

# **Kilmurry Mc Mahon N.S.**

## **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 Kilmurry McMahon National 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 (2013).

### **School Position on Bullying:**

The Kilmurry McMahon National School community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore, it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the wellbeing of the targeted pupil(s) and the perpetrator(s).

An 'Anti-Bullying Team,' made up of staff members, exists to cultivate an environment free from bullying.

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach.

All pupils are expected to contribute to the creation and maintenance a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

## **Links to School's Mission Statement**

Kilmurry McMahon N.S. is a co-educational school that aims to promote the personal, spiritual, physical, creative and academic development of its pupils. Catholic values permeate all aspects of school life. We are a learning community which values and respects all pupils equally while recognising that each student is unique and has different gifts as well as needs. The school is committed to providing an ordered learning environment which encourages the pupils to strive to realise their full potential. The support and good will of the Board of Management, parents and the local community is necessary to promote this vision.

## **Anti-Bullying Policy**

The Board of Management of Kilmurry McMahon N.S. recognizes 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; which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the school community
- Effective leadership.
- A school-wide approach.
- A shared understanding of what bullying is and its impact.
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils.
- Supports for staff.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.

### **Definition of Bullying:**

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

***‘Bullying is unwanted negative behavior, 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 behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying
- 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.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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

### **Relevant Teachers in the School**

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

- The class teacher(s) initially
- The principal thereafter if necessary
- Any teacher may act as the relevant teacher if the circumstance warrants it.

### **Education and Prevention Strategies**

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:

School will promote a preventative approach to bullying by implementing the following.

- Developing a whole school Anti-Bullying Policy in collaboration with the whole school community.
- All teachers will implement the school's Social, Personal and Health Education (SPHE) programme in full. (including Stay Safe, Walk Tall, and Grow in Love programme).
- A copy of the school's Anti-Bullying Policy/Code of Behaviour will be given to the parents of the incoming Junior Infant class at the Open day. Parents/guardians will be required to sign an undertaking which supports the policy.
- The Anti-Bullying Policy and Code of Behaviour will be available on the school website.
- A hard copy of the school's Anti-Bullying Policy and Code of Behaviour will be available in each classroom. A copy will be available to parents and others on request from the school office.

### **Anti- Bullying & Prevention Initiatives:**

The following anti-bullying initiatives will take place in the school annually:

- A school-wide approach to the fostering of respect for all members of the school community
- September Friendship Month – class based activities which promote co-operating, sharing friendship between all the children. Class discussions on friendship e.g. Making friends/maintaining friendships/resolving conflict, responsibilities towards one another, etc. will be held.

- Each classroom will devise classroom rules at the beginning of each school year which will promote inclusion, acceptance of difference and respect for one another.
- Each classroom will discuss what is acceptable in the playground. Pupils must recognise when another pupil says “NO” this will be reinforced at whole school assembly and on the playground.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school. Our school motto ‘Kind Hands, Kind Feet, Kind Words’ will be reinforced at assembly and displayed around the school.
- 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.
- Anti-Bullying posters will be made, discussed and displayed throughout the school.
- Additional lessons which deal specifically with bullying will be undertaken in each class with an emphasis on openness and discussion in this area. (Areas covered will include – What is bullying? / Forms of bullying / Cyber-bullying / why do people bully? / role of the bystander / Silent witnesses / Effect of bullying / How does bullying make me feel? / What can I do? / Preventing bullying. )
- Explicitly teach pupils about the appropriate use of social media. Online Safety Day: each year as part of national online safety day pupils will engage in activities to raise awareness around staying safe online and cyberbullying.
- Actively involve parent and/or the Parents’ Association in awareness raising campaigns around social media.
- When children inform a teacher of a ‘bullying’ situation which occurred outside of school time, the teacher will advise the child to inform his/her parents. The child will be encouraged to ask for parental support in resolving the situation.
- A class contract will be signed by all the children in all classes (Junior Infants – Sixth Class) This states that the class is a ‘reporting class’. This contract will be displayed in each classroom at the start of the school year.
- Discussion of the underlying principles of the school’s Anti-Bullying Policy and Code of Behaviour will form part of the agenda of all staff meetings.
- 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.

