

# Presentation Secondary School Listowel

Co. Kerry



## ANTI-BULLYING POLICY AND PROCEDURES

Adopted by the Board of Management

Signed: 

Chairperson of the Board of Management

Date: 10/10/22



## PRESENTATION SECONDARY SCHOOL, LISTOWEL

### Anti-Bullying Policy and Procedures

#### 2022.2023 Academic year

This Anti-Bullying Policy is in line with The Education Act 1998, The Education Welfare Act 2000 and the Anti-Bullying Procedures for Primary and Post-Primary Schools 2013. The Board of Management has ultimate responsibility for the Code and the Principal is responsible for its implementation. The policy is a written document and visuals will be used to roll out the policy to all.

In this policy, the following terms have the following meaning:

- **Parent** refers to parent/parents or legal guardian/guardians.
- **Staff** refers to teachers, SNAs, examiners, supervisors, secretarial staff, caretaker, maintenance staff and other adults as inferred by the context.
- **Everyone** refers to the school community; management, teaching & non-teaching staff, parents/guardians, & students.
- **Abbreviations:** PSS (Presentation Secondary School), DES (Department of Education & Skills, AB Procedures (Anti-Bullying Procedures for Primary and Post-Primary Schools), BOM (Board of Management).

Where lists are given they are not intended to be exhaustive, instead they are indicative of the particular behaviour, sanction or item.

#### SCHOOL STATEMENT

In line with our mission statement and the school ethos, our school community wishes to ensure that everyone can live, work in an environment characterised by mutual respect which is totally free from bullying. We want everyone in our school community to feel safe, valued, listened to, and protected. We will not tolerate any form of bullying. We will raise awareness in the school of what bullying is, and that it is an unacceptable form of behaviour at all times. Measures will be put in place as part of our school systems to help prevent the occurrence of bullying, and every effort will be made to address any school-

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related bullying behaviour which may occur. We will also seek to deal with the negative impact on students within our school of bullying that occurs elsewhere.

## **MISSION STATEMENT**

Ours is a Presentation Secondary School, inspired by the vision of Nano Nagle, and in response to her we welcome and cherish girls irrespective of ability or background.

We aim to develop a vibrant community of Pupils, Staff, Parents, Management, based on Gospel values such as justice, truth and honesty, in accordance with the ethos of the school and our agreed Code of Behaviour.

We aim to assist in the development of the full potential of each girl in a pleasant and safe environment, where the dignity of each member of the School Community is recognised, affirmed and valued.

We aim to awaken our girls to their true dignity and role as women in present day society. Inspired by these values we dedicate ourselves to the continual development of our Presentation School.

## **SCHOOL ETHOS**

Presentation Secondary School Listowel is a school community which fosters an ethos centred on positive relationships and seeks the development of the potential of each member of the community. We believe that good behaviour is rooted in respect for self and others and in the recognition of the dignity of each individual.

## **CORE VALUES**

### **Promoting Spiritual and Human Development**

- *We believe knowledge of and a personal relationship with Jesus Christ gives meaning and purpose to our lives.*

### **Achieving Quality in Teaching and Learning**

- *We are committed to excellence and to continually improving the quality of teaching and learning.*

### **Showing Respect for Every Person**

- *We respect the unique and intrinsic value of each person.*

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## **Creating Community**

- *Our school is a faith community of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.*

## **Being Just and Responsible**

- *We seek to act justly and responsibly in all our relationships.*

## **VISION- *Shaping a Brighter Future for Our Young People***

As a voluntary secondary school in the Presentation tradition we hope to achieve the holistic development of each student within the defined ethos of the school. We aim to maximize the potential of each student in our care. This is to be achieved in an atmosphere of respect and fairness. Through support and friendship we aim to affirm each person's self-worth and dignity in the school community. In co-operation with management, parents and staff our wish is that students will grow into happy, confident, responsible young adults.

## **OBJECTIVES:**

- To provide a comprehensive definition of what bullying is.
- To clarify our school's position with regard to bullying in the school context.
- To promote an ethos of respect in our school which will encourage everyone to work together to prevent, and to deal effectively with, all reported incidents of bullying behaviour.
- Our approach will be a combination of:
  - Preventative strategies and
  - Procedures and guidelines to report, record, investigate and deal with any incidents of bullying behaviour which may occur.

