



Scoil Triest Special School

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Policy: **Anti-Bullying Policy**

Date of Issue: **21st November 2017**

<u>Date</u>	<u>Reviewed / Ratified</u>	<u>Chairperson's Signature</u>	<u>Principal's Signature</u>
21/11/2017	Reviewed	Liam Murphy	Geraldine Bond

Scoil Triest Special School- Anti Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of **Scoil Triest** has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and staff. Therefore the school is 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 identify, disclose and discuss incidents of bullying behaviour in a non-threatening environment using whatever means of communication is available to them; and
 - promotes respectful relationships across the school community (See Appendix 2)

 - Effective leadership with all adults providing models of behaviour that reflect the school ethos where diversity is accepted and celebrated;

- A school-wide approach involving management, staff, parents and pupils;
- 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.
 - eliminate any possibility of using technology access to indulge in cyber bullying
- Effective supervision and monitoring of pupils throughout the school day;
- 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 using the school self-evaluation review system.

3. *The Anti-Bullying Procedures for Primary and Post-Primary Schools* defines bullying 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.

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• Invasion of personal space• A combination of any of the types listed.
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Cyber

- 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 calls
- Abusive text messages
- Abusive email
- Abusive communication on social networks e.g. Facebook, / Ask.fm / Twitter / You tube or on games consoles
- Abusive website comments / Blogs / Pcitures
- Abusive posts on any form of communication technology

<ul style="list-style-type: none"> • IDENTITY BASED BEHAVIOURS <p>Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller Community).</p>	
Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Tauting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian... used in a derogatory manner • Physical intimidation attack • 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 and 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
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
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As all of our students in Scoil Triest have a diagnosis of ASD, the concept of bullying is abstract and difficult to understand as it involves flexibility of thought, imagination and an understanding of Theory of Mind. Therefore, it is important to take note of the indicators of bullying (See Appendix 1)

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

The Relevant Teachers in this school are:
Primary School
Principal Deputy Principal All Class Teachers
Any Teacher may act as a relevant teacher if circumstances warrant.

5. The Education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows (see

Section 6.5 of the Anti-Bullying Procedures for Primary and Post Primary Schools)

School Wide Approach

- Positive approach to behaviour management throughout the school
- Focus on what 'to do' rather than ' what not to do'
- Fostering respect for the sensory needs of other students
- Use of visual supports to enhance and support understanding of friendship and anti bullying ethos
- 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 develop 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
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s) / guardian(s) and the wider community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular 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 and communication technology within the school.

- Development and promotion of an anti-bullying code for the school - to be displayed publicly in classrooms and in common areas in the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s) / guardian(s) are given a copy as part of the Code of Behaviour on admission to the school.
- The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual friendship week and parent(s) / Guardian(s) seminars; regular school assemblies by Principal.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell e.g.
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework
 - Get a parent(s) / guardian(s) or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Regular involvement of community Garda to present information session to parents and students around personal safety, cyber bullying etc.
- Use of social stories and role play to assist generalisation of concepts
- Social skills programmes developed with Multi-disciplinary team to address specific issues.
- Promote a school culture of tolerance of others.
- Identify clear protocols to encourage parent(s) / guardian(s) to approach the school if they suspect that their child is

being bullied. The protocol should be developed in consultation with parents.

- 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.
- Careful consideration in formation of class groups to avoid situations where bullying may occur through locational proximity and mixing of students who cannot deal with each others' specific behaviours or sensitivities

Implementation of Curricula

- The implementation of the SPHE curricula and the RSE and Stay Safe Programmes as appropriate and relevant to the ability of the students.
- Continous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programme, Stay Safe Programme, The Walk Tall Programme particularly in relation to conflict resolution, personal safety, relationships, belonging, self esteem. Valuing difference, understanding bullying, respect for others, respect for ones' self.
- Identify ' Hot Spot' and times in the school day and ensure a plan is in place to alleviate issues which may arise at these times.

Links to other Policies:

- Code of Behaviour, Child Protection Policy, Supervision Policy, Acceptable Use Policy, School Outings Policy, Confidentiality Policy.

6. Scoil Triest procedures for the investigation and follow-up of bullying behaviour are as follows (as per Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

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 relationship of the parties involved (rather than to apportion blame).

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

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, clearers 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.
- Parent(s)/ guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationship of the parents involved as quickly as possible.
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.

- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his / her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher.
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- in cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s) / guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s) / guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him / her how he / she is in breach of the school's anti-bullying policy and efforts should be made to try to get him / her to see the situation from the perspective of the pupil being bullied.