- The use of mobile phone by students is prohibited on the school grounds and at school events.
- The development of the Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in ‘telling’. 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
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

#### **Links to other policies**

- Code of Behaviour
- Child Safeguarding Statement
- Special Educational Needs Policy
- RSE Policy
- SPHE Policy
- ICT and Acceptable Use Policy
- Health and Safety Statement

#### **Procedures for noting and reporting an incident of bullying behaviour.**

1. All reports of bullying, no matter how trivial, should be recorded and investigated using ‘Template for recording bullying behaviour’ attached in Appendix 2.
2. All cases of bullying behaviour by pupils should be referred to the Principal/Deputy Principal.
3. Parents/Guardians of victims and bullies should be informed by the Principal/Deputy Principal following initial investigation of the incident so that they are given an opportunity to discuss the matter. They are then in a position to support their children before a crisis occurs.

4. Parents/Guardians are encouraged to discuss their concerns with a staff member if they feel their child is being bullied. Parents/Guardians should not assume that the problem will go away.
5. It should be made clear to all pupils that when they report incident of bullying **they are not telling tales** but behaving responsibly.
6. Ancillary staff and parents should be encouraged to report any incidents of bullying in the school witnessed by them to a teacher/Principal within the school.
7. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures.
8. When a case relating to a pupil remains unresolved at school level, it will be referred to the school's Board of Management.
9. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.
10. In the event where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of NEPS will be sought.
11. Serious incidents of bullying will be referred to the HSE Children and Family Services and / or Gardaí.

### **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). 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;

1. Bullying in most cases is reported by
  - A child/other pupils
  - Parents/guardians
  - Staff member

and should be directed firstly to the class teacher. Teachers are best advised to take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by either pupils, staff or parents/guardians. Such incidents are best investigated outside the classroom situation to avoid the public humiliation of the victim or the pupil engaged in bullying, in an attempt to get both sides of the story. 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. Teachers investigating cases of bullying behaviour should keep a written record of their discussion with those involved. It may also be appropriate or helpful to ask those involved to write down their account of the incident. Teacher may ask parents to sign journal to acknowledge reading of account in diary. It is school policy to request the assistance of another staff member in such investigation.

2. When analysing incidents of bullying Behaviour, investigating teachers 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.
3. The Principal will speak to the investigating teacher and will review the written information provided and will hold further investigations if necessary with the assistance of another teacher.
4. If a group of pupils is involved, each member should be interviewed individually by two adults and then the group should be met collectively. Each member should be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said.

If it is concluded 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 Code of Behaviour and try to get him/her to see the situation from the victim's point of view. The situation should be handled with sensitivity for all involved.

5. In cases where it has been determined that bullying behaviour has occurred, the Principal will meet separately with the parent(s) /guardian(s) of the two parties involved, as appropriate in the presence of another teacher. The Principal will outline the results of the investigation and will explain the actions being taken and the reasons for them, referring them to the school policy.



### **Follow up and recording procedure:**

The following steps will be taken-

- Kilmurry McMahon National School will utilise a restorative practice approach in it's initial stage of resolving the situation. All staff have been made aware of the importance of this practice.
- A verbal undertaking will be given by the perpetrator to stop the offending behaviour. The perpetrator will also be requested to apologise to the victim in the presence of the Principal and another teacher and give an undertaking that the offending behaviour will stop. Parents/Guardians will be made aware of this.
- The Principal and staff will monitor and evaluate the situation, providing support to both victim and perpetrator.
- With any reported incident of bullying behaviour within the school, the parents will be kept informed of developments and stages of the investigation as the situation dictates, and as early as is reasonably possible.
- If the bullying continues, a formal contract will be entered into by the perpetrator and the school and the victim. The parent(s)/guardian(s) of both parties will be informed. The contract will be monitored regularly by the Principal with the assistance of the class teacher and (another member of staff) if required, to see that the situation is resolved.
- If after the above, the bullying behaviour re-occurs, a formal meeting of the perpetrator, his/her parent(s)/guardian(s), the Principal and the Chairperson of the Board of Management will be held and a formal suspension in line with the schools Code of Behaviour may/will occur. The Chairperson will have the authority to enact an immediate suspension or in certain circumstances may issue a final Chairperson's warning to the perpetrator e.g. where an extended period of time has elapsed since the last incident. The school's Code of Behaviour will be invoked from this point on.
- Any feedback received from the parties involved, their parent(s)/guardian(s) must be referred, as appropriate, to the schools complaints procedures. 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 schools 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 incident must be done in an objective and factual manner.