## **DEFINITION OF BULLYING:**

Bullying is intentional, unprovoked, and unwanted negative behaviour (can be physical, verbal or psychological), of a systematic and repeated nature, conducted by an individual or group, against a person who is relatively powerless in the situation. The grounds under which bullying can happen are as follows:

- **Gender:** this means male, female or transsexual
- **Civil status:** includes single, married, separated, divorced, widowed people, civil partners and former civil partners

- **Family status:** this refers to the parent of a person under 18 years or the resident primary carer or parent of a person with a disability
- **Sexual orientation:** includes gay, lesbian, bisexual and heterosexual
- **Religion:** means religious belief, background, outlook or none
- **Age:** this does not apply to a person aged under 16
- **Disability:** includes people with physical, intellectual, learning, cognitive or emotional disabilities and a range of medical conditions
- **Race:** includes race, skin colour, nationality or ethnic origin ▪ **Membership of the Traveller community.**

### **TYPES OF BULLYING:**

There are a number of different types of bullying, including but not limited to:

- **Verbal** (eg, cruel teasing, unwelcome nicknames, threats & taunts, non-good-natured slagging).
- **Physical** (anything from repeated minor physical irritations to serious assaults).
- **Cyber-bullying** (via the internet, social networks, mobile phones, etc); Placing any offensive or hurtful public message, image or statement on a social network site or other public forum (including public graffiti) will be regarded as bullying behaviour by our school. The placing itself may be a once-off but, because of the context, the offensive item can be viewed and/or repeated by others, so it will be regarded as bullying.
- **Gestures** (including those gestures that most people might find offensive, but also more subtle threatening/dismissive glances and glares).
- **Extortion** (eg, stealing possessions, equipment or money).
- **Relational Bullying** (eg, manipulating friendship or social groups to exclude or isolate a person or ruin their reputation; leaving people out of games & conversations, spreading gossip, rumours or lies; circulating nasty notes or drawings; excluding people from social events).
- **Homophobic** (would include a range of negative attitudes, or taunting a person for their sexuality or perceived sexuality).

Bullying must not be confused with the good-natured banter that may go on as part of the normal social interaction between students, or between teachers and students. The key differences are the intention, and the effects.

Behaviour based on many forms of prejudice is actually illegal (age, gender, disability, religion, race, sexual orientation, marital status, family status, membership of the traveller community). This school will not tolerate prejudiced behaviour against a person simply because of their being seen as “different” in some way.

### **APPROACH TO BULLYING IN PRESENTATION SECONDARY:**

- A zero-tolerance approach to bullying behaviour.
- A whole-school model, looking to everyone in the school community to play their part - all alert to the possibility of bullying taking place and raising concerns as needed.
- In dealing with incidents, we will generally seek to adopt a problem-solving approach in the first instance, with the aim of achieving learning and growth and a win-win outcome for all.
- While we look to everyone to contribute, we also maintain a small team with specific training to work with students, parents and staff in the area of prevention and support. Each Year Head will serve as the “relevant teacher” for her/his year group, while the Leadership and Management team will coordinate and ensure that more general actions are carried out.
- We work collaboratively with our feeder primary schools to ensure continuity of approach.

### **PREVENTATIVE STRATEGIES:**

The school has a range of strategies built into the school system and the curriculum to prevent the occurrence of bullying behaviour by:

1. Raising awareness of the school’s position on bullying behaviour and
2. Monitoring student behaviour.

#### **1. Raising Awareness:**

##### **With Parents:**

- Information meetings with parents of new students include discussion of bullying and the school’s stance. Our documents are given to all parents as part of the transfer programme, and the role of parents and their expected contribution are discussed.
- Parents are involved in the school’s annual anti-bullying awareness week (Friendship Week)
- The Parent Representatives are consulted as part of our policy reviews.

##### **With Students:**

- Our primary transfer programme and student induction clarify our norms and expectations.

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- Friendship Week is organised on an annual basis to highlight our policy and raise awareness of what is (and is not) acceptable behaviour towards others.
- Information is included in the student journal and highlighted regularly at assemblies.
- Anti-bullying materials are displayed in classrooms and on the corridors.
- Included as part of the normal curriculum, in SPHE and CSPE in particular, but also across other subjects.
- Section 6.5 of the AB-Procedures includes suggestions on education & prevention strategies. These have been studied closely by our own staff and an Action Plan is prepared and attached detailing the approaches which we use. That Action Plan is included in the annual review led by the BOM.
- Extra inputs are organised if needed.

#### **With Staff:**

- The school endeavours to maintain a high level of awareness and vigilance among all staff.
- All new staff are given a copy of the policy and it is included on the school server for consultation.
- All staff are given guidelines on how to deal with reports of concern and/or alleged bullying incidents.
- Staff are updated on new developments through in-service and regular discussion, as part of our pastoral care system, staff meetings, and other team meetings.
- Positive classroom management is promoted, which should minimize the opportunity for bullying behaviour to occur during class time.

