



## **Anti-Bullying Policy**

### **1. Requirement for Anti-Bullying Policy**

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Midleton Educate Together National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. The policy complies fully with the requirements of the Anti-bullying Procedures for Primary and Post-Primary schools published in September 2013.

### **2. Best Practice in Prevention and Resolution of Bullying**

The Board of Management recognises the seriousness of bullying and negative impact that it can have on the lives of pupils and staff. The Board of Management and whole school community is fully committed to the following key principles of best practice in preventing and tackling bullying behaviour: (reordered)

- i. Effective whole school leadership in line with best practices.
- ii. A school-wide approach to education on bullying, prevention of bullying and resolution of bullying.
- iii. 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.
  - Promotes respectful relationships across the school community in line with the Educate Together Ethos.
- iv. Embedding of Restorative Practice across the school community.
- v. A shared understanding of what bullying is and its impact.
- vi. Implementation of education and prevention strategies (including awareness raising measures) that:
  - Build empathy, respect and resilience in pupils;
  - Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- vii. Effective supervision and monitoring of pupils
- viii. Supports for staff which involves internal and external CPD and provision of suitable teaching resources.
- ix. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
- x. On-going evaluation of the effectiveness of the anti-bullying policy.

xi. Bullying Incident Issues are part of each Board of Management Agenda.

### 3. Definition of Bullying

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools 2013 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”.***

### 4. Types of Bullying Behaviour

Negative behaviour that does not meet the definition of bullying will be dealt with in accordance with the school’s code of behaviour, with emphasised placed on building relationships and resolving incidents of negative behaviour through restorative practices. 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. The school is committed to educating pupils about types of negative behaviour, identifying bullying behaviour and forming resolutions to negative behaviour through restorative practices.

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.

#### Examples of Bullying Behaviours

\*This list is non exhaustive

<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’ (inappropriate body language, eye-contact that makes someone feel uncomfortable, mimicking and badgering)</li> <li>● Invasion of personal Space</li> <li>● A combination of the types listed.</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>● Denigrations: Spreading rumours, lies, gossip to hurt a person’s reputation.</li> <li>● Harassment: Continually sending vicious, mean or disturbing messages to an individual.</li> <li>● Impersonation: posting offensive or aggressive messages under another person’s name.</li> </ul>

	<ul style="list-style-type: none"> <li>• Flaming: Using inflammatory or vulgar words to provoke an online fight.</li> <li>• Trickery: Fooling someone into sharing personal information which you then post online.</li> <li>• Outing: Posting or sharing confidential or compromising information or images.</li> <li>• Exclusion: Purposefully excluding someone from an online group.</li> <li>• Common types of Cyber bullying are: <ul style="list-style-type: none"> <li>○ <b>Text messages</b> – can be threatening or cause discomfort. Also included here is ‘Bluejacking’ (the sending of anonymous text messages over short distances using bluetooth wireless technology)</li> <li>○ <b>Picture/video-clips via mobile phone cameras</b> – images sent to others to make the victim feel threatened or embarrassed</li> <li>○ <b>Mobile phone calls</b> – silent calls, abusive messages or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible</li> <li>○ <b>Emails</b> – threatening or bullying emails, often sent using a pseudonym or somebody else’s name</li> <li>○ <b>Chat room bullying</b> – menacing or upsetting responses to children or young people when they are in a web-based chat room</li> <li>○ <b>Instant messaging (IM)</b> – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools</li> <li>○ <b>Bullying via websites</b> – use of defamatory blogs (web logs), personal websites and online personal ‘own web space’ sites such as You Tube, Facebook, Snapchat, Instagram, Whatsapp and Viber – although there are others.</li> </ul> </li> <li>• Cyber-stalking: Ongoing harassment and denigration that causes a person considerable fears for his/her safety.</li> <li>• Silent telephone/mobile calls</li> <li>• Abusive telephone/mobile calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication through social media e.g. Facebook, Twitter, Whattapp, Viber</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> 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><b>Homophobic and Transgender</b></p>	<ul style="list-style-type: none"> <li>- Spreading rumours about a persons’ 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>

<b>Race, nationality, ethnic background and membership of the Traveller Community</b>	<ul style="list-style-type: none"> <li>- Discrimination prejudice or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller backgrounds, customs and mimicking accents, being overly critical of children's foods and clothing.</li> <li>- Exclusion on the basis of any of the above.</li> </ul>
	This involves manipulation relationships as a means of bullying. Behaviours include:
<b>Relational</b>	<ul style="list-style-type: none"> <li>- Malicious gossip</li> <li>- Isolation and 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' (inappropriate body language, eye-contact that makes someone feel uncomfortable, mimicking and badgering)</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 other up for ridicule.</li> </ul>

