



Anti-Bullying Policy

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. Peter's 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 which were published in September 2013.

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

- All staff act as good role models and do not misuse authority. Teachers abide by the Teaching Council Code of Professional Conduct;

(c) A school-wide approach

- The Code of Behaviour is followed throughout the whole school. A whole school approach is adopted to prevent and deal with bullying; (e.g. STOP acronym – definition for bullying – several times on purpose).

(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;

(f) Effective supervision and monitoring of pupils

(g) Supports for staff - including CPD

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

(i) On-going evaluation of the effectiveness of the anti-bullying policy

The board of Management acknowledges that the primary responsibility for their children rests with the parents. The Board recognises the positive influence a parent has on their child and the primacy of the family context in helping prevent bullying attitudes/behaviour within their children. It is incumbent on parents to look out for signs of bullying (either bullying behaviours or their child being bullied) when at home with their child.

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 behaviour, verbal, psychological or physical conduct, 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.

We will use the acronym **STOP (Several Times on Purpose)** to remind pupils about what constitutes bullying behaviour(s).

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.

Examples of bullying behaviours

<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
	<ul style="list-style-type: none"> • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed • Exclusion
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g., Facebook/Whatsapp/ Twitter/Snap Chat/ Instagram or on games consoles • Abusive website comments/Blogs/Pictures

	<ul style="list-style-type: none"> Abusive posts on any form of communication technology <p>*As the majority of cyber related bullying incidents occur outside of the school setting, it is incumbent on parents to ensure they monitor their child's online usage (as often as is practicable). Should a cyber incident become an issue within the school, the school staff will investigate if/when necessary to come to a satisfactory resolution. However, it is ultimately the responsibility of the parent to ensure that minimum age restrictions (e.g. Snapchat's minimum age restriction is 13) are adhered to.</p>
<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...used in a derogatory manner Physical intimidation or attacks Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background Exclusion on the basis of any of the above
Relational	<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
	<ul style="list-style-type: none"> "Bitching" Spreading rumours Breaking confidence Talking loud enough so that the victim can hear The "look"
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

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

- Principal
- Deputy Principal

- All class teachers and SET teachers

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

Education and Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyberbullying, homophobic and transphobic bullying) that will be used by the school are as follows:

School-wide approach

- A school-wide approach to the **fostering of respect** for all members of the school community.
- Promotion of the **value of diversity** to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- Fostering and enhancing 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.
- **Pupil consultation** in relation to developing positive behaviour rules in classrooms and involvement in review of Code of Behaviour;
- Whole **staff professional development** on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- **Supervision and monitoring** of classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of pupils in contributing to a **safe school environment**, such as Safety Squad, Buddies, and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- The school's anti-bullying policy is discussed with pupils and all **parent(s)/guardian(s)** are given a copy as part of the Code of Behaviour of the school.
- Implementation of regular **whole school awareness measures** e.g., a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; Wellbeing Week
- Regular **assemblies** - acknowledge good behaviour/actions, discuss respect for others;
- Encourage a **culture of telling**, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling.' This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Anti-bully or Niggle box?

- o Get a parent(s)/guardian(s) or friend to tell on your behalf
- o Administer a confidential questionnaire once a term (optional) to all pupils.
- o Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place

Intervention Strategies adopted

- Restorative interviews/conferencing
- Mentoring system – pupil/adult, pupil/pupil
- **Enforcement of Mobile Phone Policy and Acceptable Use Policy** – The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones
- Monitoring and Supervision – yard, corridors, arrival and dismissal, school-side awareness of individuals/groups who need extra monitoring, awareness of 'danger sports' for bullying behaviours
- Circle time
- Class observation forms – completed by teachers/staff to assess class dynamics and behaviours in advance

Implementation of curricula

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes
- Continuous Professional Development for staff in delivering these programmes
- School wide delivery of lessons on bullying from evidence-based programmes, e.g., Cool School Lessons, #UP2US, Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet
- School wide delivery of lessons on Cyber Bullying (Be Safe-Be Seen, Web wise, **FUSE Programme** (to explore), Web wise primary teachers' resources), Homophobic and Transphobic Bullying (Stand Up Programme), Diversity and Interculturalism
- Delivery of the Garda SPHE Programmes, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately; Development of Individualised Behaviour Plans for pupils with SEN
- Implementation of Friends for Life Programme; Mind Me, Mind You programme; **FUSE Programme** (to explore)

Partnership and Communication with parents/guardians

- Bi-termly newsletters/regular correspondence via Aladdin Connect/Email
- Information meetings
- Parental involvement in classroom activities
- Parent-teacher meetings
- Individual Education/Behavioural Plan meetings
- Parent Association Activities
- School Policy Development/Consultation

Community Links

- NEPS
- NCSE
- DES
- CAMHS
- Rainbows
- GAA Club
- Athletics Club
- Soccer Club
- Local Gardaí
- PDST/Oide

Links to other policies

- List school policies, practices and activities that are particularly relevant to bullying, e.g., Code of Behaviour, Child Safeguarding and Risk Assessment; Supervision, Arrival and Dismissal Policy; Mobile Phone Policy; Acceptable Use policy, IT Policy, Attendance Policy, Sports activities (Sports' Code of Conduct)

Procedures for Investigation 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);

Reporting bullying behaviour

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

Investigating and dealing with incidents: Style of approach

- 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;

Procedures for Investigation

- Teachers will take a calm, unemotional problem-solving approach.
- Where possible incidents will be investigated ensuring privacy for pupils involved.
- Pupils will be asked to write an account of what happened, as part of an investigation. This is a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.

- All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned.
- Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will 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 will be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

Parental Involvement

- 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 will be contacted at an early stage to inform them of the matter and explain the actions being taken.
- Parent(s)/guardian(s) will be given an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- 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

- A time scale for improvement and/or cessation of behaviours will be drawn up with pupils and parents
- Teacher will monitor the situation for this period of time.
- 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 meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

Parental support

- 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 Pupils.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal — prior to determination that bullying has occurred

All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher.

While all reports, including anonymous reports, of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.

The relevant teacher must inform the principal of all incidents being investigated IMMEDIATELY.

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 with the parties involved. The relevant teacher must keep a written record of all conversations with pupils or parents.

The school, in consultation with the relevant teacher, should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2 — Appendix 3

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

- (a) In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred (or where informed efforts to resolve a case of bullying has not been successful 20 days after initial intervention(s) took place); and
- (b) where the school has decided as part of its anti-bullying policy that in extreme circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable

St. Peter's staff recognises certain behaviours must be recorded and reported immediately to the Principal (i.e. serious assault, allegation of bullying (in the classroom, in the yard, on the line going to and from the classroom — mornings, evenings, before and after breaks), allegation of cyber-bullying, discriminatory behaviours, bullying by isolation (refer to identity- based behaviours section). These should be in line with the school's code of behaviour.

Where the recording template is used it must be retained by the relevant teacher in question and a copy maintained by the Principal. Due consideration needs to be given to where these records are kept (locked in the teachers filing cabinet separate from the child's file and locked in the office cabinet). The Principal, Deputy Principal, Class teacher and chairperson of B.O.M. has access to them. Each teacher has their own log of bullying incidences online (Microsoft Teams Folder). This record is stored digitally and passed on year to year right up to sixth class. These records will be retained for three years after the pupil has left sixth class.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress
- Working with parent(s)/guardian(s) to support school interventions
- No blame approach
- Circle time
- Traditional disciplinary approach
- Strengthening the victim
- Mediation

Programme for Supporting pupils

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Stay Safe Programme
 - Walk Tall Programme
 - SPHE classes
 - Aspects of the Grow in Love programme
 - Group work such as circle time for younger adults
 - Mentoring system (senior pupils from 4th, 5th and 6th classes mentor younger pupil at break times)
 - Laptop/iPad sessions supervised by class teacher (NCSE has set out internet access at Level 3). The school's broadband programme has blocked all social networking sites on the basis that they waste time and take too much of the bandwidth which is being provided for educational purposes only.

- Buddy/Peer mentoring system
- Adult/Pupil mentoring system
- Care team/Student Support Team
- Group work such as circle time
- If pupils require counselling of 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 teacher.

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. The school's Supervision, Arrival and Dismissal Policy is enforced.

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.

Ratification

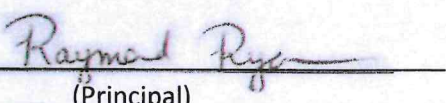
This policy was adopted by the Board of Management on the 21st of May 2024.

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, review and outcome will be made available to the Department and the patron if requested.

The Board of Management will review this policy and its implementation 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)

Date:

Signed: 
(Principal)

Date:

Report on Bullying Behaviour

Name of pupils involved:

Description of incident / behaviour:

Date:

Teacher:

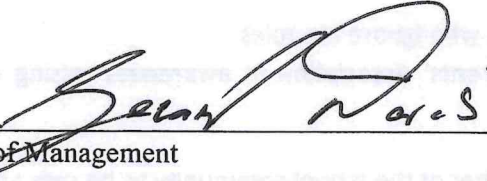
Action taken by	Procedures	Support and/or sanction

Appendix 1 – Notification regarding the Board of Management’s annual review of the antibullying policy

To: St. Peter's National School community

The Board of Management of St Peter's N.S. wishes to inform you that:

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 21/05/2024 [date].
- o This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed 
Board of Management

Date 21/05/2024 Chairperson,

Signed 

Date 21/05/2024 Principal

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, 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.

Appendix 3 – Template for recording school bullying behaviour

INCIDENT RECORD

1. Name of pupil being bullied and class group

Name: _____ Class: _____

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other Pupil	

4. Location of incidents (tick relevant box)

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 _____

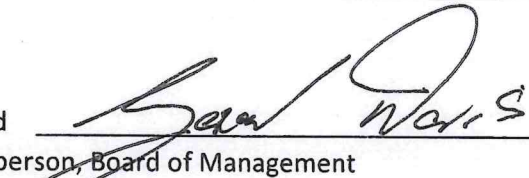
Note: The categories listed in the tables 3,4 &6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 4 – Checklist for annual review of the anti-bullying policy and its implementation

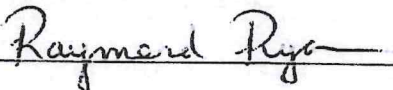
The Board of Management (the Board) must undertake an annual review of the school's antibullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the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

Date: 21/05/2024

Signed 
Principal

Date: 021/05/2024