Scoil Bhríde, Ráth Chormaic

Anti-Bullying Policy (reviewed October 2023)

Introduction

This Anti-Bullying policy operates in conjunction with the school's Code of Behaviour, which is used to address isolated instances of unacceptable behaviour. It was drafted by the Principal and staff, in consultation with the Parents' Association and the Board of Management in February 2014 in accordance with the Department of Education *Anti -Bullying Procedures for Primary and Post Primary Schools* document and Circular 0045/2013.

1. Adoption of 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 Scoil Bhríde, Ráth Chormaic 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. Key Principles

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; **(See Appendices 1 and 2 regarding positive school culture.)**

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

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

- build empathy, respect, and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying, homophobic and transphobic bullying

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

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

3. Definition

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.

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 (This list is not exhaustive)

| General behaviours which apply to all types of bullying | · Harassment based on any of the nine grounds in the equality legislation, e.g. sexual harassment, homophobic bullying, racist bullying etc.
· Physical aggression
· Damage to property
· Name calling
· Slagging
· The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
· Offensive graffiti
· Extortion
· Intimidation
· Insulting or offensive gestures
· The "look"
· Invasion of personal space
· A combination of any of the types listed. |

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 call
	· Abusive telephone/mobile phone calls
	· Abusive text messages
	· Abusive email
	· Abusive communication on social networks, e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles
	· Abusive website comments/Blogs/Pictures
	· Abusive posts on any form of communication technology

Identity Based Behaviours
Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	· Spreading rumours about a person's sexual orientation
	· Taunting a person of a different sexual orientation
	· Name calling e.g. Gay, queer, lesbian, used in a derogatory manner
	· Physical intimidation or attacks
	· Threats
Race, nationality, ethnic background and membership of the Traveller community	· 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	This involves manipulating relationships as a means of bullying. Behaviours include: · Malicious gossip
	· Isolation & exclusion
	· Ignoring
	· Excluding from the group
	· Taking someone's friends away
	· "Bitching"
	· Spreading rumours
	· Breaking confidence
	· Talking loud enough so that the victim can hear
	· The "look"
	· Use of terminology such as 'nerd' in a derogatory way

Sexual	· Unwelcome or inappropriate sexual comments or touching · Harassment
Special Educational Needs, Disability	· Name calling · Taunting others because of their disability or learning needs · Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying · Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. · Mimicking a person's disability · Setting others up for ridicule

4. Role of school personnel

The relevant teacher(s) for investigating and dealing with bullying is (are) class teachers, support teachers, principal and deputy. **(Any teacher may act as a relevant teacher if circumstances warrant it.)**

5. Education and prevention strategies

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:

The ethos and climate (atmosphere) of our school is critical to the prevention of bullying. The Mission Statement states that "in partnership with parents, the management and staff of Scoil Bhríde strive to provide a general, balanced education dedicated to the development of the 'whole child' which will enable the children.

- to live full lives as children
- equip them to avail of further education
- and prepare them to live full and useful lives as adults in society.

In Scoil Bhríde we try to foster a sense of high self-esteem, self-discipline, and mutual respect. We endeavour to create a happy, caring, stimulating and supportive environment in which the children feel happy and secure, and the uniqueness of each child is recognised and valued".

Our Golden Rules **"Be kind to yourself and others, Be respectful, Be honest, Do your best, Look after our environment** are central to the creation of a caring, safe and happy environment.

School-wide Approach
- A school-wide approach to the fostering of respect for all members of the school community.
- Teachers create and foster a safe and caring classroom environment where the rules, rights and responsibilities of all are equally respected and where difficulties and concerns are discussed openly.
- The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- School-wide awareness raising and training on all aspects of bullying, to include pupils,parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities.

- Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
- Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the students in contributing to a safe school environment e.g. buddy system and other student-support activities that can help to support pupils and encourage a culture of peer respect and support.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are asked to familiarise themselves with the Code of Behaviour and the Anti-Bullying Policy of the school when they enrol a child/children in the school. The policy is available on the school website.
- Ensuring that pupils know who to tell and how to tell, e.g.:
     Direct approach to class teacher/principal/other teacher
     Hand notes up with homework
     Get a parent(s)/guardian(s) or friend to tell on your behalf
     Completion of confidential surveys (Rang 3- Rang 6)
     Encouraging bystanders "to tell" if they witness or know that bullying is taking place

- Encouraging a culture of telling and highlighting the important role of bystanders and helping them to understand the importance of "telling" if they witness or know that bullying is taking place. It is made clear to pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly
- The implementation 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.
- Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the "Relevant Teacher" (in the case of staff members) or any staff member (in the case of parents/guardians).
- The implementation of whole school awareness measures e.g an annual "Friendship Week" which promotes awareness and positive relationships, monthly reminders of the definition of bullying and what to do if you are being bullied, the important role of bystanders, student surveys, focus groups.
- At least three awareness-raising exercises per school year for each class group pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
- Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.

