Anti-Bullying Policy of Scoil Nioclóis.

Adopted by Board of Management at a meeting held on May 8th 2014.

Anti-Bullying Policy of Scoil Nioclás

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 Scoil Nioclás, Frankfield, Grange, Cork, 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) 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;

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) 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 (bullying targeted at those who are or who are perceived to be LGBT);

- effective supervision and monitoring of pupils;

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) 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 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.

The list of examples below is non exhaustive, and schools may wish to add behaviours which reflect their own circumstances.

Examples of bullying behaviours

General behaviours which apply to all types of bullying	- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. - Physical aggression - Damage to property - Name calling - Slagging - The production, display or circulation of written words, pictures or other materials aimed at intimidating another person - Offensive graffiti - Extortion - Intimidation - Insulting or offensive gestures - The "look" (e.g. threatening looks, throwing eyes to heaven etc.) - Invasion of personal space - A combination of any of the types listed - This is not an exhaustive list

Cyber	•**Denigration:** Spreading rumours, 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 •This is not an exhaustive list

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 (See pg. 5 of PDST Booklet 'Sexual Orientation-advice for primary schools attached at Appendix 1)) •Physical intimidation or attacks •Threats
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
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" (e.g. threatening looks, throwing the eyes to heaven etc.) • Use or terminology such as 'nerd' in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
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

4. The relevant teachers for investigating and dealing with bullying are as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

The Relevant Teachers in Scoil Nioclás are:

All class teachers* **(See note below)**
Principal/ Deputy Principal

*If there is a bullying incident that involves children in more than one class, the class teachers of both or all children involved will investigate and will act as the 'relevant teacher(s).' The class teachers will jointly decide on the form the investigation will take. They will also jointly decide if it is necessary to proceed with an Appendix 3 form.

Any teacher may act as a relevant teacher if circumstances warrant it.

5. 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*):

Sample Education and prevention strategies

School-wide approach
• A school-wide approach to the fostering of respect for all members of the school community.
• The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
• The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
• Whole staff professional development on bullying to ensure that all staff develops an

awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.

- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council and/ or Senior Classes, in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school.
- The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and/or classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week; regular school or class group 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.
- Ensuring that pupils know who to tell and how 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
  - 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 protocol should be developed in consultation with parents.
- The communication of the school's Acceptable Use Policy, 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.
- Supports that have been used and may continue to be used in the school include: an annual visit to 5th class pupils by a local Guard (Respectful Online Communication Programme), Stay Safe talks to staff, BoM and parents (Mary Murphy), CPD by Sticks 'n' Stones at Planning Day in Term 1 of school year 2014-2015, pupil, staff and parent talk on cyberbullying by Dr. Maureen Griffin and other supports available to the school include: Barnardos (John Wills), SESS, Webwise, PDST

Implementation of curricula
- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes, Prim-Ed Bullying and Cyberbullying books
- Continuous Professional Development for staff in delivering these programmes.

- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme
- School wide delivery of lessons on **Cyber Bullying** (Be Safe-Be Web wise, Web wise Primary teachers' resources), **Diversity and Interculturalism, (An Intercultural Day is held in Scoil Niocláis every second year)**

Resources available related to the SPHE curriculum include:

'Preventing Classroom Bullying: What Teachers Can Do' by Jim Wright

LDA : Helping Children Deal With Bullying by Jenny Mosley & Helen Sonnet

LDA: Helping Children Deal With Anger by Jenny Mosley & Helen Sonnet

LDA: Helping Children Deal With Conflict by Jenny Mosley & Helen Sonnet

LDA: Socially Speaking: A pragmatic social skills programme for primary pupils by Alison Schroeder

101 Games for Self-Esteem by Jenny Mosley & Helen Sonnet

101 Games for Social Skills by Jenny Mosley & Helen Sonnet

Self-Esteem Games by Barbara Sher

Bullying: A whole-school approach By Amelia Suckling & Carla Temple

Understanding School Bullying: A Guide for Parents and Teachers by Mona O'Moore

Prim-Ed Bullying Books (Lower, Middle and Upper)

Prim-Ed Bullying in a Cyber World (Early Years, Lower, Middle, Upper)

Prim-Ed book on Conflict Resolution (Upper Primary)

Stay Safe Programme (www.staysafe.ie)

Walk Tall Programme (www.dwec.ie/walktall)

'I Feel Bullied' picture book by Jen Green

Zippy's Friends Programme

Stop!Think!Do! Programme

Friends for Life Programme

Other Supports available:

Barnardos (John Wills)

Dr. Maureen Griffin and other speakers

Sticks 'n' Stones

PDST support

Webwise

Community Garda: Respectful Online Communication Programme

- Delivery of the Garda SPHE Programmes. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- 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. (e.g. Stay Safe lessons for SEN pupils)
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, PDST booklet pg. 5- included in Appendix at the end of this document).

