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**Scoil an Fhraoich Mhóir 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 and as mandated by the Department of Education and Skills in circular 45/13 the Board of Management of Scoil an Fhraoich Mhóir 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.

The Board of Management has decided that this anti-bullying policy will apply to all pupils enrolled in our school during the school day or involved in school activities or representing the school either during or after school. All adults are covered under the school’s adult anti- bullying procedures and Dignity in the Workplace policies.

The Board of Management recognises that incidents of bullying occur in wider society and that these incidents are outside the remit or responsibility of the school. However the Board of Management reserves the right to apply its anti-bullying policy in respect of bullying that occurs at a location, activity, function or program that is not school related if in the opinion of the principal and/or Board of Management the alleged bullying has created a hostile environment at the school for the victim, has infringed on the rights of the victim at the school and/or has materially or substantially disrupted the education process or the orderly operation of the school.

1. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools*

bullying is defined as follows:

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

The following types of bullying behaviour are included in the definition of bullying:

* + deliberate exclusion, malicious gossip and other forms of relational bullying,
	+ cyber-bullying and
	+ identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

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

**Examples of bullying behaviours**

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| **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 words, pictures or other materials aimed at intimidating another person
* Offensive graffiti
* Extortion
* Intimidation
* Insulting or offensive gestures
* The “look”
* Invasion of personal space
* A combination of any of the types listed.
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| **Cyber** | * **Denigration**: Spreading rumors, lies or gossip to hurt a person’s reputation
* **Harassment**: Continually sending vicious, mean or disturbing messages to an individual
* **Impersonation**: Posting offensive or aggressive messages under another person’s name
* **Flaming**: Using inflammatory or vulgar words to provoke 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**: Purposefully excluding someone from an 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 on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles
* Abusive website comments/Blogs/Pictures
* Abusive posts on any form of communication technology
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| **Identity Based Behaviours****Including any of the nine discriminatory grounds mentioned in Equality Legislation**  (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community). |
| **Homophobic and Transgender** | * Spreading rumours about a person’s sexual orientation
* 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
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| **Race, nationality, ethnic background and membership of the Traveller community** | * Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background
* Exclusion on the basis of any of the above
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| **Relational** | This involves manipulating relationships as a means of bullying. Behaviours include:* Malicious gossip
* Isolation & 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 or terminology such as ‘nerd’ in a derogatory way
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| **Sexual** | * Unwelcome or inappropriate sexual comments or touching
* Harassment
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| **Special Educational Needs,****Disability** | * Name calling
* Taunting others because of their disability or learning needs
* Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying
* Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues.
* Mimicking a person’s disability
* Setting others up for ridicule
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1. The relevant teacher(s) for investigating and dealing with bullying are as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):
	* Classroom related incidents:
		+ The class teacher
	* Yard incidents:
		+ The supervising teacher or it may be passed onto the class teacher, deputy principal or principal.
	* Incidents at school events:
		+ The supervising teacher or it may be passed onto the deputy principal or principal.
	* The above order does not prevent any teacher in the school acting as the relevant teacher should circumstances warrant their involvement.
2. The education and prevention strategies 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*):

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| **School-wide approach*** A school-wide approach to the fostering of respect for all members of the school community. A culture of respect, responsibility, encouragement, positivity, support, enabling, consideration and tolerance for all within the school is encouraged throughout every school day.
* Modelling of respectful behaviour and language by all staff.
* The encouragement of empathy, respect and resilience amongst pupils.
* Development of social skills and inclusion amongst pupils particularly focusing on those children with SEN.
* 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.
* Bullying to be discussed formally at regular intervals by staff but at a minimum at one staff meeting per year to include an annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
* School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community. Opportunities are provided through presentations or other means for school staff and parents/guardians to improve their own awareness of the nature of bullying and the signs that a pupil is being bullied. All adults in the school community are encouraged to be vigilant for signs of bullying and to report any suspicion of bullying to the relevant teacher.
* Development and promotion of school’s anti-bullying code which will be displayed prominently around the school.
* Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities with particular attention given to SEN pupils and pupils of concern. 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, yard helpers and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
* The school’s Code of Behaviour and Anti-Bullying is discussed with pupils and with parents/guardians on enrolment of their children in the school. Parents/guardians attention is drawn to the fact that both policies are available on the school website.
* The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual bullying awareness week and parent(s)/guardian(s) seminars; student surveys; regular school assemblies by principal/deputy principal.
* Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
* Through ongoing awareness raising exercises on bullying the school hopes to build a culture where bullying is **Recognised, Rejected and Reported** by all in the school community. The Anti-Bullying Campaign website provides helpful exercises in this regard which can be used in conjunction with curricular programmes. As part of this awareness raising pupils will be explicitly taught how to recognise, reject and report bullying behaviour. Pupils will also know who to tell and be advised on ways to tell e.g.
	+ Direct approach to teacher at an appropriate time, for example after class.
	+ Hand note up with homework.
	+ Make a phone call to the school or to a trusted teacher in the school.
	+ Use school worry box
	+ Get a parent(s)/guardian(s) or friend to tell on your behalf.
	+ 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 provision of large areas for play and sporting activities both during and after school help to engage pupils in positive behaviour and provide opportunities for pupils to channel their energies and learn how to control their aggression.
* 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.