## **2. Monitoring Student Behaviour:**

The school system includes a range of measures:

- Supervision of the school yard, corridors etc. by staff is supplemented by CCTV throughout the campus, monitoring congregation areas and break times. Staff on break duty record and report any issues arising to the relevant Year Head.
- Student surveys will be conducted in each year-group by the Year Head annually, to check how students are getting on within their year group and generally, and to look for early indicators of any difficulties.
- All students and especially student leaders (e.g., Student Council etc.) are asked to monitor situations and report concerns.
- Parents are encouraged to keep us informed of concerns they may have with regard to any bullying behaviour that may impact on student behaviour in school.

## **DEALING WITH INCIDENTS OR SUSPECTED INCIDENTS OF BULLYING:**

### **1. Reporting incidents:**

All members of the school community are encouraged to report incidents of bullying that they become aware of in the school context. Concerns or suspicions should also be reported, since our aim is to achieve early-stage recognition of a situation followed by a pro-active response. All such reports will be recorded on our Record of Possible Concern form by the staff member who hears it first. All such reports will be followed up by the Year Head, and there will be a report back in due course to the individual who first raised the issue.

We aim to develop an ethos in which reporting will be regarded as responsible behaviour rather than “telling tales”. However, recognising that this may not always be the case, the school will seek to guard the source of information given to us in relation to a possible bullying. The Helping Hands programme guides us on issues arising and the careful approach to addressing concerns in the best interest of all parties.

- **Students** should ideally report to their Year Head or Class Teacher, or whatever staff member they are most comfortable with.
- **Parents** should report incidents or concerns to their daughter’s Year Head. However, they too may report to the staff member that they feel most comfortable with.

### **2. Investigating Reported Incidents**

All reported incidents of bullying will be investigated. Different levels of response will be used as appropriate to different situations. The starting level will depend on the severity of the alleged incident and the evidence available. The possible levels of response are:

Level-1 Record using our Record or Possible Concern Form and keep an eye on the situation. Usually relevant others would also be alerted as appropriate to the student (e.g., class teacher, other staff etc.). Possibly also make informal discreet enquiries (e.g., from school staff, non-involved students, etc.) to get a sense of what may be going on.

Level-2 If the view is taken that bullying behaviour has been occurring, that will raise the issue to level-2. Record using our Bullying-Report-Form. Directly approaching some or all of the parties involved would almost certainly be necessary at this level.

Level-3 If the issue is not resolved at level-2, then it is raised to level-3. Initiate a formal investigation and/or intervention within the school. Further investigation might include directly



interviewing those alleged to be involved and those who may be in a position to have some knowledge of the situation. This might involve collecting formal written statements from a number of students and staff. Record findings on the Form.

Level-4 If appropriate, inform the Gardaí and turn the investigation over to them.

### **3. Involvement of parents.**

Level-1 would generally remain within school and would not involve notifying any parents.

Level-2 would generally remain within school initially. If a student were to be challenged about his/her alleged bullying behaviour following enquiries, then that student's parent would generally be informed.

Level-3-4 would be in all cases be notified to all the parents concerned.

### **DEALING WITH CONFIRMED INCIDENTS OF BULLYING IN THE SCHOOL CONTEXT:**

- Section 6.8.9 of the AB-Procedures gives general direction on procedures for investigating and dealing with incidents. These will be studied closely by our own staff and a Protocol prepared and put on file detailing the approaches which we use. That Protocol will be included in the annual BOM reviews.
- We will do our utmost to ensure the safety of the person being bullied.
- The relevant teacher(s) for investigating and dealing with bullying is (are) as follows

#### **Year Heads**

- 1<sup>st</sup> Year – Ms. Keane
- 2<sup>nd</sup> Year – Ms Breen
- 3<sup>rd</sup> Year - Ms. Counihan
- Transition Year – Ms Kennedy
- 5<sup>th</sup> Year – Ms Linnane
- 6<sup>th</sup> Year – Ms Daly
- LCA – Ms. Dowling

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*):

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## **Cyber – Bullying Strategies**

- Safer Internet Day
- AUP & Code of Behaviour explained to students via assemblies and journal and signed by student and parent/guardian
- Regular Assemblies with Year Heads
- Parent /guardian information evenings
- Jigsaw – One Good School Initiative
- Digital Learning Classes
- Interventions within the ‘**Helping Hands**’ initiative Year heads trained in this programme
- Subject specific modules e.g. Modern Foreign Languages, SPHE, Wellbeing classes
- Anti-bullying literacy
- Theme weeks
- SEN classes – emotional support
- Student Support team meetings