Implementation of Curricula
- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes which include specific lessons on bullying, self- identity, relationships, and personal safety. Topics covered will include – What is bullying? Forms of bullying, Cyber bullying, Why do people bully? Bystander bullies, Silent witnesses, Effects of bullying, How does bullying make me feel? What can we do? Preventing bullying, Coping with bullying etc.).
- Explicit teaching of lessons on **Cyberbullying for pupils in Rang 3-Rang 6** ("Webwise" resources: HTML Heroes - 3rd and 4th Classes; My Selfie and the Wider World - 5th and 6th Classes) **Homophobic and Transphobic Bullying and Diversity and Interculturalism** (Resources including SPHE Curriculum, SESE Curriculum, Stay Safe Programme and Altogether Now Programme Rang 5/6 (PDST)
- The school will implement the advice in "Sexual Orientation Advice for Schools" (PDST- RSE Primary) **Appendix 6**
- Monthly reminders will be delivered by class teachers on the topic of Bullying (Definition, How to identify it, what to do if you are being bullied, what to do if you see someone being bullied)
- Delivery of the Garda SPHE Programmes. These lessons, delivered by Community Gardaí, cover

issues around personal safety and cyber-bullying.
- Zippy's Friends programme is taught in Rang 1 each year. Module 4 in this programme explores bullying and conflict resolution.
- The school will specifically consider the additional needs of SEN pupils about programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Rights and Responsibilities
In the school's daily and routine life, the ways in which people interact with each other significantly affect each person's sense of self-worth, belonging and well-being. The fostering of high-quality interpersonal relationships among teachers, students, parents and ancillary staff is a responsibility shared by everyone. All members of the school community have a role to play in the prevention of bullying.

6. Links to other policies
Code of Behaviour, Child Protection Policy, Supervision of pupils, Acceptable Use Policy, Attendance, Health and Safety, Social, Personal, Health Education (SPHE), Dignity at work policy

7. Procedures for investigation, follow up and recording of alleged bullying behaviour and intervention strategies.

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.

Every effort will be made to ensure that all involved, (including pupils, parents/guardians understand the approach from the outset)

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

- Any pupil or parent(s)/guardian(s) may report 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 secretary, special needs assistants (SNAs), caretaker, and cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant class teacher/principal.

Investigating and dealing with incidents: (see Section 6.8.9 of the *Anti-Bullying Procedures for Primary and Post Primary School)*

- 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.
- The "Relevant Teacher" investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end.
- Parent(s)/guardian(s) and pupils are required to cooperate with any investigation and assist the school in resolving any issues and restoring as far is practicable, the relationships of the parties involved as quickly as possible.
- The Teacher of the class of the child who is alleged to have engaged in bullying behaviour shall investigate the allegation unless the alleged perpetrator and the victim belong to different classes in which case both class teachers will investigate the complaint.
- Teachers are best advised to take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians. Such incidents are best investigated outside the classroom situation to avoid public humiliation of the victim or the pupil

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engaged in the bullying behaviour, in an attempt to get both sides of the story.

- 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 the case of suspected bullying behaviour, the relevant teacher should keep a written record of their discussions with those involved.
- It may also be appropriate or helpful to ask those involved to write down their account of the incident.

- The school's **Incident Report Form (Appendix 5)** should be used to record appropriate information.
- When analysing incidents of suspected bullying behaviour, one should seek answers to questions of *what, who, when and why*. This should be done in a calm manner thus setting an example of dealing with conflict in a non-aggressive manner.
- These report forms will be kept in a folder and filed securely by the investigating teacher.
- All incidents being investigated will be reported to the Principal/Deputy Principal
- If a group is involved each member should be interviewed individually and then the group should be met as a whole. Each member should be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said. Each member of the group should be helped to handle the possible pressures that often face them from the other members after an interview by the teacher.
- If the relevant teacher/s determine that bullying behaviour has not occurred, the parties will be notified of the result of the investigation and the reasons for the decision. If the parent/guardian(s) are unhappy with that decision, they may appeal it in writing to the Board of Management within 10 school days of receiving the decision.
- If unacceptable (though non-bullying) behaviour has taken place it will be dealt with under the Code of Behaviour

In cases where it has been determined that bullying behaviour has occurred the following steps will be taken:

Stage 1
- The investigating teacher and Principal will meet separately with the parent(s)/guardian(s) of the two parties involved as appropriate.
- The teacher will outline the results of the investigation and will explain the plan of action being taken to resolve the issues within the next 20 school days.
- The school will give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support for their pupils.
- It will be made clear to the perpetrator that he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- A **verbal warning** will be given to the perpetrator to stop the offending behaviour. This will be done in the presence of the perpetrator's parent(s), Principal and investigating teacher.
- The perpetrator will also be requested to apologise to the victim in the presence of the Principal and teacher and to give an assurance that the offending behaviour will stop.
- 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 referrals to outside agencies if deemed necessary.
- Should the actions taken at this stage not resolve the issue, the staff will proceed to stage 2.