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

### 5. Education and Prevention Strategies

In line with recognised best practice, several approaches are implemented by the school for the purposes of educating staff and pupils about bullying and establishing prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying)

### **5.1 Restorative Practices**

The school is committed to a 5year plan towards fully embedding restorative practices in the school by 2022. Restorative practice values of respect, collaboration, personal accountability, problem solving, fairness, honesty and interconnectedness underpin the school's emphasis on establishing strong relations between all members of the school community. Restorative practices are used to ensure a fair process built on engagement, explanation and expectations, is used to resolve issues of negative behaviour, including bullying, with the aim of restoring relationships.

### **5.2 Educational Programmes**

The school implements educational **programmes** that help prevent bullying by fostering empathy, respect, resilience, and self-worth:

- Learn Together, including Yoga and Circle Time
- Anti-Bullying Campaign Handbook and Work Folder (In conjunction with the schools SPHE programme)
- Stay Safe
- Walk Tall
- Relations and Sexuality Education (RSE)
- Friends for Life
- DES Anti-bullying website.
- Weaving Wellbeing
- Zippy's Friends (HSE) – Program not currently in use?

\*These programmes are available to be seen in school with an appointment

### **5.3 Bullying Prevention**

#### **5.3.1 Procedures that help prevent bullying**

- Monthly themes to foster positive behaviour
- Yard rule reminders
- Yard Supervision
- Wet Supervision
- Behaviour reflection sheets (1<sup>st</sup> – 6<sup>th</sup>)
- Classroom Golden Rules which includes positive classroom rules
- Individual Behaviour Plans / Stage Documents
- Continuum Support Programme (NEPS)

#### **5.3.2 Partnership/Communication with Parents/Guardians**

- Newsletters
- Information Meetings (at discretion of staff)
- Invitation to classrooms
- Parental involvement in class activities during the school day.
- Parent/Teacher Meetings
- Individual Educational/Behaviour Planning meetings
- Relevant Homework
- PA Activities.

### **5.3.3 School Policies that help prevent bullying.**

- Social Personal and Health Education Plan (SPHE)
- Acceptable Use of Technology Policy
- Code of Behaviour
- Child Protection
- Communications Policy

### **5.3.4 Continuous Professional Development**

Training for staff facilitated by the Board of Management

- Peer Mediation
- Restorative Practices
- Learn Together
- Incredible Years Programme

### **5.3.5 Community Links**

- Educate Together Conferences and Training
- Local Garda Station

## 6. Procedures for Investigation and Dealing with Bullying

The school's procedures for investigation, follow-up and recording of bullying behaviour and established intervention strategies used by the school for dealing with cases of bullying behaviour are in-line with Section 6.8 of the Anti-bullying Procedures for Primary and Post-Primary Schools.

**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 aims to be consistent in its approach to investigating and dealing with bullying. Every effort will be made to ensure that all parties involved, including pupils, parents/guardians and other parties, understand this approach from the outset.

### 6.1 Reporting bullying behaviour

Any pupil or parent/guardian 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 (SNA's), caretakers must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teachers;

#### 6.1.1. Relevant Teachers

The relevant teacher(s) for investigating and dealing with bullying are as follows. (See also section 6.8 of the Anti-Bullying Procedures for Primary and Post Primary Schools):

The relevant Teachers in this school are:  
All teachers including Principal, Deputy Principal, class teachers and special education teachers.

### 6.2 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. Appendix C provides checklists for establishing 'Is it Bullying?' which should be used to identify if bullying has taken place. If bullying hasn't taken place it is important to report to all parties how the behaviour reported should be classified and resolved.

#### 6.2.1 Restorative Practice

The school aims to resolve bullying issues and restore relationships using a restorative practice approach. This approach is underpinned by ensuring it is a fair process which facilitates **engagement** with all parties, clear **explanations** of each step of the process and rationale behind decisions, and setting explicit **expectations** regarding resolutions and future standards of behaviour and maintaining of relationships.

- Parents and pupils are required to engage 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 very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- Incidents will be investigated outside the classroom situation to ensure the privacy of all involved;
- All conversations will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When conducting RP conversations relating to incidents of bullying behaviour, the relevant teacher will seek answers to questions of
  - What happened?
  - What were you thinking of at the time?
  - What have you thought about it since?
  - Who has been affected and in what way?
  - How could things have been done differently?
  - What do you think needs to happen next?

This will be done in a calm manner, setting an example in dealing effectively with conflict in a non-aggressive manner and with a solution focused approach.

- The school advocates dealing with specific bullying incidents first through RP conversations. These conversations may then form the basis for further investigation and conversations.
- If a group is involved, it is at the discretion of the relevant teacher's professional judgement as to whether the initial conversation will involve the whole group or individuals. At the group meeting, each member will be asked for his/her account of what happened.
- Each member of a group will be supported through the possible pressures that they may face 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 will be contacted at an early stage to inform them of the matter and explain the actions being taken. This communication may take the form of a written letter, a phone call, or a face to face meeting. The school will 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 will 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 will 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; *in reference to the Code of Behaviour*.
- Follow-up meetings with the relevant parties involved will be arranged where appropriate;



### **6.3 Follow up and Recording**

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable; and
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix D.

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 will advise the parents of their right to make a complaint to the Ombudsman for Children.

### **6.4 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:

#### **6.4.1 Informal – pre-determination that bullying has occurred.**

- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussion with those involved regarding same. Appendix D can be used as a recording document.
- The relevant teacher must inform the principal of all incidents being investigated.

#### **6.4.2 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 practical, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

*Appendix 1 (recording template) will be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template 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.*

#### **6.4.3 Formal Stage 2 - Further Recording Requirements**

The relevant teacher must use the recording template Appendix D 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) In circumstances where the bullying behaviour places in an individual in a clear and immediate risk that requires the behaviour to be immediately recorded and reported to the Principal or Deputy Principal as applicable. This is in line with the school's Code of Behaviour.

#### **6.5 Retention of Written Records**

When a recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. All records will be kept securely in a locked filing cabinet by the relevant teacher and/or the Principal. Only the relevant teacher, Principal and Deputy Principal will have access to such records. Procedures on record keeping will be reviewed by the Board of Management annually.

#### **6.6 Restoration of Relationships Following an Incident of Bullying**

Following the process of restorative conversations, it is the school's aim **to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved.** Restoration of relationships may involve:

- Setting clear expectation for future behaviours.
- Negotiating agreements between pupils and following these up by monitoring process. This can be on an informal basis or implemented through a more structured process.
- Working with parents/guardians to support school interventions.
- Circle Time
- Restorative interviews
- Restorative Conferencing
- Peer mediation where suitable training has been given.

#### **7 Support for Pupils Affected by Bullying**

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resistance e.g.
  - Buddy/Peer monitoring system
  - Care team/Student Support Team
  - Group work such as circle time

If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour. Pupils should understand that there are no innocent bystanders and that all incidents of

bullying behaviours must be reported to teacher. The School's Anti-Bullying Folder contains the Anti-Bullying Campaign Handbook for teachers from 3<sup>rd</sup>-6<sup>th</sup> which can be used throughout the year.

### **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.

### **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.

**Note:** This policy was adopted by the Board of Management on the 28<sup>th</sup> of April, 2014 and reviewed on.....

**Note 2:** 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.

**Note 3:** 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 (see Appendix F) will be made available to school personnel, published on the school website and provided to the Parent Association. A record of the review and its outcome will be made available, if requested, to the patron and the department.

Signed: \_\_\_\_\_

(Chairperson of Board of Management)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

(Principal)

Date: \_\_\_\_\_

Reviewed and Ratified by the Board of Management 30<sup>th</sup> of November

#### **Appendix A: Key elements of a positive school culture and climate**

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

## **Appendix B 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 D: Template for recording bullying behaviour**

1. 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))

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

Pupils concerned	<input type="checkbox"/>	Playground	<input type="checkbox"/>
Other Pupils	<input type="checkbox"/>	Classroom	<input type="checkbox"/>
Parent	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>	Extra-Curricular activity	<input type="checkbox"/>
	<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	Member of the Traveller Community	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact


9. Details of Actions Taken.


Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

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

### **Appendix E: 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 of Management adopted an anti-bullying policy that fully complies with the requirement of the Anti-bullying Procedures for Primary and Post-Primary Schools?	
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 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 periodic summary reports from 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 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 bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspect of the school's policy and /or it's implementation that requires further improvement?	
Has the Board put in place an action plan to address any areas of improvement?	

Signed \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

Principal

**Appendix F**

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

To: \_\_\_\_\_

The Board of Management of Midleton Educate Together National School wishes to inform you that:

- The Board of Management’s annual review of the school’s anti-bullying policy and it’s 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 \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Principal