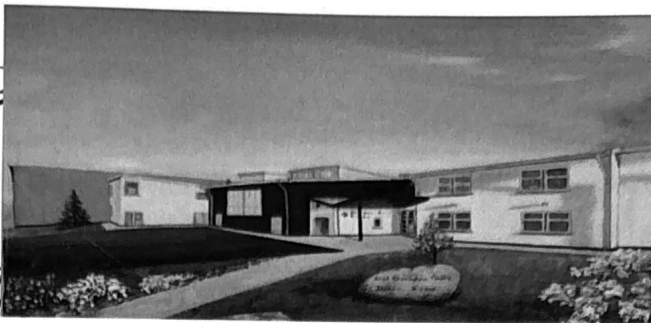


# Scoil Chomhgháin Naofa, Killeshin, Anti-Bullying Policy



## Scoil Chomhgháin Naofa Anti-Bullying Policy

### Introduction:

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWD, the Board of Management of Scoil Chomhgháin Naofa 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* and was ratified by the Board of Management in March 2024.

### Key Principles to Best Practice:

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

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

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

**(b) Effective leadership:** The principal and other leaders in the school, including all teachers, will strive to engender an ethos under which bullying is unacceptable. Practical steps are taken to challenge and respond to bullying. The principal will involve both staff and pupils in developing and implementing a vision of the school where diversity is accepted and celebrated.

**(c) A school-wide approach:** A positive school-wide attitude and involvement is implemented in countering bullying behaviour in schools. In addition to the role of management and staff, parents and pupils have a role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere. Parents

## **Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy**

should also recognise that a school that openly discusses bullying is acting positively and that they need to work with their school to ensure there is a coherent, school-wide approach to tackling the issue.

**(d) A shared understanding of what bullying is and its impact:** Scoil Chomhgháin Naofa will publish the anti-bullying policy on our school website to ensure that all relevant members of the school community have a shared understanding of what constitutes bullying behaviour.

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

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying. (Transphobia is defined as emotional disgust, fear, anger or discomfort felt or expressed towards people who don't conform to society's gender expectations.)

**(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).**

**(i) On-going evaluation of the effectiveness of the anti-bullying policy.**

### **What is Bullying – Our 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.
- Appendix 1 below gives a list of specific examples of bullying behaviour. This list is not exhaustive.

## **Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy**

- 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.

***Bullying of School Staff:*** Bullying of school staff (teachers and responsible adults) by means of physical assault, damage to property, verbal abuse, threatening behaviour etc. is also completely unacceptable.

### **Who is Responsible For Doing What**

- The Principal will ensure that all staff (teachers and SNA's) are familiar with this Anti-Bullying Policy.
- The relevant teacher for investigating and dealing with bullying is the class teacher initially, and the Principal (Mrs McGuill) thereafter, if necessary. In the absence of the Principal the Deputy Principal (Ms Fitzpatrick) will become the relevant person.

### **Our Strategies for Education and Prevention.** *(see section 6.5 of the Anti-Bullying Procedures for Primary and Post Primary Schools for further details)*

- 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;
  - We will adopt a whole school approach where all have a shared understanding of what constitutes bullying and an awareness of its negative impact.
  - The school staff will promote and foster an atmosphere of friendship, respect and tolerance. Staff will be aware of and implement tips from to build a positive school culture and climate *(See Appendix 2: Practical tips for building a positive school culture and climate)*
  - Children's self-esteem will be promoted through celebrating individual differences, acknowledging achievements, rewarding good behaviour and providing opportunities for success throughout the curriculum.
  - The school's Code of Behaviour will be brought to the attention of all pupils and their parents at the beginning of the school year. The rules and the reasons for them will be explained and discussed with pupils and will be

## **Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy**

referred to throughout the year as the need arises. This will be done at an age-appropriate level.

- Teachers will help children develop empathy by discussing feelings and encouraging children to put themselves in place of others. Problem solving strategies will be explored with the children to help resolve conflict.
- Children are made aware that bullying is an unacceptable form of behaviour. This is done explicitly through the Stay Safe, Walk Tall and the RSE programmes (SPHE plan). Teachers may use other elements of the Primary Curriculum, such as Drama, to explore themes related to bullying/ anti-bullying.
- 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 (refer to Acceptable Use policy).
- Ensuring that pupils know who to tell and how to tell e.g. speaking directly to a teacher or SNA, getting a parent to tell on their behalf, sending a note to the teacher,
- 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 will be put on catching children being good and giving positive feedback when respectful behaviour and language is observed.
- Teachers will engage children in group activities which will encourage them to work together, co-operate, listen to and respect one another's views e.g. Project work, Junior Entrepreneur Award, School Quizzes, Football Teams, Buddy System with 2<sup>nd</sup>/6<sup>th</sup> class and 5<sup>th</sup>/ Senior Infants
- Child Protection procedures are adhered to in the school – refer to our school’s Child Protection Policy – available at [www.killeshinns.ie](http://www.killeshinns.ie)
- We will ensure that comprehensive supervision and monitoring measures are in place as outlined in this policy.
- We will educate pupils on appropriate online behaviour, raising awareness of cyber-bullying and its implications for example through Stay Safe programme, participation in Safer Internet Day activities.

### **Our Procedures Re: Bullying Behaviour**

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;

#### ***Reporting bullying behaviour;***

## **Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy**

- 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.
- All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher(s). 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.
- Non-teaching staff such as School Secretary, Special Needs assistants (SNAs), caretaker and Cleaner must be encouraged to 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***

- Parents/Guardians and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- It is 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.
- Initial investigations of bullying may take place in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way. In so far as is practical and possible confidentiality will be respected.
- 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 will be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of a group should be supported through the possible pressures that they may face 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 (by reference to the school policy). The school will give parents an opportunity of

## **Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy**

discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied
- It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.