## **Identity-Based Strategies**

- SPHE classes
- Retreats
- Assemblies
- Jigsaw – One Good School Initiative
- Helping Hands programme
- Subject specific modules
- Trocaire annual campaigns (Lent)
- Stand Up awareness week

**Helping Hands programme** <https://cooperation.ie/helping-hands/>

- Our school runs the **Helping Hands Wellbeing and Anti-Bullying Programme**. The programme ensures that all students feel included and psychologically (as well as physically) safe in school.
- The software element assigns students to classwork teams based on their choices of peers that they work best with. Everyone is on a team where they feel welcome and included.

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- International research has found that 85% of bullied teenagers do not report it to an adult – either parent or teacher. The programme increases this low level by training teachers to put in place the conditions that make it safe for students to tell.
- A video is available for parent evenings that explains how parents can also support the young person and the school.

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*):

- i. The primary aim for the relevant teacher in 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 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
- iii. All reports, including anonymous reports of bullying must be addressed and dealt with by the relevant teacher. 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.
- iv. Non-teaching staff such as secretaries, special needs assistants (SNAs), caretaker, 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 take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents
- viii. Incidents are investigated outside the classroom situation to ensure the privacy of all involved
- ix. All interviews are 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 will seek answers to questions of what, where, when, who and why. This is done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

x.If a group is involved, each member will 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

xii.Each member of a group will be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher.

xiii.Those involved will be asked to write down their account of the incident(s)

xiv.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

xv.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

xvi.It must 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

xvii.Follow-up meetings with the relevant parties involved will 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

- While generally, we will first seek to implement a problem-solving approach based on the principles of Restorative Justice. The focus will be to help the parties involved to change behaviour, with the aim of achieving a win-win outcome for all. Support in the form of counselling will be offered to both parties. Support from outside agencies may also be sought if deemed appropriate to the particular situation. Perpetrators may be asked to sign a "behavioural agreement" as part of the resolution to the bullying situation.
- Possible exceptions to implement a problem-solving approach based on the principles of Restorative Justice would be where:

1. The incident reported is extreme in nature, or in the case of repeat serious incidents.

Examples of reported incidents that are extreme in nature include:

- Abuse reactive behaviour.
- Sexually obsessive behaviour. ▪ Sexually abusive behaviour. \*
- Serious physical assault.
- Sexual Harassment. ▪ Sexual Assault.

2. One of the parties and/or their parents are unwilling to engage in implementing a problem-solving approach based on the principles of Restorative Justice.

*\* Any of the above examples of extreme incidences will be reported to the Child and Family Agency (Tusla) and possibly an Garda Síochána under Children First Act 2015 and Child Protection Procedures for Primary and Post Primary Schools 2017.*

- With regard to the perpetrator/s, sanctions will be applied as laid down in the school's Code of Behaviour. The co-operation of the perpetrator with the school's effort to achieve a positive outcome for everyone will be taken into account when considering possible sanctions.
- If the perpetrator does not engage positively with the process, we may have to reluctantly conclude that a positive approach is no longer appropriate. In that case the full rigor of the Code of Behaviour will be applied up to and including expulsion. A particularly serious view will be taken if further incidents occur, including "revenge attacks" of any kind by the perpetrator or his/her associates against those who may have helped with the investigation. All concerned will be informed of this.

### **ROLE OF THE BOARD OF MANAGEMENT:**

The Principal's Report to each BOM meeting will contain a section under Anti-Bullying. Under the AB-Procedures published by the DES, the BOM is required to undertake an annual review of our policy and its implementation. The review is based on the checklist in Appendix-4 of the AB-Procedures, and a report from our own Leadership and Management Team. A formal written notification that the annual BOM review has been completed will be circulated to all as required in the AB-Procedures.

