



# **Anti-Bullying Policy**

**Scoil Náisiúnta Rónáin Naofa,**

**Cluain Lua.**

St. Ronan's N.S., Cloonloo, Boyle, Co. Sligo

**Policy Reviewed: April 2024**

**Sanctioned by BoM: 30th April 2024**

**Next Annual Review to take place: April 2025**

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St. Ronan'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.

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

**(a) A positive school culture and climate which**

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community

**(b) Effective leadership**

**(c) A school-wide approach**

**(d) A shared understanding of what bullying is and its impact**

**(e) Implementation of education and prevention strategies (including awareness raising measures) that-**

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;

**(f) Effective supervision and monitoring of pupils**

**(g) Supports for staff**

**(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.**

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

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in 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.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. Appendix 1 gives a list of specific examples of bullying behaviours – this list is not exhaustive.

4. While any teacher can act as relevant teacher if the circumstances warrant it, in general
- a. Class teachers will deal with incidents between pupils in their own classroom
  - b. The Principal/ Deputy Principal will deal with incidents reported between pupils from different classrooms
  - c. The Principal will deal with all other incidents

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

## Prevention strategies

### School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- School staff and parents/guardians are made aware of all aspects of bullying to ensure that they develop an awareness of bullying, how it impacts on pupils' lives and the need to respond to it through presentations or other exercises
- 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 school's anti-bullying policy is discussed with pupils.
- Monthly Pupil Survey where the children are asked if they need to speak to someone about bullying and if they know of anyone having a hard time.
- All parent(s)/guardian(s) confirm that the Code of Behaviour is acceptable to them as part of the Admission Process. The Code of Behaviour is available on the school website.
- Whole school awareness measures will be implemented and will include posters in the classrooms, monthly assemblies, parents' newsletters, information via school website.
- 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.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
  - Complete a confidential Anti Bullying questionnaire which will be administered every month.
- Staff/parents/guardians are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the relevant teacher. All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- An Acceptable Use Policy has been developed which ensures that access to technology within the school is strictly monitored. Mobile phones and pupil's own hand held devices e.g. DSs, iPods, iPads etc. are generally not allowed in school. However, if a child needs a phone for after school, they must hand it up to the class teacher in the morning and collect it at the end of the day.

### Implementation of curricula

- The full implementation of the SPHE, 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. Stay Safe Programme, The Walk Tall Programme.

- Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour and how to stay safe while online using resources from [www.webwise.ie](http://www.webwise.ie)
- Delivery of the Garda SPHE Programmes at senior class level when available. These lessons, 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.
- Special Education Teachers will reinforce the lessons taught to children with Special Educational Needs as necessary.
- The school will implement the advice from PDST in relation to homophobic bullying “Sexual Orientation advice for primary schools” which is in the context of the school’s ethos and Relationships and Sexuality (RSE) policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.
  - Homophobic insults are treated in exactly the same way as racist or other insults – the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable. Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word ‘gay’.
  - The school response is that ‘The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.’
  - An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the norm.
  - The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. As such, St. Ronan’s school is obliged to protect students and staff from discrimination or sexual harassment.
  - Inclusive picture and story books may be used - All Kinds of Families by Anita Ganeri, The Great Big Book of Families by Mary Hoffman/Ros Asquith, Amazing Grace by Mary Hoffman, Red by Michael Hall, The Ugly Duckling by Hans Christian Anderson

**Links to other policies**

- Code of Behaviour, Child Safeguarding Statement and Risk Assessment, Supervision Policy, Acceptable Use Policy, Attendance, RSE Policy.

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

**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)**

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

**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), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher

#### **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;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of 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;
- The relevant teacher does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to sign a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of trouble into which they may get if the bullying continued;
- If a group is involved, each member should be interviewed individually at first then they 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 may face them from the other members of the group after the interview by the teacher;
- Pupils may be asked for a written account of what happened, as part of any investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour;
- 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 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;

#### **Step 1:**

- Where a negative behaviour has been reported to or witnessed by a staff member on yard, details of the incident and the consequences will be noted in the yard book. The staff member on yard will communicate the incident and consequences to the relevant class teacher(s) and notify them if the issue was resolved.
- Where a negative behaviour has been reported to or witnessed by a staff member in class, details of the incident and consequences will be noted on the **Class Record Sheet**.
- Where a child denies behaving negatively and there are no witnesses of the behaviour, the incident will be recorded to watch out for potential bullying behaviour patterns.
- On a weekly basis the Principal and Deputy Principal will meet and go through the yard book and class record sheets to ascertain if any bullying behaviour patterns emerge.

