



ST. BRIGID'S  
PRESENTATION SECONDARY SCHOOL

# ANTI-BULLYING POLICY

**This Policy is in accordance with our Mission Statement, Our Code of Behaviour and the Presentation Ethos.**

Reviewed	Ratified by B.O.M.	Next Review
March 2019	8 <sup>th</sup> April 2019	March 2020

**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 St. Brigid's Presentation Secondary School has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.**

**2. 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.
- Effective supervision and monitoring of pupils;
- Supports for staff and parents;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

The Board of Management recognises that parents are the primary educators of the students and should model appropriate standards; they should be informed of the school's anti-bullying policy and expect their daughter to meet the standards therein.

**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 this non-exhaustive definition:

- 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 any ethnic/cultural/religious minority 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 are some of the types of bullying that may occur and fall within this policy. This list is not exhaustive.

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

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

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

A student/parent/guardian/staff member/unnamed source may bring a bullying concern to any teacher in the school. This teacher will record the complaint on an Alleged Bullying Behaviour Form (Appendix 1) will inform the Year Head via further completion

of the form. The Year Head then becomes the relevant teacher for investigating and dealing with alleged bullying.

**5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:**

**Creating a positive school culture and climate**

- Students will be regularly reminded by their teachers and at assembly of the school's Catholic ethos and of the high standards of respect, behaviour, interactions and co-operation expected within the school community.
- "Please" and "Thank You" should be part of the natural vocabulary. Politeness, common courtesy and good manners will be constantly encouraged by all members of staff.
- Class teachers will read and explain the school Code of Positive Behaviour with their classes once a term.
- Class teachers will draw the attention of students to the Mission Statement of the School particularly the sentence referring to the fostering of "the dignity and value of every human being".
- Students will be given time in class to think about behavioural standards they would like for themselves and how to communicate these to others.
- Promoting a culture of respect will be a whole school approach, not just a few teachers encouraging it.
- Student awareness of respect for their teachers will be highlighted at Assembly.
- Students will be allowed to achieve in all areas without a begrudging attitude.
- Students will abide by all the school rules and have a positive attitude in all that they do.
- Students will have high expectations of themselves
- Teachers will have high expectations of all students.
- The school's approach to tackling and preventing bullying takes account of the needs of pupils with disabilities or with AEN. Approaches to decreasing the likelihood of bullying for pupils with AEN include improving inclusion, focusing on developing social skills particularly through SPHE class, paying attention to key moments such as transitioning from primary to post-primary through the provision of an induction programme.

**Effective leadership**

- The Staff
  - will continually remind the students of their rights and responsibilities and their entitlement to an education in a safe environment.
  - model respectful behaviour to all members of the school community at all times.
  - encourage and acknowledge desired respectful behaviour by providing positive attention.
- Students will be constantly encouraged by staff to contribute to a school atmosphere and ethos in which the students feel free to speak up if bullying takes place.

- Year group assemblies will promote an awareness of our anti-bullying policy and the importance of valuing the dignity of each member of our school community.

## **Parents**

The school recognises parents as the primary educators and aspires to work collaboratively with parents to create a school environment where bullying behaviour is reduced, recognised and reported. To this end parents are provided with opportunities to attend talks provided both by the school and outside agencies and are invited to have an input into policy development via the student council. Additional opportunities to attend parent talks and workshops are brought to the attention of parents/guardians via the school website and Facebook page.

## **A school-wide approach**

The emphasis will always be on prevention. We work proactively to ensure as far as we can that bullying does not take place. We aim to prevent bullying by raising awareness about the reality of bullying and its detrimental effects. We use the following approaches to prevent bullying and where it does take place, to deal with it and appropriately

- All teachers will use every available opportunity to raise awareness of the unacceptability of bullying behaviour and will address this behaviour if and when it arises.
- At Junior Level, the SPHE teachers will use aspects of the SPHE programme to raise awareness of the inappropriateness of bullying behaviour. This will be done in a structured way, with the teachers deciding on a series of classes for each group.
- At Senior level, Class teachers and RE teachers will address the topic of bullying and mutual respect.
- The lessons will aim to address issues such as empathy, assertiveness, coping skills, rights and responsibilities.
- Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
- Our school has a firm but fair discipline structure. The rules are simple and easy to understand.
- The School's Anti-Bullying Charter was drawn up by students, staff and parents. The Charter is laminated and displayed in the Assembly Area and on classroom notice boards. This ensures the fostering of respect for all members of the school community.
- 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 awareness of what bullying is through familiarity with our school policy, how bullying impacts on pupils' lives and the need to respond to it-prevention and intervention.
- Visiting speakers will address the problems of bullying.
- The Anti-Bullying Policy will be 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.

## **A shared understanding of what bullying is and its impact**

- Students are encouraged through the anti- Bullying lessons to play their role as “bystanders” and do their utmost to protect a victim of bullying behaviour by reporting any such observation to a relevant teacher/ supervisor. 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. We ensure 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 or to a trusted teacher in the school.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Distribution and analysis of a confidential questionnaire once a term to all pupils.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

## **Implementation of education and prevention strategies including awareness raising measures**

- The full implementation of the SPHE and CSPE curricula and the RSE Programmes.
- School wide delivery of lessons on bullying from evidence based programmes may include Cool School Lessons, Mind Matters, FRIENDS for Life, On My Own Two Feet, Relational aggression (Cool School Programme: A Friend in Deed), Cyber Bullying, Homophobic and Transphobic Bullying (Growing up LGBT, Stand Up Programme, The Trust pack) Diversity and Inter-culturalism.
- Delivery of the Garda SPHE Programmes. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying.
- Guest speakers may be invited to address the issue of bullying with staff and students.
- The school will specifically consider the additional needs of AEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

## **Effective supervision and monitoring of pupils**

- Supervision of key areas of the school, during supervision period.
- Teachers on supervision duty supervise-
  - Corridor areas
  - Social areas
  - Classrooms
  - Assembly area



- The supervisors walk around the corridors and enter the classrooms during supervision periods.
- The supervisors are alert to students who are constantly alone.
- The supervisors disperse students clustering around toilet areas.
- Supervision will also apply to monitoring student use of communication technology within the school. The school has an Internet Use policy which addresses the use of technology.

### **Supports for staff**

- Opportunities for CPD will be brought to the attention of staff and where possible those interested in participation will be facilitated.
- Year Heads and staff on the Care Team will be encouraged to participate in all relevant in-service.
- Staff including ancillary staff will be reminded each term of the importance of consistent recording and investigation of bullying allegations.

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

- Documentation, record keeping and confidentiality
  - If a student/parent/unnamed source brings a bullying concern to a member of staff, he/she will record the complaint on an Alleged Bullying Behaviour Form and will refer the matter using the form to the Class Teacher who will endeavour to ascertain some of the facts behind the allegation and will mediate and resolve if appropriate.
  - If the Class Teacher is satisfied that with his/her initial enquiries regarding the situation indicate that bullying behaviour has occurred or is ongoing she/he will inform the Year Head via further completion of the form.
  - The Year Head is the relevant teacher for investigating and dealing with alleged bullying
  - When a bullying incident is confirmed the Year Head will complete Appendix 3 of the Anti-Bullying Procedures for Primary and Post-Primary Schools and submit it to the Principal.
  - All details will be documented by the relevant teacher – from the initial disclosure to its conclusion.
  - Students must be told that total confidentiality cannot be given.
  - Teachers will be informed of confirmed bullying incidents in their class.
- Circulation of Policy
  - The Anti-Bullying Policy will be 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.
  - Teachers will follow the procedure when alleged bullying is reported
  - The class teacher will go through the policy with the students once a term, to ensure that all students are familiar with it.
  - This must be followed up at Assembly, after it has been done in class.



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

The effectiveness of the policy will be evaluated as follows:

- It will be reviewed by the Board of Management annually. The Boards review will be informed by the Principal's reports on recorded allegations and confirmed incidents of bullying.
- That the victim of a bullying incident can see clearly that the school anti-bullying policy was implemented and the perpetrator was dealt with appropriately.
- That where incidents occur, that the policy is followed and implemented quickly.
- That an atmosphere and ethos is established throughout the school in which bullying is unacceptable and in which all feel free to speak up if bullying takes place.
- A reduction in the number of alleged and confirmed incidents of bullying.

## **6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:**

*The primary aim in investigating and dealing with bullying is to resolve any issues and restore as far as is practicable the relationships of the parties involved (rather than to apportion blame).*

*(Anti-Bullying Procedures for Primary and Post-Primary Schools 2013:6)*

### Step I

- A student/parent/guardian/staff member/unnamed source may bring a bullying concern to any teacher in the school. This teacher will record the complaint on an Alleged Bullying Behaviour Form (Appendix 1) and will refer the matter using this form to the Year Head.

### Step II

- The student/s involved in the alleged bullying will be interviewed individually by the Year Head.
- The allegations will be listened to and addressed seriously and sensitively.
- While confidentiality cannot be guaranteed, all allegations will be dealt with discreetly.
- Details of the reported allegation of bullying will be written down and read back to the student/students for confirmation.
- If they so wish, the student may write down their account of the situation.

### Step III

- All students involved, the alleged victim and the alleged bully, will be interviewed together by the Year Head and Principal and/or Deputy Principal.
- Students will be requested not to discuss the nature or content of the meeting with other students.
- Each recorded account will be read out to ensure that everyone is clear about what everyone else has said.

