



Scoil Naomh Molaise

Grange, Co. Sligo.

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 Scoil Naomh Molaise, Grange, Co. Sligo 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.

Rationale

The Board of Management of Scoil Naomh Molaise recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that –
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including 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); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

Relationship to Characteristic Spirit of the School

Scoil Naomh Molaise believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The school also has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is our policy to promote this belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

In keeping with our Catholic Ethos and our motto *to treat others as you would like to be treated*, Scoil Naomh Molaise:

- Values the dignity and uniqueness of each child and helps develop a sense of their own worth, through promoting self-confidence and self-expression.
- Develop in its Catholic/Christian pupils a personal relationship with God and the expression of Christian values.
- Nurtures the holistic development of each child; spiritual, moral, emotional, intellectual, physical and social.
- Emphasises the importance of courtesy and kindness.
- Instills in its pupils the courage and confidence to live in justice and truth.
- Creates a sense of responsibility, respect and caring for self, others and the wider community.
- Fosters environmental awareness and care among its pupils through SESE and participation in the Green Schools initiative.
- Encourages involvement of parents through home/school links and through their involvement in the Parents' Association.
- Promotes professional and personal development of teachers through staff development programmes.

Aims

Through the following aims, we aspire to foster an atmosphere of respect, understanding and encouragement between all who teach, work and learn in our school, so that the development and contribution of every individual can be acknowledged and all can work together to benefit personal growth and the common good.

- To raise awareness among staff, pupils and parents/guardians about bullying and its harmful effects.
- To create the conditions in which children are free to learn and play without fear of intimidation.
- To provide a harmonious, happy, secure learning environment for all pupils.
- To set out strategies whereby incidents of bullying are dealt with in a way that is fair to both victims and bullies.
- To raise levels of self-esteem among prospective bullies and victims thereby minimising the potential for such incidences.
- To ensure that the will of persistent bullies will not be indulged at the expense of the rights of other pupils to a safe, happy learning environment.

- To encourage and develop respectful relationships between children and between staff and children.
- To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To raise awareness of bullying as a form of unacceptable behaviour with school management, staff, pupils, parents/guardians.
- To develop procedures for noting and reporting incidents of bullying behaviour.
- To develop procedures for dealing with incidents of bullying behaviour.
- To develop a programme of support for those affected by bullying behaviours and for those involved in bullying behaviour.
- To work with and through various agencies/organisations/individuals in countering all forms of bullying and anti-social behaviour, e.g. community garda, guest speakers, National Educational Psychological Service.
- To evaluate the effectiveness of school policy on bullying behaviour.

Guidelines (content of policy)

1. Definition:

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.

Isolated incidents of aggressive or inappropriate behaviour towards another or others, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is *systematic and *ongoing it is bullying.

**Systematic — is characterised by actions that are planned and methodical and designed to undermine and intimidate the individual.*

**Ongoing — remaining in existence, developing, continually moving forward.*

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

2. 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 ● Insulting or offensive gestures ● The “look” ● Invasion of personal space ● A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> ● Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation ● Harassment: Continually sending vicious, mean or disturbing messages to an individual ● Impersonation: Posting offensive or aggressive messages under another person’s name ● Flaming: Using inflammatory or vulgar words to provoke an online fight ● Trickery: Fooling someone into sharing personal information which you then post online ● Outing: Posting or sharing confidential or compromising information or images ● Exclusion: Purposefully excluding someone from an online group ● Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety ● Silent telephone/mobile phone call ● Abusive telephone/mobile phone calls ● Abusive text messages ● Abusive email ● Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube/Instagram or on games consoles ● Abusive website comments/Blogs/Pictures ● Abusive posts on any form of communication technology ● A combination of any of the types listed.
<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 ● Exclusion ● A combination of any of the types listed.
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 ● A combination of any of the types listed.
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> ● Malicious gossip ● Isolation & exclusion ● Ignoring ● Excluding from the group ● Taking someone’s friends away ● “Bitching” ● Spreading rumours ● Breaking confidence ● Talking loud enough so that the victim can hear ● The “look” ● Use of terminology such as ‘nerd’ in a derogatory way ● A combination of any of the types listed.
Sexual	<ul style="list-style-type: none"> ● Unwelcome or inappropriate sexual comments or touching ● Harassment ● A combination of any of the types listed.
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 ● A combination of any of the types listed.

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

The class teacher(s) of the pupil(s) involved. This may include the Special Education Teacher(s) of the pupil(s) involved, and the principal or deputy principal, where appropriate.