### **Informal – pre-determination that bullying has occurred**

All staff will keep a written record of any incidents witnessed by them or notified to them.

While all reports, including anonymous report of bullying will be investigated and dealt with by the class teacher, they will keep a written record of the reports, the actions taken and any discussions with those involved regarding same. The class teacher may inform the principal of incidents being investigated.

### **Formal recording of bullying behaviour:**

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved
- The relevant teacher must use the recording template at Appendix 2 to record the bullying behaviour.
- When the recording template Appendix 2 is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.
- The relevant teacher may consult with the Principal or Deputy Principal at any stage in relation to a case.

### **Support for pupils affected by bullying:**

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and PostPrimary 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
- SALT Conflict Resolution Programme

- Circle Time activities
- SPHE Programmes e.g. Walk Tall, Zippy's Friends,
- NEPS – Friends For Life, Incredible Years, Get Up. Stand Up etc.
- Play / Art Therapy
- The National Educational Psychological Service (NEPS)
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. 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 relevant teacher.
- Changing the school culture to foster more respect for bullied pupils and all pupils,
- Changing the school culture to foster greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Implementing a buddy system if appropriate
- In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a “clean sheet” and no blame in return for keeping a promise to reform.

**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 as 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.

### **Communication of this policy**

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 of Education and Skills and to the patron if requested.

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 to the Department of Education and Skills and to the patron if requested.

This policy was adopted and ratified by the Board of Management on 20/02/2023.

This policy was reviewed by the Board of Management at meeting on 26/09/2024

Signed: Gerard Cotter

(Chairperson of Board of Management)

Date 26/09/2024

Signed: Niamh Kelly

(Principal)

Date: 26/09/2024

Date of next review: 26/09/2025

## Appendix 1- Types of Bullying/ Possible Signs & Symptoms of Bullying

### **Types of Bullying:**

The following are some of the types of bullying behaviour that can occur amongst pupils:

- **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/dismissal/disapproval.
- **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 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. In addition, in the context of Anti-Bullying Procedures for Primary and Post-Primary Schools, 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 rejected by other people will be regarded as bullying behaviour. 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 this definition of bullying and should be dealt with, as appropriate.

- **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.
- **Slagging:** This behaviour usually refers to the good-natured banter which goes on as part of the normal social interchange between people. However, when this 'slagging' extends to very personal remarks aimed again and again at one individual about appearance, clothing, personal hygiene or involves references of an uncomplimentary nature to members of one's family, particularly if couched in sexual innuendo, then it assumes the form of bullying. It may take the form of suggestive remarks about a pupil's sexual orientation.
- **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.
- **Identity-based bullying:** This includes homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those

### **Characteristics in Bullying Behaviour:**

It is important to recognise that any pupil can be a victim of bullying, or can engage in bullying behaviour.

### **Indications of Bullying/Behaviour – Signs and Symptoms**

The following signs/symptoms may suggest that a pupil is being bullied:

- Anxiety about travelling to and from school – requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, mitching.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;

- Pattern of physical illnesses (e.g. headaches, stomach aches).
- Unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
- Visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty sleeping, crying, not eating, vomiting, bedwetting.
- Spontaneous out-of-character comments about either pupils or teachers;
- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing;
- Reluctance and/or refusal to say what is troubling him/her.

These signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

## Appendix 2: 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))\*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

### 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 (specify)	

### 7. Where behaviour is regarded as identity-based bullying, 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 actions taken**

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

## Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

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

Signed: *Gerard Cotter* Date 26/09/2024  
Chairperson, Board of Management

Signed: *Niamh Kelly* Date: 26/09/2024  
Principal