Follow up
- When the 20-school day period has elapsed, the relevant teacher will determine whether a bullying case has been adequately and appropriately addressed.
- 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/Deputy

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.

Stage 2

- Should the above interventions fail, and the bullying behaviour continues, a programme of appropriate sanctions may be implemented by the Principal in consultation with the parents and Board of Management. These will aim to encourage positive behaviour and support the esteem of the child and may include a period of suspension during which there will be ongoing consultation with the parents to decide on appropriate action(s) to be taken in the best interests of the child. The Chairperson will have the authority to enact an immediate suspension or in certain circumstances may issue a final Chairperson's warning to the perpetrator, e.g., where an extended time has elapsed since the last incident.
- The child who is the victim of bullying will also meet with the Principal and his/her parents. The aim of such a meeting(s) will be to address emotional needs and devise strategies for the child to deal with what has happened. This may involve reinforcing a programme being covered in class, or other support strategies.

- **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.**
- 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 procedures for noting and reporting **bullying behaviour** are as follows:
- All staff must keep a written record of any incidents witnessed by them or notified to them on an **Incident Report Form. (Appendix 5)** This record will include details of the incident and the findings of the investigation.
- If it is determined that bullying has occurred, details of the strategy adopted and the outcome of the intervention, as well as any other relevant information will also be recorded and attached to the Incident Report Form.
- These records will be stored securely in a file by the investigating teacher initially and retained in Pupil File until pupil is aged 21.

Formal Stage Appendix 3 (From DES Procedures)
The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) when the bullying behaviour involves physical aggression or violence

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. **Appendix 3** forms will be stored in the Pupil File and retained until the pupil is aged 21. The Principal's copy will be stored in the "Anti-Bullying Record" which is stored securely in the Principal's office

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)

It is recognised in our school that bullying affects the victim, the bully and the person who witnesses bullying. **Support for the pupil who has been bullied:**

- Ending the bullying behaviour
- Support in the form of a trusted adult to speak to daily for as long as this is deemed necessary
- Involvement of the pupil in self-esteem building exercises and opportunities to increase feelings of self-worth
- Helping the pupil/s to develop skills necessary to deal with a similar situation in the future i.e. teaching language skills for responding and seeking help
- Changing the school culture to foster greater empathy towards and support for bullied pupils
- Making adequate counselling facilities available to pupils who need it in a timely manner
- 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).

Support for pupil/s deemed to be engaging in bullying behaviour:
- Making it clear that bullying pupils who reform are not blamed or punished and get a "fresh start"
- Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this
- Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others
- 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)
- 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,
- Supervision and monitoring of pupil/s
- If pupils require counseling or further support the school will endeavour to liaise with the appropriate agencies to organise the same.

Support for the child who has witnessed bullying behaviour
- The child who has witnessed bullying behaviour will receive support from the teacher or other trusted adult to help him/her to process what he /she has witnessed.

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. .

10. This policy has been made available to school personnel, published on the school website, is readily

accessible to parents and pupils on request and a copy provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

11. This policy and its implementation will be reviewed by the Board of Management once in every school year using the DES Checklist for Annual Review (Appendix 5) Written notification that the review has been completed will be made available to school personnel, published on the school website, 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.

Reviewed and adopted at the Board of Management meeting on November 13th 2023.

Marie Walsh

_13/11/23_

Margaret Howard. 13/11/2023

Marie Walsh
(Chairperson of Board of Management)

Margaret Howard
(Principal)

Date of next review: October 2024

Appendix 1 Table 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 lifeskills.

- 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 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 ignored.
- 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 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?	Yes.
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	Yes
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?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Yes
Has the Board put in place an action plan to address any areas for improvement?	Yes

Signed _Maria Walsh_   Date _13/11/23_
Chairperson, Board of Management

Signed _Margaret Howard_   Date _13/11/23_
Principal

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

To: _Chairperson, Parents Association, Rathcormac_

The Board of Management of _Scoil Bhríde,_ wishes to inform you that:

o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _13\11\2023_ [date].

o 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 _Marie Walsh_   Date _13/11/2023_
Chairperson, Board of Management

Signed _Margaret Howard_   Date _13/11/2023_
Principal