

**Claregalway Educate Together N.S.
Anti-Bullying Policy**

Version	Date First Ratified/Amended by BOM	Date/s Reviewed by BOM
V.1	01/04/14	19/05/15 29/09/15 12/04/16 25/10/18 and 28/5/20

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the TUSLA, the Board of Management of **Claregalway Educate Together 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 and supersedes the school's previous policy first formulated when the school was set up in 2005. This policy is updated annually and takes all latest legislation and guidelines into account.

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

See Table A (6.1.5.Procedures): Key elements of a positive school culture and climate, and also Appendix 2: Practical tips for building a school culture and climate.

- (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-**
 - o build empathy, respect and resilience in pupils; and
 - o 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**

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(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 email, one to one skype, one to one facebook private messaging (as opposed to a message on a public facebook page) 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 such as twitter or public facebook message, 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*.

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The list of examples below is non exhaustive.

<p>General behaviours which apply to all</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 or on games consoles ● Abusive website comments/Blogs/Pictures ● Abusive posts on any form of communication technology
<p>Identity Based Behaviours</p> <p>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>	
<p>Homophobic and Transgender</p>	<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

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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 ● “Bitching” ● Spreading rumours ● Breaking confidence ● Talking loudly 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

4. The relevant teacher(s) for investigating and dealing with bullying are as follows: (in accordance with Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

Principal, Deputy Principal and all classroom teachers and support teachers in Claregalway Educate Together. Non-teaching staff such as the secretary, special needs assistant (SNA), caretaker and cleaner are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

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

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 (in accordance with Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

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Education and 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 extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it - prevention and intervention. Staff to keep up to date on developments in professional journals such as In Touch.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- 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.
- Involvement of the Student Council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Anti-Bullying Posters displayed publicly in classrooms and in common areas of the school.
- 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.
- The implementation of regular per month whole school awareness measures e.g. Moral of the Month- poster competitions, notices in the school and classrooms on the promotion of friendship, and bullying prevention; and parent(s)/guardian(s) seminars; regular school assemblies by principal, deputy principal etc.
- 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. (Emphasis is on telling for the benefit of everyone in the school which is different to telling on someone to deliberately get them into trouble)
- 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.
 - 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.
- Clear protocols have been identified to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol has been developed in consultation with parents.
- **Parents/Guardians are reminded (on our Internet Acceptable Use Policy of the need for vigilance and to ensure parental controls are in place when using devices in the home. The responsibility for supervision of this remains primarily with parents. Use of Facebook and other social networks is strictly prohibited in school and not accessible through any electronic medium in school.**
- Our Internet Acceptable Use Policy and Mobile Phone and Electronic Device Policy have been developed to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- Supports currently being used in the school are Educate Together resources related to our Learn Together Programme .Other supports available to the school are GLEN www.glen.ie and BeLonGTo www.belongto.org

Implementation of curricula

- The full implementation of the SPHE curriculum (discussions/forums in class about topics when issues arise- eg. suggestion box topics) and the RSE and Stay Safe Programmes.

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- Workshops for the students (emotional awareness workshops and speakers - content relevant)
- 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.
- School wide delivery of lessons on **Cyber Bullying** (Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying** (Educate Together Resources for LGBT) **Diversity and Interculturalism**. Walk Tall, Jenny Mosley Circle Time Book, Learn Together Resources, RSE Teacher's manual, Carambola resources and speakers - all resources related to the SPHE curriculum.
- Delivery of the Garda SPHE Programmes at primary level. 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 (pupils with Special Education Needs) with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately

Links to other policies

- School policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protection, Internet Acceptable Use, Mobile Phone and Electronic Device Policy and RSE.

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: (in accordance with Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

6.8.9. 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);

The school's procedures must be consistent with the following approach.

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;

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- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when and who. 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 may face them from the other members of the group after the 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 parent(s)/guardian(s) 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 parent(s)/guardian(s) 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

- 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 Deputy Principal or 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 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 - pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher

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- 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.

Informal - 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.
- The school, in consultation with the relevant teacher/s, have developed a protocol for the storage of all records retained by the relevant teacher. All teachers to keep records in a locked drawer in their classroom.

Formal-Appendix 3 (From DES Procedures)

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.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. These records are kept in a locked drawer in the Principal's office. The Principal and Deputy Principal have access to them, and they will be retained until the child reaches 21 years in line with all record keeping.

Established intervention strategies

- Teacher interviews all pupils involved
- 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 interviews
- Restorative conferencing

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) :

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- 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.
 - Assertiveness Training Programmes
 - Circle Time Discussions
 - Buddy / Peer mentoring system
 - Group work such as circle time
 - Class discussions on general incidents
 - Pupil-led discussions (triggered by confidential comments/questions in suggestion boxes in classrooms)
- If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies such as NEPs/CAMHS to organise same or to seek advice. This may be for the pupil affected by bullying or the student 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.
- Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with teachers.

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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.