### ***Follow up***

- Follow-up meetings with the relevant parties involved may 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. This can have a therapeutic effect.
- 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.
  - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.
- An additional follow up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily.
- 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;***

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.
- 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.

# Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy

## **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 should develop a protocol for the storage of all records retained by the relevant teacher.

## **Formal: Appendix 3 (From DES Procedures and available below)**

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.

- When the 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 maintained in accordance with relevant data protection legislation and Freedom of Information legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following.
- The recording template at **Appendix 3** must 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 at **Appendix 3** 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.

At least once in each school term, the Principal will provide a report to the Board of Management setting out;

- (i) the overall number of bullying cases reported (by means of the recording template since the previous report to the Board).
- (ii) Confirmation that all cases referred to have been or are being dealt with in accordance with this Anti-Bullying Policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools.
- (iii) The minutes of the Board of Management meeting will record the above but in doing so will not include any identifying details of the pupils involved.

## **The School's Programme of Support:**

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/ support programme works in all situations. Therefore, various approaches and intervention strategies may be used, including suggesting that parents

## Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy

seek referrals to appropriate outside agencies in order to receive further support for the pupils and their families, if needed.

Examples of possible programmes of support are outlined below;

- Regular reference to kindness / resilience during class lessons and assemblies.
- Circle time.
- Friends for Life programme (if required. Teacher in school has necessary training)
- Our support teachers will facilitate self-esteem building with a pupil if needed. Work with small groups will also be facilitated.
- Through the means of curricular and extracurricular activities (e.g. representing the school through sports, choirs etc) to develop positive self-worth.
- Developing pupil's awareness of identity-based bullying and in particular trans-phobic bullying, i.e. the "Growing Up" lesson in SPHE. Particular account will also be taken of the important role pupils with Special Educational Needs have to play.
- Use of Buddy Bench on the yard
- Peer Tutors i.e. 2<sup>nd</sup>/6<sup>th</sup> class and Senior Infants/5<sup>th</sup> class

*For bullied pupils:*

- Ending the bullying behaviour,
- Using a positive school culture to foster more respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils through Friends for Life programme / SPHE lessons / school assemblies
- Indicating clearly that the bullying is not the fault of the targeted pupil
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

*For bullying pupils:*

- Making it clear that bullying pupils who reform are not blamed or punished and get a "clean sheet,"
- Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),



## **Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy**

- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a "clean sheet" and no blame in return for keeping a promise to reform.


### **Supervision and Monitoring of Pupils:**

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

### **Prevention of Harassment:**

- The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.
- This policy has been made available to school personnel, is published on the school website and has been 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 be provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the Patron and the Department.

  
(Chairperson of Board of Management)

  
(Principal)

Date: 04-12-2024

Date of next review: Dec 2025

# Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy

## Appendix 1: Examples of bullying behaviours *(This list is not exhaustive)*

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

## Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy

<b>Relational</b>	<ul style="list-style-type: none"><li>• Isolation &amp; exclusion</li><li>• Ignoring</li><li>• Excluding from the group</li><li>• Taking someone's friends away</li><li>• "Bitching"</li><li>• Spreading rumours</li><li>• Breaking confidence</li><li>• Talking loud enough so that the victim can hear</li><li>• The "look"</li></ul>
<b>Sexual</b>	<ul style="list-style-type: none"><li>• Unwelcome or inappropriate sexual comments or touching</li><li>• Harassment</li></ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"><li>• Name calling</li><li>• Taunting others because of their disability or learning needs</li><li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li><li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li><li>• Mimicking a person's disability</li><li>• Setting others up for ridicule</li></ul>

# **Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy**

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

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

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

# Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy

## Appendix 3: Template for Recording Bullying Behaviour 1. Name of pupil being bullied and class group

### 1. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

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

2.

Source of bullying concern/report		Location of Incidents	
Pupil Concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	

### 3. Name of person(s) who reported the bullying concern

\_\_\_\_\_

### 4. Type of Bullying Behaviour

Physical Aggression	Cyber bullying
Damage to property	Intimidation
Isolation / Exclusion	Malicious Gossip
Name Calling	Other (Specify)

### 5. Where behaviour is regarded as identity-based bullying, indicate the relevant category

Homophobic	Disability /SEN related	Racist	Membership of Traveller community	Other (Specify)
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### 6. Brief Description of bullying behaviour and its impact

### 7. Details of action taken

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


Date Submitted to Principal/ Deputy Principal: \_\_\_\_\_

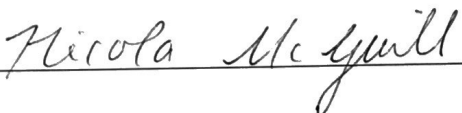
# Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy

## Appendix 4; Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	YES / NO
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
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
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
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
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	NO
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	NO
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	NO
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?	NA NO
Has the Board put in place an action plan to address any areas for improvement?	NA

Signed  Date 04/12/2024  
Chairperson, Board of Management

Signed  Date 04/12/2024  
Principal

## Scoil Chomhgháin Naofa, Killeshin, Anti- Bullying Policy

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

To: Bishop Denis Nulty (Patron)

The Board of Management of Scoil Chomhgháin Naofa 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 04.12.2024 [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 4/12/2024  
Chairperson, Board of Management

Signed  Date 4/12/2024  
Principal