Links to other policies

- Other policies that may be relevant to the anti-bullying policy include the following: Code of Behaviour, Child Protection Policy, Supervision of pupils, Acceptable Use policy, Attendance, Mobile Phone and Electronic Devices Policy

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 (see Section 6.8 of the Anti-Bullying Procedures)

6.8.9.   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);

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

Reporting bullying behaviour

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

In Scoil Nioclás, the procedures for investigating and dealing with incidents are as follows:

- 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;
- If a group is involved, each member should be interviewed individually at first and each pupil involved will be informed that they will also be met as a group following the individual meetings. 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. The group meeting will end with a statement from the teacher that there are to be no repercussions as a result of any statement made during this meeting ;
- 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 (these supports may include the following: 1)the statement made by the teacher at the end of the group meeting that there are to be no repercussions as a result of anything said at the group meeting, 2) a reminder by the teacher that he/she is always available to discuss any issues that may arise afterwards- this discussion may include examples of how this communication

might take place (E.g. talk directly to teacher, tell their parents and ask their parents to talk to the teacher, send a note to the teacher, ask a trusted person/friend to talk to the teacher on your behalf) 3) a discussion about taking time to identify who else you may ask to help you if you feel under pressure from anybody (e.g. a family member, other teacher or staff member etc) ;
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted by the relevant teacher (i.e. usually the class teacher)at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied (Appendix may include a selection of 'Restorative Justice-style questioning);
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable;
  - Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an **objective** and **factual** manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred
- All staff must keep a written record of any incidents witnessed by them or notified to

them. All incidents must be reported to the relevant teacher. The relevant teacher will keep this written record with his/her own records.

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- **The relevant teacher must inform the deputy principal/principal of all incidents being investigated. Relevant teachers are encouraged to discuss their action plan with the deputy principal/ principal before the investigation begins.**

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- A copy of these informal notes will be given to the Deputy Principal

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The following is a list of behaviours that must be recorded in an Appendix 3 form and reported immediately to the principal/deputy principal: placing a once-off hurtful or offensive 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, where it is felt that the physical threat to the child is very great, where serious physical bullying has taken place, where a child may be self-harming or very seriously distressed as a result of the bullying) This list is not exhaustive.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal/deputy principal.
As advised by the CPSMA, a copy of these records will be kept until the person involved is 25 years of age.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach (See pg. 38-40 Suckling & Temple bullying book)
- Circle Time
- Restorative interviews

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
    - Pastoral care system
    - Buddy / Peer mentoring system
    - Tutor/Year head system
    - Care team / Student Support Team
    - Group work such as circle time

- The school may suggest to parents that they seek referrals to appropriate outside agencies in order to receive further support for the pupils and their families if needed. This may be for the pupil affected by bullying or involved in the bullying behaviour.

- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils
The Board of Management is satisfied 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.

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on _8.5.2014_ . [date].

11. 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.

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 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: _Sheelagh O' Leary_
(Principal)

Signed: _Christopher Fitzgerald_
(Chairperson of Board of Management)

Date: _8/5/14_

Date of next review: _May 2015_

Appendix 1

SEXUAL ORIENTATION – ADVICE FOR PRIMARY SCHOOLS

(pg. 5 PDST Booklet)
GENERAL POINTS

• Schools can foster a culture that is accepting of difference. This can be expressed where appropriate, rather than making the assumption that everyone understands it.

• An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the norm.

• The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment.

• If children are using the word 'gay' in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying.

• Schools are advised to develop a strategy for responding to children who have questions about sexual orientation or who are taunting others about being gay. This should be done in the context of the school's ethos and RSE policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.

PRACTICAL SUGGESTIONS

• Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word 'gay'

• A school could decide on a response to this question, such as 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.'

• To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish.

• Homophobic insults should be treated in exactly the same way as racist or other insults – the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable.

• Schools promote a culture of communication which actively discourages abusive name calling

Note:
In Scoil Nioclás, it is suggested that from Junior Infants to 4th class, if the word 'gay' is used in a derogatory manner, the teacher will explain that name-calling of any description is not tolerated in our school as name-calling is hurtful to the other person and is not acceptable.

In 5th and 6th class, should the use of the word 'gay' becomes an issue, the teacher will explain that this is hurtful to the other person and is not acceptable. The teacher may also give the class the following definitions: 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.'

Appendix 2 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 ignored.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.

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

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

- Support the establishment and work of student councils.

Appendix 3: Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name: _____ Class: _____

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

| |
| |

3. Source of bullying concern/ report (tick relevant box(es))

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Yard	
Classroom	
Toilets	
Bus	
Other (please specify)	

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

| |

6. Type of bullying behaviour (tick relevant box(es))

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (please specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller Community	Other (specify)

8. Brief description of bullying behaviour and its impact

9. Details of action taken

Signed _____ _____(Relevant teacher(s))

Date: _____

Date submitted to Deputy Principal/ Principal: _____

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 *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?	

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

To: _____

The Board of Management of Scoil Nioclás wishes to inform you that:

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ (date)

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

Signed_____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal

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	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*?	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?	Yes

Signed ___Kevin O' Regan___   Date _23/6/2022_
Chairperson, Board of Management

Signed ___Marc Ó Síocháin___   Date _23/06/2022_
Principal

1

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

To: _Staff of Scoil Nioclais._

The Board of Management of _Scoil Nioclais_ wishes to inform you that:

o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _23rd June 2022_ [date].

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

Signed _Kevin O'Regan_   Date _23/6/2022._
Chairperson, Board of Management

Signed _Marc S/Brochain_   Date _23/06/2022_
Principal