**Implementation of curricula*** The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness as well as the inter-related areas of belonging, integrating, communication, conflict, friendship, personal safety and relationships.
* Continuous Professional Development opportunities for staff in delivering these programmes as offered by PDST and the local education centre.
* Respect is fostered across all curriculum areas and in all teaching and curricular opportunities are used to promote the value of diversity, to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. Co-operation and group enterprise are particularly encouraged through school activities and all pupils are encouraged to participate in the wide variety offered throughout the school year.
* School wide delivery of lessons on bullying from evidence based programmes, e.g. Cool School Lessons, #UP2US, Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet.
* 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.
* Other school policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protection policy, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities.
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1. 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*):
	* The school has a clear and consistent approach to dealing with reports of bullying.
	* The school’s 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 aim is that bullying is **Recognised, Rejected and Reported** by all members of the school community and that where bullying has taken place the emphasis is on **Reform Not Blame**. This approach consistently implemented is recognised as leading to the best outcomes in incidents of bullying behaviour.

**Procedures for Investigating and Dealing with Bullying**

 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)

**Reporting bullying behaviour**

* + Any pupil or parent(s)/guardian(s) may bring a bullying incident to the relevant teacher in the school.
	+ A suspicion of bullying should be raised with the relevant class teacher first and then if necessary with the Principal.
	+ Parents are encouraged to make an appointment to speak with relevant class teacher if they suspect that their child is being bullied.
	+ 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:**

* + 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;
	+ Questions to be asked when responding to challenging behaviour include:
		- What happened?
		- What were you thinking at the time?
		- What have your thoughts been since?
		- Who has been affected by what you did?
		- In what way have they been affected?
		- What do you think needs to happen next?
	+ Questions to be asked when responding to those harmed include:
		- What happened?
		- What were you thinking at the time?
		- What have your thoughts been since?
		- How has this affected you / others?
		- What has been the hardest thing for you?
	+ 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 may 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 afford parent(s)/guardian(s) the 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;

# School Procedure for dealing with established cases of bullying

* + Where it has been established through investigation that bullying is taking place the following approach will be used to deal with the incident:

# Phase 1.

* + - Where the relevant teacher has determined that a pupil has engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school’s anti-bullying policy and efforts will be made to get him/her to see the situation from the perspective of the pupil being bullied. The teacher will seek a promise from the child that there will be no further bullying by them. In return for honesty and keeping their promise the child/children will receive no blame or sanction other than their parents being informed. They will not be referred to the Principal.

# Phase 2.

# If the promise is broken the teacher will inform the Principal of the case and parents will be informed of the on-going behaviour and that the child has broken his/her initial promise. The parents will be asked to meet with the teacher to address the behaviour. In return for honesty and keeping their second promise the child will receive no blame or sanction from the school.

# Phase 3.

* + - If the second promise is broken the teacher will inform the Principal. Parents/guardians will be requested to meet with the teacher and principal and the behaviour will be dealt with in line with the school’s Code of Behaviour which will involve an escalating series of sanctions which may ultimately lead to suspension or expulsion.
	+ The teacher will make clear to all parties 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.
	+ 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. This can have a therapeutic effect;
	+ 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 must be recorded by the relevant teacher in the recording template as per Appendix 3 of the Anti-Bullying Procedures for Primary and Post Primary Schools.
	+ 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.
	+ 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.

# Procedures for recording bullying behaviour

# The school’s procedures for noting and reporting bullying behaviour adhere to the anti- bullying procedures for primary and post-primary schools as outlined in section 6.8.10

# The school’s procedures for noting and reporting bullying behaviour are as follows

* + All reports of concerns of bullying made by a child will be noted by the relevant teacher. The teacher will include in the note actions taken and a note of discussions held with those involved. A copy of this should be given to the principal.
	+ All reports of concerns of bullying made by an adult will be recorded and filed. The relevant teacher will attach to the file a note of actions taken, discussions held and the outcome of the monitoring or investigation. A copy of this should be given to the principal.
	+ 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 relevant teacher must use the recording template at **Appendix 3** of the Anti- Bullying Procedures to record the bullying behaviour in the following circumstances:
1. 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
2. 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.
	* In each of the circumstances at (a) and (b) above, the recording template at **Appendix 3** must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at **Appendix 3** does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

# Referral of serious cases to the HSE

* + In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children* (Children First) and the *Child Protection Procedures for Primary and Post Primary Schools* provide that in situations where “*the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Child and Family Social Services with a view to drawing up an appropriate response, such as a management plan.”*
	+ Serious incidents of bullying behaviour either by pupils or adults will in accordance with the *Children First* and *The Child Protection Procedures for Primary and Post Primary Schools*, be referred to the HSE Child and Family Services and/or the 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 Child and Family Services.

# Bullying as part of a continuum of behaviour

* + 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. In such cases the behaviour will be dealt with in accordance with the school’s Code of Behaviour Policy and referral will be made to the relevant external agencies and authorities as appropriate.
	+ In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

# Supports for Pupils affected by bullying

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*):

* + Pupils affected by bullying both those who have been bullied and those who have bullied may need counselling. The school will advise parents on where counselling services may be available.
	+ Advice will be offered to pupils affected by bullying by the pastoral care team.
	+ The school runs a social skills group as part of its pastoral care. Children affected by bullying will be included in this grouping which seeks to develop friendship, social skills, resilience as well as raising self-esteem.
	+ The school runs a wide range of activities for children throughout the year both during and after school. The school will encourage pupils affected by bullying to become involved in these activities if they are not already involved.
	+ Class teachers will check with pupils affected by bullying on a regular basis.
	+ The school will seek to identify areas of responsibility for children affected by bullying which will help to improve their self-esteem.
	+ Pupils who observe incidents of bullying behaviour are encouraged to discuss them with their class teachers.
	+ The school will seek assistance from NEPs as required in each case and will act on advice received.

# 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.

# 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.

1. This policy was adopted by the Board of Management on 4th June 2014 and most recently reviewed on 18th October 2023.
2. This policy has been made available to school personnel, published on the school website and provided to the Parents’ Association. A copy of this policy will be made available to the Department and the patron if requested.
3. This policy and its implementation will be reviewed by the Board of Management once in every school year using the standardised check list provided in Appendix 4 of the Anti- Bullying Procedures issued by the Department of Education and Skills. Any identified areas for improvement arising from the review will be addressed in an action plan to be implemented in the school year of the review. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents’ Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Fr. David Vard

(Chairperson of Board of Management) Date: 18th October 2023

Date of next review: Oct 2024

Signed: David O’Brien (Principal)

Date: 18th October 2023

# Appendix 1 Building a positive school culture and climate

The following are some actions that are taken in our school to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

* + All school users are expected to model respectful behaviour to all members of the school community at all times.
	+ Pupils are explicitly taught what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
	+ Key respect messages are displayed in classrooms, in assembly areas and around the school. Pupils are involved in the development of these messages.
	+ Pupils receive positive attention for being good.
	+ Staff 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.
	+ Staff give constructive feedback to pupils when respectful behaviour and respectful language are absent.
	+ A system of encouragement and rewards is used to promote desired behaviour and compliance with the school rules and routines.
	+ Pupils are taught about the appropriate use of social media.
	+ Pupils are encouraged to comply with the school rules on mobile phone and internet use. Pupils who ignore these rules are followed up on in accordance with the school’s Code of Behaviour.
	+ Parents and the Parents’ Association are actively encouraged to become involved in awareness raising campaigns around social media.
	+ The school actively promotes the right of every member of the school community to be safe and secure in school.
	+ The school highlights and explicitly teaches school rules in pupil friendly language in the classroom and in common areas.
	+ All staff actively watch out for signs of bullying behaviour.
	+ Pupils are supervised during school times and at all school activities.
	+ Staff encourage pupils to help them identify bullying hot spots and hot times in the school.
	+ The school has an active Student Council.

# Appendix 2 Signs and symptoms which may suggest that a pupil is being bullied.

1. Anxiety about travelling to or from school.
2. Unwillingness to attend school, refusal to attend, truancy
3. Deterioration in education performance, loss of concentration, loss of interest in school
4. Pattern of physical illnesses
5. Unexplained changes in mood particularly after weekends or more especially after longer holidays
6. Visible signs of anxiety or distress e.g. Stammering, withdrawing, nightmares, crying, not eating, bedwetting.
7. Spontaneous out of character comments
8. Possessions missing or damaged
9. Increased requests for money or stealing money
10. Unexplained cuts, bruising, damaged clothing
11. Reluctance and/or refusal to say what is troubling him/her.

# 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

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| --- | --- |
| 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 reportto 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? |  |

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| Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour? |  |
| Has the Board identified any aspects of the school’s policy and/or its implementation that require further improvement? |  |
| Has the Board put in place an action plan to address any areas for improvement? |  |

Signed Chairperson, Board of Management

Signed Principal

Date

Date

**NOTIFICATION REGARDING THE BOARD OF MANAGEMENT’S ANNUAL REVIEW OF THE**

**ANTI-BULLYING POLICY**

To:

The Board of Management of Presentation Primary School 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 18th October 2023.
* 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 Chairperson, Board of Management

Signed Principal