### **APPENDICES:**

1. Record of Possible Concern form.
2. Bullying Report form.
3. 20-day Record Form.

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4. Checklist for annual review of the anti-bullying policy and its implementation
5. Practical tips for building a positive school culture and climate

**List of school documents and policies that support the Code of Behaviour:**

- Code of Behaviour
- Admissions Policy
- Child Protection Procedures
- Pastoral Care Policy
- Attendance Strategy
- Health & Safety Policy
- Guidance Plan
- RSE/SPHE Policy
- Acceptable Use Policy
- Parents Council Constitution
- Student Council Constitution

## APPENDIX 1: Record of Possible Concern form

### Record of Possible Concern Presentation Secondary Listowel Anti-Bullying programme CONFIDENTIAL

**Please complete and give to relevant Year-Head**

<b>Name of person making this report:</b>	<b>Date of report:</b>
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Name/s	Pupil/s being bullied	Pupil/s engaged

*These forms will be retained for statistical purposes. If the situation continues or develops, then this form will be attached to the later papers and retained on file, so that it will not be necessary to re-write the information.*

Class group/s	..... of pupil/s being bullied	..... of pupil/s engaged

*Please tick the relevant boxes (can be more than <sup>one</sup> per section)*

<b>Approx date/s of incident/s:</b>			
Source of concern/report		Location of incident	Type of bullying behaviour/s
Pupil concerned	<input type="checkbox"/>	Classroom	Physical aggression
Other pupil	<input type="checkbox"/>	Corridor	Property damage
Parent	<input type="checkbox"/>	Toilets	Cyber bullying
Teacher	<input type="checkbox"/>	Yard	Malicious gossip
Support staff	<input type="checkbox"/>	Other in-school	Isolation/exclusion
Other	<input type="checkbox"/>	Outside school	Name-calling
<b>Brief description:</b>			Identity-based (eg, homophobic, traveller, racist, disability, etc)

**Please use the Record of Actions Taken Form for details of follow-up.**

**Decision by Year-Head on the Report of Possible Concern above**

- No ground for concern found at this time following enquiries.
- Requires follow-up
- Report back made to the person who first raised the issue.

\_\_\_\_\_

Signature

Date



**APPENDIX 2: Bullying Report form**

**Report on Alleged Incident of Bullying, Harassment or Aggressive Behaviour**

*PART ONE – TO BE FILLED IN BY THE MEMBER OF STAFF*

Date and time that the incident was reported:

Name:

Member of staff's -----

name: -----

Signature of reporting member of staff:

*PART TWO – TO BE FILLED IN BY THE YOUNG PERSON  
OR HIS / HER ADVOCATE*

<p><i>Please tick</i></p> <p><input type="checkbox"/> - alleged victim</p> <p><input type="checkbox"/> - alleged perpetrator</p> <p><input type="checkbox"/> - possible witness</p>
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This is what happened:

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All of the above is true to the best of my knowledge.

Signature of student: -----

*PART THREE – TO BE FILLED IN AT THE OFFICE*

Signature/s of parent/guardian/s (if applicable): -----

Signature of managing staff member: -----

**APPENDIX 3: 20-day Record Form**

**Bullying Report Form**

Presentation Secondary Listowel Anti-Bullying programme

**CONFIDENTIAL**

*To be completed when the view is taken that bullying behaviour has been occurring – our level-2.  
Completed and kept by the relevant Year Head*

<b>Name of person making this report:</b>	<b>Date of report:</b>
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<b>Name/s</b>	<b>Pupil/s being bullied</b>	<b>Pupil/s engaged</b>

Attached  Record of Concern form/s relating to the incident/s  
*(If none such yet written, please complete and attach one now with its tick-box tables)*

Bullying incident report form (Minton derived form)

The date on which I have determined that bullying behaviour has been occurring:

The date on which 20 school days will have elapsed and when I will review:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Please file and continue to keep the situation under review.***

<p><b><u>20- day review</u></b></p> <p><input type="checkbox"/> I am satisfied that the matters above have been adequately and appropriately addressed</p> <p><input type="checkbox"/> I am not so satisfied. <i>Please explain briefly.</i></p> <p>Signature: _____ Date: _____</p>
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*The purpose of this form is to record and date the formal assessment by the responsible teacher that bullying behaviour has been occurring, and the follow-on steps required after that.*

*The idea of using attachments is to avoid the need for re-writing all the details again.*

- *The tick-box Record-of-Concern form provides the analysis required by the "appendix-3 template"*
- *The Stephen Minton derived form is probably better suited to capture the details from the various parties.*

## Appendix 4 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 <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
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?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
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?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
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?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	No

Signed   
Chairperson, Board of Management

Date 10/10/22

Signed   
Principal

Date 10/10/2022

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.

## **Appendix 5 Practical tips for building a positive school culture and climate**

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

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

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

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

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

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

Explicitly teach pupils about the appropriate use of social media.

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

Actively involve parents and/or the Parent 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 prevent bullying in the school.

- o Hot spots tend to be in 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 school yard or moving classrooms.

Support the establishment and work of student councils.