

SCOIL NAOMH IOSAF (SNI)

Baltinglass, Co. Wicklow

Roll No: 20039P



Anti-Bullying Policy

Introduction:

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 Naomh Iósaf 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.

Key Principles:

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.
 - 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.
- On-going evaluation of the effectiveness of the anti-bullying policy.

What is Bullying?:

In accordance with the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) bullying is defined as follows: Bullying is unwanted negative behaviour, verbal, psychological or physical 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 following types of bullying behaviours are included below in this non-exhaustive definition of behaviour (See also, Appendix 1)

Physical Aggression including Gesture Bullying

Physical intimidation attacks and threats. A child can be physically punched, kicked, hit, spat at, poked, shoved etc. Physical bullying also includes aggressive body language, non-verbal threatening gestures which can convey intimidatory and frightening messages, facial expressions, eye contact/staring, an intimidating tone of voice and so forth. 'Mess fighting' is not permitted and such interactions can act as disguise for physical harassment.

Verbal Bullying and Name Calling

Verbal abuse can take the form of persistent name-calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality, and so forth.

Emotional/Psychological Bullying:

For example, spreading rumours, making fun of, using threatening looks or gestures, excluding or threatening to exclude another student from groups and from games, ignoring, ostracising or alienating, offensive graffiti etc.

Damage to Property or Theft.

Pupils may have their personal property damaged, defaced, stolen or hidden. This includes interference with the contents of a pupil's school bag, indoor shoes, coat and so forth.

Extortion

The bully may use physical threats in order that the pupil hands over personal property or is forced into theft of property for delivery to another.

Cyber-Bullying

Cyber bullying is described as wilful and repeated harm inflicted through computers, mobile phones and other electronic devices. Cyberbullying is extremely pervasive and the target may feel that it is impossible to get away from it (FUSE Anti-bullying and Online Safety Programme - Teacher Handbook p.5)

Homophobic/Transgender Bullying

Making comments written or oral relating to a person's gender in a derogatory offensive manner repeatedly over time. Spreading rumours or name calling/taunting a person of a different sexual orientation.

Racism Bullying

Making written or oral comments or insults (as well as gestures and sounds) in relation to a person's ethnic origin in a derogatory and offensive manner repeatedly over time against a victim re cultural differences, practices, skin colour, hair style, nationality, culture, social class, religious beliefs, ethnic or traveller background.

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.

Relevant Teachers:

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- All class teachers and support teachers.
- The school principal/Post Holders
- The Deputy Principal
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In the case where children from two different classes are involved, both class teachers will be deemed to be the relevant teachers. In such a case, an agreement can be made between the two relevant teachers that one of them take on the case, or they can work together on this.

Education and Prevention Strategies – A Whole School Approach

Scoil Naomh Iosaf will engage a variety of education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying). A whole-school approach will be undertaken, and this is evident in the education and prevention strategies noted below.

- A culture of care and respect permeates the school, and all members of our school community are made welcome, valued, and treated respectfully.
- A focus on enhancing the self-esteem of all pupils through both curriculum subjects (SPHE/RSE/RE) and by having a range of activities to ensure that the interests and talents of all students are nurtured.
- All children will be made aware of how to address bullying issues should they arise. Children will be made aware of what bullying is, what it looks like, and what to do if they are being bullied, or if they see another child being bullied.
- Several different programmes are currently/will be implemented throughout the school with the aim of building empathy, respect and resilience in pupils as well as ensuring they can recognise, respond to and report bullying issues. These programmes include:
 - Stay Safe: The Stay Safe programme is implemented across all classes. Through the topic of 'Friendships and Bullying', children will learn what bullying is, strategies for dealing with bullying behaviour, and that it is never acceptable to bully others.
 - FUSE: An Anti-Bullying and Online Safety Programme for Primary students with a focus on bullying and cyberbullying in the senior classes. Fourth, fifth and sixth class pupils will engage in a number of 40-minute workshops aiming to increase their self-efficacy in noticing, responding and reporting bullying and online safety issues.
 - Sixth classes will be involved in piloting the new research-based 6th class primary school FUSE Anti-Bullying and Online Safety Resource on the theme of Diversity and Inclusion.
 - SPHE Lessons with a specific focus on building friendships and anti-bullying. All children will explore concepts such as self-esteem and identity-based bullying including homophobic discrimination, transphobic discrimination, racial discrimination as well as discrimination of those with SEN in an age-appropriate manner. Strategies for this

include dialogue and discussion, social stories and circle time.

