



Cliffoney National School

Anti-Bullying Policy

Introductory Statement:

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 Cliffoney 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.

This policy was formulated by the Board of Management of Cliffoney National School in co-operation with the staff of the school under the leadership of the Principal and in consultation with parents and pupils. In this way, the development of school-wide strategies for dealing with bullying is shared by all concerned.

Rationale:

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 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 in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

Relationship to the Characteristic Spirit of the School:

We, at Cliffoney National School, believe that our pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. 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. This policy reflects our school ethos and values in ensuring a harmonious environment and promotes co-operation between staff, pupils and parents.

Aims:

The aims of our school's anti-bullying policy are:

- To create a positive school culture and climate that is inclusive and welcoming of difference;
- To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour;
- To raise awareness among staff, pupils, parents/guardians that bullying is unacceptable behaviour;
- To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation;
- To encourage and develop respectful relationships between children and between staff and children;
- To develop procedures for investigating and dealing with incidents of bullying behaviour;
- To develop procedures for noting and reporting incidents of bullying behaviour;
- 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 develop a programme of support for those affected by bullying behaviours and for those involved in bullying behaviour;
- To work with and through various local agencies in countering all forms of bullying and anti-social behaviour, e.g. community garda, guest speakers, National Educational Psychological Service, and
- To facilitate ongoing evaluation of the effectiveness of school's anti-bullying policy.

Guidelines (Content of the Policy):

1.0 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.

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.

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.*

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

2.0 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 etc. or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<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>	
<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

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 loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
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

3.0 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 learning support/resource teacher(s) of the pupil(s) involved, and the principal or deputy principal, where appropriate.

4.0 The 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 extracurricular 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 develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it – prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
- School wide awareness raising and if appropriate, 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 playground, 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.
- Development and promotion of an Anti-Bullying code for the school – to be included in student journals and 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 made aware of its availability on the school website.
- The implementation of regular whole school awareness measures e.g. annual Friendship Week, parent/guardian seminars, pupil surveys, weekly whole school assemblies 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.
- Ensuring that pupils know who to tell and how to tell:
 - Direct approach to teacher at an appropriate time, for example at break-time or after class.
 - Hand a note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Get a parent/guardian or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

Building a Positive School Culture and Climate

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff watch out for signs of bullying behaviour.
- 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 school playground, 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.
- 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.
- A Friendship (Anti-Bullying) Week takes place in the school annually. All classes are involved in anti-bullying lessons and activities which take place throughout the week culminating with a special anti-bullying assembly. Anti-Bullying Agreements are established and signed annually by children from 1st – 6th class.
- Safer Internet Day takes place annually.
- A Garda speaks to the children about issues related to personal safety and cyber-bullying.
- The school will constantly remind parents of the dangers of "cyber-bullying" as can happen with the use of social networking sites and mobile phones. We also direct their attention to the school's internet Acceptable Use Policy (AUP).

Implementation of Curricula

- The school implements fully the SPHE and Religion curricula 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.

- 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, Webwise etc.
- 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.

Links to other relevant school policies

- Code of Behaviour
- Child Protection Policy
- Supervision of Pupils Policy
- Acceptable Use Policy
- Attendance Policy
- Enrolment Policy
- Health and Safety Policy

5.0 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), bus escorts, 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

- 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.
- Parents 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.
- 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.
- 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 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.

Following up

- 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.
- 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;
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;
- 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.

Recording

All records are maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour adhere to the following:

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 notebook/diary. 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 will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding the same.

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.
- The relevant teacher(s) should record the report(s) received and the findings of the investigation in the school's Anti-bullying Policy Record Book which is stored in the Principal's Office.

Formal Stage 2 – Appendix 3 (From DES Procedures)

- The relevant teacher must use the recording template at Appendix 1 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 relevant teacher deems the situation to be of a severity to be reported immediately to the Principal or Deputy Principal as applicable.

In each of the circumstances at a) and b) above, the recording template at Appendix 1 must be completed in full and a copy retained by the teacher in question and a copy provided to the Principal or Deputy Principal. At the end of the school year, sensitive records (Appendix 1 and other notes) belonging to individual teachers should be given to the Principal for safe-keeping on file in the office. It should also be noted that the timeline for recording bullying behavior 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.

The Principal will ensure information regarding any past bullying issues is passed on to a new teacher at the start of each year.

