bullying Procedures for Primary and Post-Primary Schools September 2013)*

2.2 Types of bullying

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

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in ‘mess fights’, they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: “Do this or I won’t be your friend anymore” (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.
- **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, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person’s sexuality, appearance etc.
- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.
- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **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.

Appendix 3 - Checklist for annual review of the anti-bullying policy and its implementation

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

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

Signed _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal

Appendix 4 - 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