- Implementation of the RSE Programme across the school.
- Friendship week is held in the school each year to encourage positive behaviour across the school. This involves a cross-curricular approach to the theme of friendship and is a whole school initiative. Both staff and students engage in a 'secret buddy' activity throughout the week in which they help and support their buddy to promote good friend characteristics. Buddy Reading takes place during friendship week whereby senior pupils read picture books with/for their junior buddy.
- The Students' Council will be involved in contributing to a safe and caring school environment by helping to facilitate Friendship Week, bringing ideas and suggestions from their class to the Council and relaying any issues that they notice are upsetting to other students to their teacher or trusted adult.
- As outlined in our Code of Behaviour, a restorative practice approach will be used by all staff across the school when dealing with behaviour/bullying matters. The focus of this is to facilitate a harmonious resolution to situations whereby relationships have been damaged as a result of pupils falling out or engaging in disrespectful or bullying behaviour. It achieves this by promoting a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. Restorative Practice is based on the 5 R's- Relationships, Respect, Responsibility, Repair and Reintegration which we as a staff endeavour to use when dealing with bullying.
- Workshops/seminars for students, staff and parents on Cyber Awareness Programmes and Bullying. To date, the school has engaged Zeeko, Cybersafe Ireland and Barnados to deliver such workshops.
- EAL Teachers check in with the children with limited or no English to ensure that they are settling into their class and have a buddy on the yard. They also seek to resolve any issues these pupil may have.
- Cultural activities – the school celebrates cultural activities throughout the year, representing the cultural and linguistic diversity of the school.
- A culture of telling and upstanding is fostered throughout the school with particular emphasis on the importance of bystanders. It will be made clear to pupils that when they report incidents of bullying, they are not considered to be 'telling tales' but are acting as responsible citizens. This is important in ensuring that pupils gain confidence in 'telling'.
- Professional development will be organised for all staff as needed to ensure that all staff develop and awareness of what bullying is, how it impacts on pupils' lives and the need to be proactive in terms of prevention and intervention.
- 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.
- Regular review of our Acceptable Use Policy to include any necessary steps to ensure that access to technology within the school is strictly monitored. Our Mobile Phone policy will also be enforced and pupils are not allowed to bring phones or any other smart devices to school.

Parental Involvement

- The school's anti-bullying policy is discussed with the Parents Association and a copy of the policy is available from the school office and on the school website.
- All parents will be emailed a copy of the policy.
- Parents are encouraged to contact their child's teacher if they suspect that their child is being bullied. All reports of alleged bullying behaviour will be investigated.
- Provision of relevant training/seminars for parents as necessary.

Pupil Awareness and Involvement

- Teachers will ensure that pupils know who to tell and how to tell if they or another pupil is being bullied:
 - The pupil should directly approach the relevant teacher at an appropriate time or provide a handwritten note to the relevant teacher at an appropriate time.
 - The pupil may tell the student council representative in his/her class (third to sixth classes) and ask him/her to speak on the pupil's behalf.
 - The pupil should ask his/her parents to make a phone call to the school/child's teacher.
 - Ask a friend to tell on his/her behalf.
 - Ensure that bystanders understand the importance of telling if they witness or know that bullying of any form is taking place.

Links with Other Policies

- Code of Behaviour
- Child Safeguarding Policy
- Supervision Policy
- SPHE Policy
- Acceptable Use Policy
- Mobile Phone Policy

Investigation, Follow-up and Recording of Bullying Behaviour:

Given the complexity of bullying behaviour we acknowledge that that no one intervention works in all situations. However, the following strategies are implemented when investigating, following up on and recording bullying behaviour.

Reporting bullying behaviour

- Any pupil or parent/guardian may bring a suspected bullying incident to the attention of any relevant teacher in the school. At times it may be necessary for parents/guardians to bring to the relevant teacher/principals' attention incidents of a bullying nature that happened outside of school.
- All reports, including anonymous reports of suspected 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 suspected bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and Dealing with Incidents: (see section 6,8,9)

When investigating and dealing with bullying a Restorative Practice Approach will be used. The following Restorative questions will be used:

1. *What happened?*
2. *What were you thinking at the time?*
3. *What have you thought about since?*
4. *Who has been affected by what you have done?*
5. *In what way have they been affected?*
6. *What do you think you need to do to make things right?*

In investigating and dealing with suspected bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

- 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 suspected 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.
- Where/When deemed necessary by the relevant teacher a log of incidents and interactions between the respective parties should be recorded. Such monitoring will enable the relevant teacher to establish patterns, trends and frequency.
- If a group is involved, it is advised that each member 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 they may face 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 should 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 should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- Where necessary incidents of a bullying nature may be communicated with school staff. This

communication will only take place if considered to be in the best interest of the concerned parties.