Stages for Dealing with Incidents of Bullying

- i. 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.
- ii. 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.
- iii. Should the bullying behaviour continue, some sanctions may be employed such as withdrawal of Yard Time, Golden Time, sporting events, school excursions, etc.
- iv. The parent(s)/guardian(s) will be called to meet the principal/relevant teacher to discuss the matter with a view to resolving the issue.
- v. 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 by case basis at the discretion of the teachers or principal. At all times, Restorative Practices will be employed.

Stages for Dealing with Incidents of Bullying

Restorative Practice (RP) is based on the concepts and principles of Restorative Justice. Restorative Practice places relationships at the core of all problem solving. It involves getting the

pupil who engages in bullying behaviour to reflect upon his/her unacceptable behaviour, experience a sense of remorse, and act to restore a damaged relationship with both the pupil who is bullied and the class and/or school community. Necessary elements include the prior existence - or subsequent emergence - of remorse on the part of the pupil who engages in bullying behaviour and the readiness of the pupil who is bullied and others to accept the apology and restorative action of the pupil who bullied. The essence of Restorative Practice is to bring about good or tolerable relationships when things have gone wrong. It seeks to heal the hurt that has occurred; to put it behind both the pupil who is bullied and the pupil who engaged in bullying behaviour. It puts repairing harm done to relationships over and above the need to assign blame and dispense sanctions.

Six Major Methods of Intervention in cases of School Bullying (Rigby, K., 2010, 2014)

- The Traditional Disciplinary Approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method (formerly known as the No Blame Approach)
- The Method of Shared Concern

Other Practical Strategies for investigating and dealing with bullying behaviour

- Confidential questionnaires
- Bullying Sociogram
- Teacher interviews with all pupils
- Circle time
- 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

Bullying as part of a continuum of behaviour

- It is 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 Tusla Child and Family Agency.
- 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 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 the Tusla Child 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 the Tusla, the Designated Liaison Person must seek advice from Tusla.

6.0 Programme of Support

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, etc.

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.

7.0 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.

8.0 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.

Success Criteria:

The effectiveness of Cliffoney National School's Anti-Bullying Policy is subject to continuous review. The school makes provision for periodic examination of the prevention and intervention strategies in place.

- Our success criteria is based on the achievement of our objectives. We will use staff observation and parental and student feedback as our benchmark for success or otherwise.

- Data gathered from the Template for Recording Bullying Behaviour (Appendix 1) will be collated and analysed with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour, at least once each school year.
- The implementation and effectiveness of the anti-bullying policy is included on occasion as an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.
- Checklist for annual review of anti-bullying policy (Appendix 2) as outlined in Circular 45/2013.

Roles and Responsibilities:

- The Board of Management, Principal and staff of the school are responsible for the implementation and review of the anti-bullying policy.
- The Board of Management will complete an annual review of the policy and its implementation using the checklist at Appendix 2. Notification regarding the annual review by the Board of Management will be disseminated to the school community using the template at Appendix 3.
- Class teachers are responsible for the children in their classes and must not leave their classes unsupervised.
- The teaching staff (by means of a rota) and SNAs will have responsibility for supervising children during yard time. Any incidences on yard must be recorded in the yard duty book found in the staffroom and reported to the relevant teacher.
- Pupils will be encouraged to tell their parents and/or teachers about incidences of bullying or inappropriate behaviour whether they are involved or not.
- Parents will be encouraged to follow school procedures and report any concerns/ incidences of bullying behaviour to the class teacher as soon as a situation arises.
- The Principal must inform the Board of Management at least once in every school term of the overall number of bullying cases reported (by means of the bullying recording template – Appendix 1) to the Principal or Deputy Principal since the previous report to the board. The Principal must also provide confirmation that all (if any) of these cases have been, or are being, dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Timeframe for Implementation:

This policy will be implemented from _____

Time frame for Review:

This policy will be reviewed annually.

Responsibility for Review:

- Board of Management
- Principal
- All Staff

Ratification and Communication:

This policy was adopted by the Board of Management on _____

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 (Appendix 3). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Date: _____

Signed: _____
(Principal)

Date: _____

Date of next review: October 2017

Appendix 1: 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"/>
School Bus	<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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 _____

Appendix 2: 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 _____

Appendix 3: Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of Cliffoney National School wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].
- 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 _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____