- At this stage whilst it may become clear that one or more students have engaged in bullying behaviour every effort will be made to come to an amicable conclusion.
- All students involved will be informed that additional support is available in the school from a member of the Care Team should they require it.
- Where it has been determined 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.
- The Year Head will complete Appendix 3 of the Anti-Bullying Procedures for Primary and Post-Primary Schools and submit it to the Principal.
- The Year Head will meet with both parties within two weeks of the problem being resolved, to monitor progress.

#### Step IV - If the same student or students are alleged to be involved in a further incident of bullying

- The student/s involved in the alleged bullying will be interviewed individually by the Year Head
- The allegations will be listened to and addressed seriously and sensitively.
- While confidentiality cannot be guaranteed, all allegations will be dealt with discreetly.
- Details of the reported allegation of bullying will be written down and read back to the student/students for confirmation.
- If they so wish, the student may write down their account of the situation.
- All students involved, the alleged victim and the alleged bully, will be interviewed together by the Year Head and Principal and/or Deputy Principal.
- Students will be requested not to discuss the nature or content of the meeting with other students.
- Each recorded account will be read out to ensure that everyone is clear about what everyone else has said.
- At this stage whilst it may become clear that one or more students have engaged in bullying behaviour every effort will be made to come to an amicable conclusion.
- All students involved will be informed that additional support is available in the school from a member of the Care Team should they require it.
- If it is concluded that a student has been engaged in bullying behaviour she will be informed
  - a) that she is in breach of the school Code of Behaviour and that she must stop her unacceptable behaviour immediately;
  - b) that her parents/guardians will be informed to support her in changing her unacceptable behaviour
  - c) that teachers will be informed of unacceptable behaviour
  - d) that support is available in the school from a member of the Care Team to enable her to change her unacceptable behaviour
  - e) that if her bullying behaviour continues the Code of Behaviour will apply.
- The victim of bullying will be informed
  - a) that her parents/guardians will be contacted so that they are in a position to help and support her

- b) that she has behaved in a most responsible way in bringing the incident to the attention of the school management
  - c) that if she wishes to see a member of the Care Team, an appointment will be made for her
  - d) that continuing support will be available as long as it is necessary
  - e) that teachers will be informed
- The Year Head will meet with both parties within two weeks of the problem being resolved, to monitor progress.

**7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):**

After a bullying incident has been investigated, the Year Head will stay in touch with the students involved.

If necessary, the students may be required to engage with session(s) with the school counsellor.

The class tutor will be informed of the situation and will keep an eye on the students within the context of tutor time, SPHE, RE programmes.

Class teachers will be informed on a need-to-know basis.

A programme of support for pupils who have been bullied and have engaged in bullying behaviour are put in place.

Helping the Victim(s)

- With the consent of the victim and her parents, the student will be referred to the Care Team.
- If deemed appropriate support from an outside agency may be recommended.
- Teachers will be told of the incident, to enable vigilance within the school

*"Victims [of bullying] may need counselling and opportunities to participate in activities designed to raise their self-esteem....."*

(Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools September 1993)

Helping the Perpetrator(s).

- The perpetrator will be the opportunity to explain why she is behaving in such a manner
- The perpetrator will be made aware of the distress being suffered by the victim as a result of her behaviour
- Teachers will be informed of the incident to enable vigilance.
- With the consent of her parents, she will be referred to the Care Team, for support

*"A programme of support for those pupils involved in bullying behaviour should be an integral part of the school's intervention process"*

(Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools September 1993)

## 8. 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.

## 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 \_\_\_\_\_.

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: \_\_\_\_\_  
(Chairperson of Board of Management)

Signed: \_\_\_\_\_  
(Principal)

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

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

Date of next review: \_\_\_\_\_

## Appendix 1

### Alleged Bullying Behaviour Form

1. Name of pupil allegedly being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

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

\_\_\_\_\_

3. Source of alleged bullying concern/report (tick)

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of alleged incidents (tick)

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

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

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

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

8. Brief description of alleged bullying behaviour and its impact

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9. Details of actions taken

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Signed \_\_\_\_\_ Date \_\_\_\_\_

Date submitted to Year Head \_\_\_\_\_

## 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 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, changing rooms, 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 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)

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick)

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

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

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

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

8. Brief description of bullying behaviour and its impact

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9. Details of actions taken

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Date submitted to 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.

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

Signed: \_\_\_\_\_ Date \_\_\_\_\_

**Chairperson, Board of Management**

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



**ST. BRIGID'S**  
PRESENTATION SECONDARY SCHOOL

To: \_\_\_\_\_

The Board of Management of St. Brigid's Presentation Secondary School wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_ [date].
- This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-Bullying Procedures for Primary and Post Primary Schools.

Signed: \_\_\_\_\_

Date \_\_\_\_\_

**Chairperson, Board of Management**

Signed: \_\_\_\_\_

Date \_\_\_\_\_

**Principal**