- Incidents of a bullying nature which happen outside of the school may be discussed with the concerned parties and investigated by the school authorities if deemed necessary by the relevant teacher/principal. Where deemed appropriate school authorities may assist in facilitating a resolution, however it is not ultimately the responsibility of the school to resolve such cases.
- 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.
- Where bullying behaviour has been established the school will implement the consequences as outlined in our Code of Behaviour - consequences of serious incidents of misbehaviour, including bullying. As outlined in the Code, this will involve officially warning the pupils to stop the bullying behaviour, meetings with parents to include strategies to change the behaviour, time out/detention at breaktimes and suspension.

Role of Parents/Pupils

- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation in a positive, respectful and constructive manner.
- Parent(s)/guardian(s) and pupils are required to assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- 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) or the school Principal or Deputy Principal
- Follow-up communication 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 recordings 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, and he/she must classify such reports as potential bullying where his/her professional judgment deems it as such.
- While all reports, including anonymous reports of suspected 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.
- Any reports received or drafted at this stage will be stored in the pupil's green file by their class teacher.
- The relevant teacher must inform the principal of all incidents being investigated.

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.
- The relevant teacher should at this stage consult with the school Principal or Deputy Principal.
- Records associated with incidents of reported bullying are stored by class teachers in the pupils' green file.

Formal Stage 2- Completion of Standardised Bullying Recording Template

The relevant teacher must use the recording template 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.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.

Established intervention strategies

- Teacher interviews with all pupils – using the restorative approach.
- 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.

- Drafting of an intervention plan when deemed necessary.
- Working with parent(s)/guardian(s) to support school interventions.

Working with Pupils Affected by Bullying

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

All in school support services and opportunities will be provided for pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships, social skills and build resilience.

- Enabling the child to access support and advice through the construction of formal communication channels between him/her and the relevant teacher/Deputy Principal/Principal.
- Delivery of focused SPHE Lessons
- Drafting of Intervention Plans.
- Recommending counselling, play therapy, anger management, referral to CAMS as appropriate.
- Encouraging children to become involved in after school sports, music etc. Participation and membership of such groups will enhance self-esteem, develop friendships and build resilience.

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.

This policy was adopted by the **Board of Management on 26th September 2023.**

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.

is 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.

Appendix 1: Examples of Bullying Behaviour

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • 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.
<p>Cyber</p>	<ul style="list-style-type: none"> • 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/Twitter/Instagram/Snapchat/YouTube/Games Consoles etc. • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology.
<p>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).</p>	

Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g., gay, queer, lesbian and used in a derogatory manner. • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<p>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</p>
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • 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.
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • 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

Appendix 2: Practical Tips for Building a Positive School Culture and Climate

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like, and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school - this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
- Hot spots tend to be in the playground/school yard/outdoor areas, corridors and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or taking part in activities.
- Support the work of Student Council.

Appendix 3: SNI Template for Recording Bullying Behaviour

Name of pupil being bullied and class group:

Name: _____ Class _____

Name(s) and Class(es) of Pupil(s) Engaged in Bullying Behaviour:

Name: _____ Class _____

Source of Bullying Concern (Tick all Relevant Boxes)	✓	Location of Incidents (Tick Relevant Boxes)	✓
Pupil Concerned		Yard	
Other Pupil		Playground	
Parent		Corridor	
Teacher		Toilets	
Other (Specify)		Outside School	
		Other (Specify)	

Name of Person(s) who Reported the Bullying Concern:

Type of Bullying Behaviour (Tick all Relevant Boxes)

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

Where Behaviour is Regarded as Identity-based Bullying, Indicate the Relevant Category:

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

Brief Description of the Bullying Behaviour and its Impact:

Details of Actions Taken:

Signed _____ (Relevant Teacher). Date: _____

Date submitted to Principal/Deputy 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?	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 members 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?	N/A
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?	N/A

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Notification regarding the Board of Management's Annual Review of the Anti-bullying Policy

To: *The Parents of Scoil Naomh Iósaf, Baltinlass*

The Board of Management of Scoil Naomh Iosaf 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 Tuesday September 26th 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.

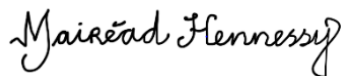
Signed:



Chairperson, Board of Management

Date: 26/09/2023

Signed:



Principal, SNI.

Date: 26/09/2023