- There are agreed appropriate monitoring and supervision practices in the school. (Doors open at 9.10am. 9.10am-9.20am all teachers monitor children as they arrive in to class. Breaks are monitored by four staff members, the teacher on duty and three SNA's if outdoors and by a staff member (teacher on duty or an SNA overseeing two adjoining classrooms if indoors / Afterschool classes are timed to follow school times to ensure children are monitored between when class ends and when Afterschool class begins).
- Bullying danger spots have been identified – bus/toilets/ line up time after breaks
- Parents and pupils are encouraged to provide feedback if bullying occurs in any of these danger spots.
- Learning Support teachers support measures to counteract bullying behaviour by assisting with meetings where bullying is deemed to have occurred. They run Assertiveness Training Programmes, Social Skills Programmes, Language Circles and Circle Time Activities.
- Pupils, in particular senior pupils, are involved as a resource to assist in counteracting bullying. Buddy systems are in operation.
- The Student Council is involved and have set up buddy systems during playground time.
- In relation to our Internet Acceptable Use Policy in the school the following issues have been addressed:
 - All Internet sessions are supervised by a teacher
 - The school regularly monitors pupils' Internet usage.
 - Pupils have been instructed (and are regularly reminded) to use only the school email under teacher supervision.
 - Pupils have been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school. See AUP policy updated in line with Covid 19 and future use of platforms for distance learning.

(Note that the Schools Broadband Programme has blocked all social networking sites).

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.

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Appendix 1

prevention and awareness raising measures (*taking into account the age and gender of the pupils involved*) across all aspects of bullying (posters displayed in the school, including LGBT posters, discussions with parents about specific statements of welcome and respect for LGBT members of the school, SPHE Programme, RSE programme, the Stay Safe Programme, Learn Together Programme, promotion of our moral of the month with posters and talks at assembly, educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying. Claregalway Educate Together will issue the school's Acceptable Internet Use Policy to all new parents ensuring the role of parents is addressed and taking into account the scope for cyber-bullying to occur as a result of access to technology from within the school.

strategies to build empathy, respect and resilience in pupils-collaborative drafting of class rules at the beginning of the year. An attitude of respect for all is fostered within the teaching of all subjects: promotion of the value of diversity; addressing prejudice and stereotyping and highlighting the unacceptability of bullying behaviour. In English, a wide range of literature is used to stimulate discussion. In Geography and History references to colonisation, racism, exploitation and dictatorships are made to illustrate the negative aspect of power. The work is extended into many other areas such as Art, Drama and Physical Education. Co-operation and group enterprise is promoted through team sports, school clubs and societies as well as through practical subjects. Sporting activities in particular provide excellent opportunities for channeling and learning how to control aggression. In CETNS we encourage participation in Spikeball, Skipping, Swimming, Hurling, Athletics, Soccer, Handball and Basketball.

opportunities to develop a positive sense of self-worth are given : opportunities to be elected on to the Student Council or Green Committee, opportunities to act, sing, dance or play an instrument for the Winter Celebration/ trad session during Seachtain na Gaeilge/ Graduation, opportunities to represent the school during friendly matches in Hurling or Spikeball, opportunities to represent the school in debating, Write –A –Book, spelling bees, class dojo programmes in all classes for positive reward, positive school attendance strategy - certificates awarded to individuals who achieve full attendance in the month (two lapses allowed), Anseo Cup awarded each month to the class with the best attendance percentage wise.

Particular account of the needs of **pupils with disabilities or with SEN** is taken through improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central. Special Needs children are encouraged to find areas they are particularly interested in and then opportunities for them to shine are provided. Specific programmes are set up by the Support teachers for children whose social skills need fine tuning. Assertiveness Training and Team Building modules are used to build self-confidence.

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.

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- 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/ toilets used from the playground thus the list system by teacher on duty / outdoor areas, changing rooms during swimming, 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.

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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
Other Pupil
Parent
Teacher
Other
Other

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

Playground
Classroom
Corridor
Toilets
School Bus

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

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

Damage to Property
Isolation/Exclusion
Name Calling
Intimidation

Cyber-bullying

Malicious Gossip
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 _____

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Appendix 4 Checklist for Annual Review of the Anti Bullying Policy

The board of Management 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
1. 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
2. Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
3. Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
4. 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
5. Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
6. Has the policy documented the prevention and education strategies that the school applies?	Yes
7. Have all the prevention and education strategies been implemented?	Yes
8. Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
9. Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
10. Has the Board received and minuted the periodic summary reports of the Principal?	N/A
a. Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board ?	Yes
11. Has the Board received any complaints from parents regarding the schools handling of bullying incidents?	No
12. Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	Yes (perceived as bullying situation by parents)
13. Have any Ombudsman for children investigations into the school's handling of a bullying case been initiated or completed?	No
14. 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?	N/A
15. Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
16. Has the Board put in place an action plan to address any areas for improvement?	N/A

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

To: **Educate Together**

The Board of Management of **Claregalway ET** wished to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implantation was completed at the Board of Management Meeting of **3/6/21**
- 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: **3/6/21**

Chairperson , Board of Management

Signed: _____

Date: **3/6/21**

Principal