**Step 2:**

- 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.
- The teacher records the details on the **Response to Bullying Behaviours Form**
- The pupil is asked to sign **Pupil Behaviour Promise 1** that they will treat all pupils including the targeted pupil/s fairly, equally and respectfully
- The principal **must** be informed of all incidents being investigated;

**Step 3:**

- If a pupil chooses to break their written promise and continues the bullying behaviour, this can then no longer be considered a "mistake." The parent/guardian of the parties involved will be contacted by the relevant teacher to inform them of the matter and explain the actions being taken.
- Parents will be requested to countersign **Pupil Behaviour Promise 2**. They are 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;

**Step 4:**

- If this promise is broken, the matter is referred to the Principal. The pupil/parents/guardians will meet with the principal. This continuation of bullying behaviour is regarded as a very serious matter and disciplinary sanctions in line with the code of behaviour will be imposed;

**Follow up and recording**

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable;
  - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up 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(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

**Recording of bullying behaviour**

All recording of bullying incidents will be done in an objective and factual manner. All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour are as follows:

- Teachers will record negative interactions between two or more people in a class on the **Class Record Sheet**
- 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, using the **Response to Bullying Behaviours Form**. All meetings, interventions etc. will also be noted on the form
- 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; **and**
  - b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.
- **Appendix 3** must be retained by the relevant teacher in question and a copy maintained by the principal. The records will be stored in a filing cabinet in the staff room and will be retained for a period of at least ten years after the child has left 6<sup>th</sup> class
- The Principal will report to the BOM setting out the overall number of bullying cases reported by means of **Appendix 3** and confirmation that all cases are being dealt with in accordance with procedure.
- Documentation relating to bullying incidents should be stored in the staff room filing cabinet

#### **Established intervention strategies**

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative practice

7. 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 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. Support Teacher, Circle time, Restorative Practice, SPHE programme, NEPS
- Given the complexities of bullying behaviour, no one approach/intervention/strategy will work in all situations. Therefore, various approaches may be used including suggesting that parents seek referrals to appropriate agencies
- 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.

## 8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. In relation to the Acceptable Use Policy:

- All internet sessions are supervised by a teacher
- The Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which has been provided for educational purposes only.
- Pupils are only allowed on teacher approved websites/apps at break time.

## 9. Prevention of Harassment

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

10. This policy has been made available to school personnel, to parents and pupils on request and will be available on the school website. A copy of this policy will be made available to the Department and the patron if requested.

11. 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 (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Fr. Joe Caulfield  
Chairperson of Board of Management

Signed: Maria-Goretti Surlis  
Principal

Date: 30th April 2024

Date of next review: April 2025



### Appendix 1: Examples of Bullying Behaviours

<p><b>General behaviours which apply to all types of bullying</b></p>	<ul style="list-style-type: none"> <li>● Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>● Physical aggression</li> <li>● Damage to property</li> <li>● Name calling</li> <li>● Slagging</li> <li>● The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>● Offensive graffiti</li> <li>● Extortion</li> <li>● Intimidation</li> <li>● Insulting or offensive gestures</li> <li>● The “look”</li> <li>● Invasion of personal space</li> <li>● A combination of any of the types listed.</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>● <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person’s reputation</li> <li>● <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>● <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>● <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>● <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>● <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>● <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>● <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>● Silent telephone/mobile phone call</li> <li>● Abusive telephone/mobile phone calls</li> <li>● Abusive text messages</li> <li>● Abusive email</li> <li>● Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>● Abusive website comments/Blogs/Pictures</li> <li>● Abusive posts on any form of communication technology</li> </ul>
<p><b>Identity Based Behaviours</b>  <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p><b>Homophobic and Transgender</b></p>	<ul style="list-style-type: none"> <li>● Spreading rumours about a person’s sexual orientation</li> <li>● Taunting a person of a different sexual orientation</li> <li>● Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>● Physical intimidation or attacks</li> <li>● Threats</li> </ul>
<p><b>Race, nationality, ethnic background and</b></p>	<ul style="list-style-type: none"> <li>● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> </ul>

<b>membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>● Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>● Malicious gossip</li> <li>● Isolation &amp; exclusion</li> <li>● Ignoring</li> <li>● Excluding from the group</li> <li>● Taking someone's friends away</li> <li>● "Bitching"</li> <li>● Spreading rumours</li> <li>● Breaking confidence</li> <li>● Talking loud enough so that the victim can hear</li> <li>● The "look"</li> <li>● Use or terminology such as 'nerd' in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>● Unwelcome or inappropriate sexual comments or touching</li> <li>● Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Taunting others because of their disability or learning needs</li> <li>● Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>● Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>● Mimicking a person's disability</li> <li>● Setting others up for ridicule</li> </ul>

- **Appendix 2: Practical tips for building a positive school culture and climate**

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

● **Appendix 3 Template for recording bullying behaviour**

**1. Name of pupil being bullied and class group**

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

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


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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

**4. Location of incidents (tick relevant box(es))\***

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

**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**

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**9. Details of actions taken**

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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 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 \_\_\_\_\_

Date \_\_\_\_\_

Principal

## Appendix 5

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

To: Parents and staff

The Board of Management of St. Ronan’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 30th April 2024.
- 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 \_\_\_\_\_

Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_

Date \_\_\_\_\_

Principal