4. **The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including homophobic and transphobic bullying) that will be used by the school are as follows (see section 6.5 of the Anti-Bullying Procedures for Primary and Post Primary Schools):**

- 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.
- Promote the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- 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 phones 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 watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. Hot spots tend to be in the playground/school yard/outdoor areas, corridors and other areas of unstructured supervision. Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Actively 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 that they are not considered to be telling tales but are behaving responsibly.
- Involve the Student Council in contributing to a safe school environment e.g. playground helpers, buddy system and other activities that help support pupils and encourage a culture of peer respect and support.
- Use the elements of SPHE and religion which make specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict,

friendship, personal safety and relationships. The Stay Safe programme is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. Other programmes such as RSE, Walk Tall and Webwise.ie resources are utilised to support the SPHE curriculum. 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.

- Additional Resources which may be used to challenge/respond to bullying behaviour at Scoil Naomh Molaise, include:
 - PDST resources & fact sheets
 - Anti-Bullying Support Materials
 - Prim-Ed. Anti-bullying resources
 - MySelfie and The Wider World
 - All aboard for DigiTown
 - HTML Heros
 - All Together Now
 - Respect Guidelines
 - Poetry for discussion – www.antibullyingpoems.com
 - Guest Speakers
 - Children's literature may also be employed to support teaching and learning. This list is not exhaustive:
 - *Moppy is Sad* by Jane Asher
 - *Moppy is Happy* by Jane Asher
 - *The Hug Bag of Worries* by Virginia Ironside
 - *The Great Big Book of Families* by Mary Hoffman
 - *The Family Book* by Todd Parr
 - *And Tango makes three* by Justin Richardson
 - *Red – A Crayon's Story* by Michael Hall
 - *Monday is One Day* by Arthur Levine
 - *Amazing Grace* by Mary Hoffman
 - *My Princess Boy* by Cheryl Kilodavis
 - *The Boy in the Dress* by David Williams
 - *Donovan's Big Day* by Lesléa Newman
- A Friendship (Anti-Bullying) Week will take place in the school annually. All classes will be involved in anti-bullying lessons and activities which take place throughout the week culminating with a special anti-bullying assembly.
- Safer Internet Day takes place annually. Lessons take place in classes from 3rd-6th class based on www.webwise.ie resources. The local Gardai are invited to speak to children about issues related to personal safety and cyber-bullying.
- The school reminds parents of the dangers of "cyber-bullying" on social networking sites, gaming platforms and mobile phones. We also direct their attention to the school's internet Acceptable Use Policy (AUP).
- Continuous Professional Development for staff in relation to behaviour management/ bullying/ child protection or SPHE.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) will have access to it on the school website.

5. Roles and Responsibilities of Pupils and Parents/Guardians

Pupils:

- ❖ Remember that your silence is the bully's greatest weapon.
- ❖ Tell yourself that you do not deserve to be bullied and that it is WRONG! Be proud of who you are. It is good to be an individual.
- ❖ Try not to show that you are upset. It is hard but a bully thrives on someone's fears.
- ❖ Stay with a group of friends/people. There is safety in numbers.
- ❖ Be assertive - shout 'No'! Walk away confidently.
- ❖ Go straight to a teacher or member of staff.
- ❖ Fighting back may make things worse.

Pupils who see or know someone is being bullied:

- ❖ TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- ❖ If you feel you cannot get involved, tell an adult IMMEDIATELY.
- ❖ Do not be, or pretend to be friends with a bully.

Parents:

- ❖ Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- ❖ Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- ❖ If you feel your child may be a victim of bullying behaviour, inform the school immediately. Your complaint will be taken seriously and appropriate action will follow.
- ❖ It is important that you advise your child not to fight back. It can make matters worse!
- ❖ Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are bullied.
- ❖ Make sure that your child is fully aware of the School Anti-bullying Policy, so that they will not be afraid to ask for help.
- ❖ Try not to over-emphasise negative incidents that occur to your child at school. You may over-sensitise your child to experiences that are part of socialisation and impair his/her ability to develop interpersonal skills and coping mechanisms. A certain amount of negative experience is a normal part of growing up and in ordinary everyday school life, all children will experience some fallings out with their fellow pupils. It is important not to label such events as bullying to your child until the school can establish this conclusively. Your child may develop a victim mentality and see even the most trivial incidents as bullying and this may have a damaging impact on their integration and social interactions with friends and schoolmates. Premature labelling of behaviour as "bullying" can also have a far reaching impact on those children who are unfairly labelled as "bullies". In the vast majority of cases, a quiet word to the class teacher from a concerned parent will result in the issues being resolved promptly and fairly to everybody's benefit.

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:

Procedure for Investigating and Dealing with Bullying

- The primary aim for the relevant teacher 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 teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Any pupil or parent/guardian may bring a bullying incident to any teacher in the school. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- Parents/Guardians 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;
- It is important that all involved (including each set of pupils and parents) understand the approach for dealing with reported bullying from the outset;
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents; drawing on restorative questions where appropriate.
- Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The

school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their 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 parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.

Follow up and recording

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

Procedures for recording bullying behaviour

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

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them in their classroom / digital records. 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.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- At the end of the school year, the written records will be stored in the Anti-Bullying Records Folder in the principal's office.

Formal Stage 2-Appendix 1

The relevant teacher must use the recording template at Appendix 1 to record the bullying behaviour in the following circumstances:

- In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- When the recording template at Appendix 1 is used:
 - It must be completed in full and retained by the relevant teacher and a copy provided to the Principal or Deputy Principal as applicable to store in the Anti-bullying Record Folder.
 - The recording template at Appendix 1 must be maintained in accordance with relevant data protection legislation.
 - It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 1 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.
 - Information regarding any past bullying issues will be passed on to a new teacher at the start of each year.

7. Strategies for dealing with incidents of bullying:

- Pupils responsible for bullying behaviour will be informed of the school's policy on bullying, reprimanded appropriately and warned against a recurrence and its consequences. It will also be explained to them the impact their behaviour is having on the victim's and others' happiness and learning in an effort to appeal to their better nature to stop. This will be done by the relevant teacher, who will also deal with the theme of ***bullying*** at class level in SPHE/Religion.
- Where the bullying behaviour persists, the relevant teacher will refer the matter on to the Principal or Deputy Principal who will meet with the pupils concerned. Pupils engaging in bullying behaviour will be given an opportunity to amend their behaviour.
- Should the bullying behaviour continue, some sanctions may be employed such as withdrawal of Yard Time, Golden Time, sporting events, school excursions etc.
- The parents/guardians will be called to meet the relevant teacher/principal to discuss the matter with a view to resolving the issue.
- Depending on the severity of the continued behaviour, if it is felt that the safety of the victim cannot be guaranteed, the principal may bring the matter to the Board of Management with a view to resolving the issue through suspension and /or expulsion when all other avenues of resolution have failed.

As each case is different, the above steps are a general guideline and steps may be combined, repeated or skipped on a case to case basis at the discretion of the teachers or principal. At all times, Restorative Practices will be employed.

8. **Bullying as part of a continuum of behaviour**

It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought and may result in referral of serious cases to the HSE.

In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult Tusla Children and Family Agency with a view to drawing up an appropriate response, such as a management plan”.

Serious instances of bullying behaviour should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to Tusla Children and Family Agency and/or Gardaí as appropriate. The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to Tusla, the Designated Liaison Person must seek advice from Tusla, Children and Family Agency.

Procedure for dealing with cases of bullying behaviour which occur on school transport:

- Incidents of bullying can extend beyond the school and the journey to and from school is one which can provide particular opportunities for bullying to occur.
- A copy of the school's anti-bullying policy is available via the school's website to all providers of school transport in Scoil Naomh Molaise.
- If a pupil makes a complaint of bullying on the school bus, their parents will be contacted. If a parent contacts the school regarding incidents of bullying on the bus, the principal will:
 - Refer the parents to the bus driver and inform them of Bus Eireann's policy: “Guidelines for Discipline and Procedures for Dealing with Alleged Misbehaviour on School Transport”
 - Refer the parents to the bus inspector. The school will also contact the inspector to inform them of the complaint received.
 - If the complaint isn't dealt with within 10 school days, then the school's anti-bullying procedures will be referred to.

9. **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):**

- 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. Buddy/Peer mentoring system, groups work such as circle time, organised activities, additional support for support teachers, pastoral care.
- 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 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.

Prevention of Harassment

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

This policy 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.

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.

This policy was reviewed by the Board of Management on 21st September 2023.

Date of next review: **September 2024**

Signed: *Louise O'Connor*
(Principal)

Date: 21.09.2023

Signed : *Fr Christy McHugh*
(Chairperson of Board of Management)

Date: 21.09.2023

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> ?	
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: _____
Chairperson, Board of Management

Date: _____

Signed: _____
Principal

Date: _____

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

To: The School Community

The Board of Management of Scoil Naomh Molaise 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 21st September 2023.
- 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: *Fr Christy McHugh*
Chairperson, Board of Management

Date: 21/09/23

Signed: *Louise O'Connor*
Principal

Date: 21/09/23