- It must also be made clear to all involved (each set of pupils and parent(s) / guardian(s) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s) / guardian(s) and the school.
- If it is determined that someone has engaged in bullying behaviour, then the school will endeavour to make it clear that this behaviour is unacceptable by whatever means of communication is most effective for that person. This may include visual supports/ social stories/ comic book conversations/ role play/ video clips etc. The assistance of the multi-disciplinary team may be requested to develop appropriate resources/programmes in this regard.

Follow up and recording:

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his / her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased
 - Whether any issues between the parties have been resolved as far as is practicable
 - Whether the relationships between the parties have been restored as far as is practicable
 - Any feedback received from the parties involved, their parent(s)/ guardian(s) or the school Principal or Deputy Principal
- Follow up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s) / guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s) / guardian(s) must be referred, as appropriate, to the school's complaints procedures.

- In the event that a parent(s) / guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s) / guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of Bullying behaviour:

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedure 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. 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 discussions with those involved regarding same.
- The relevant teacher must inform the principal of all incidents being investigated.

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.
- Storage of all records relating to anti-bullying incidents should be retained by the relevant teacher in a confidential anti-bullying file. Copies should be given to the Principal teacher.

Formal Stage 2 – Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances.

- a) In cases where he / she considers that the bullying behaviour has not been adequately addressed within 20 school days after he / she has determined that bullying behaviour occurred; and
- b) Where the school has decided as part of its anti bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

- c) In line with the school's Code of behaviour, the following behaviours should be reported immediately to the school Principal:

Any bullying behaviours of a repetitive nature which impact on the safety of a child / other children or staff or where extreme anxiety is caused should be reported immediately to the Principal or Deputy Principal (refer to Code of Discipline - types of behaviour considered as gross misconduct)

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. These records are kept in an 'Anti Bullying' file in the Principal's Office.

Established Intervention Strategies:

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s) / guardian(s) to support school intervention.
- No Blame Approach
- Circle time
- Use of social stories, Role Play
- Use of visual supports
- Implementing contracts for 'No Bullying behaviour'

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post Primary Schools)

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral Care system
 - SPHE
 - Stay Safe
 - Group work such as circle time
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies, where available, 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.
- Referral may be made to Multi-disciplinary team for additional supports for student.
- Serious incidents of bullying behaviour may be referred to H.S.E. Children and Family Services or to the Gardai as appropriate

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.

8. 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.

9. This policy was adopted by the Board of Management on 21st November 2017.

10. This policy has been made available to school personnel, and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Science and the Patron if requested.

11. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, and be readily accessible to parents and pupils on request and 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.

Signed: Liam Murphy
(Chairperson of Board of Management)
Date: 21/11/2017

Signed: Geraldine Bond
(Principal)
Date: 21/11/2017

Date of next review: November 2018

Reviewed Nov. 2017

APPENDIX 1

Indicators which may suggest a pupil is being bullied.

Physical Indicators

- Unexplained bruising, cuts etc
- Loss of / damage to personal property
- Hunger or thirst
- Frequent minor illnesses, headaches, tummy
- Bedwetting
- Loss of appetite
- Obsessive behaviour, physical appearance, weight
- Stammering
- Requests for extra money

Emotional / Psychological Indicators

- Outbursts of anger, temper, irritability at home
- Bullying brother or sisters, parents
- Well behaved child suddenly troublesome

Signs of depression

- Changes in : mood, appetite, sleep pattern
- Tiredness, neglect of appearance
- Expressions of sadness, worthlessness
- Nightmares, crying at night
- Restless, dangerous, wild, disruptive behaviour
- Cynicism, black mood

- Implied or overt threats of suicide

School Related Indicators

- Reluctance to go, wanting to accompanied
- Returning in bad form
- Changing route
- Avoiding certain days / lessons
- Nervousness in class
- Punctuality problems
- Poor concentration
- Deterioration in school work
- Expressions of hopelessness
- Fewer phone calls, friends calling, invitations.
- Reluctance to take part in activities
- Abusive phone calls, texts, email

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

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

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school - this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful

behaviour and respectful language are absent.

- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
 - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 3 Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____

Class _____

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

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

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

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

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

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

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

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

	Yes	No	Comments
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 _____

Date _____

Chairperson, Board of Management

Signed _____

Date

Principal

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

To: _____

The Board of Management of _____ 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 _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal