

Presentation College Headford



Anti-Bullying Policy

Ratified:
26th June 2019

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Anti-Bullying Policy

School Position on Bullying

The Presentation College school community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious violation of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the perpetrator(s).

An 'Anti-Bullying Team,' made up of staff members, exists to cultivate an environment free from bullying and to deal with bullying incidents, should they occur.

The immediate priority, should a bullying incident occur, is ending the bullying, (thereby *protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a 'Reform, not Blame' approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report. Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

Anti-Bullying Policy

1. **Education (Welfare) Act 2000**

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 Presentation College, Headford 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 of Best Practice**

The Board of Management recognises the very serious nature of bullying and the negative impact 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; and
 - promotes respectful relationships across the school community;
- 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 including in particular, 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 of and types of Bullying Behaviour

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's **Code of Behaviour**.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum (such as Facebook, Twitter, Viber, etc.) **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.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting a person or property, whether carried out directly or indirectly through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

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

Examples of bullying behaviours:

(This list of examples is just to give a general idea of types of behaviour that are considered bullying. It is not a full and exhaustive list, and behaviours not listed here may be considered bullying behaviour in certain circumstances)

4. The Relevant Teachers: The Anti-Bullying Team and the Anti-Bullying Coordinator

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

Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone’s friends away • “Bitching” • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The “look” • Use or terminology such as ‘nerd’ in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability • Setting others up for ridicule

The Anti-Bullying Team/“Relevant Teacher(s)” for investigating and dealing with bullying in the current year is (are) listed in Appendix 1. However, any teacher may act as a relevant teacher if circumstances warrant it.

5. **The 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:

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it-prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- 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 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 student council in contributing to a safe school environment.
- Buddy system, senior prefects, mentoring and other student support

activities that can help to support pupils and encourage a culture of peer respect and support.

- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school, which will include the name of the Anti-Bullying Coordinator.
- The school's anti-bullying policy is discussed with pupils, and all paren(s)/guardian(s) are provided with access to the policy as part of the Code of Behaviour of the school.
- The implementation of regular whole school awareness measures and bullying prevention; parent(s)/guardian(s) seminars; frequent student surveys; regular school or year group assemblies by Principal, Deputy Principal, Year Heads etc.
- Encourage a culture of telling, with particular emphasis on the importance of **bystanders**. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular 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.
- Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - ⇒ Tell a teacher at an appropriate time, for example after class.
 - ⇒ Tell one of the Senior Prefects, the Class Tutor or any class representative on the Student Council.
 - ⇒ Hand note up with homework.
 - ⇒ Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - ⇒ Be truthful and honest when answering confidential surveys.

- ⇒ Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- 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.
- Through presentations or other exercises aimed at creating a "telling culture," 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 school's Relevant Teacher, **Anti-Bullying Team Coordinator, June Burke**, or any staff member.
- Through regular reports in school newsletters and other communications as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the activities of the school's "Anti-Bullying Team" and encouraged to support its work.

Implementation of Curricula

- The anti-bullying module of the SPHE, CSPE and RSE programme as it applies in each school year.
- Access provided for Continuous Professional Development for staff involved in delivering these programmes.
- At least five awareness-raising exercises presented through a variety of subjects per school year for each class group at least one carried out per half-term, proactively explaining the nature and variety, causes, consequences and unacceptability of bullying.
- Anti-bullying competitions - to be carried out annually
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- Senior Prefect system
- Class Tutor system
- Student Council

Links to other policies

These are school policies, practices and activities that are particularly relevant

to bullying:

- Code of Behaviour
- Child Protection Policy
- Acceptable Use Policy
- Attendance Strategy

6. **Procedures for Investigation, Follow-up and Recording of Bullying Behaviour and the Established Intervention Strategies**

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 (e.g. *the six step approach available from the "Dealing with Incidents" section of the Anti-Bullying website*) are as follows:

Reporting Bullying Behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All such reports will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, and cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and Dealing with Incidents

- In investigating and dealing with bullying, the relevant teacher will

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as it practicable, the relationships of the parties involved (rather than to apportion blame).

exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

- The school will expect cooperation from parent/guardians and pupils with any investigation and expect that they will assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

- The Relevant Teacher or member of the Anti-Bullying Team investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- The School, through the Relevant Teacher/Staff Anti-Bullying Team, reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- If a group is involved, each member should be interviewed individually at first.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the Relevant Teacher/member of the Anti-Bullying Team to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- The Relevant Teacher/Anti-Bullying Team does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. It emphasises that its intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of the trouble into which they may ultimately get if the bullying continued.
- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter's/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).

Follow-up and 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

- *Incident Report Sheet* whereon staff will make a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher.
- When an investigation is completed and/or a bullying situation is resolved the Relevant Teacher/Staff Anti-Bullying Team member involved will complete a report, to include the findings of its investigation, strategy adopted and the outcome of the intervention, as well as any other relevant information.
- All documentation regarding bullying incidents and their resolution is retained securely in the school.

Formal Reporting

The relevant teacher must use the Formal Recording Template at Appendix 2 to record the bullying behaviour in the following circumstances:

- a. In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b. Where the 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.

Certain behaviours must be recorded and reported immediately to the principal. These should be in line with the school's Code of Behaviour. It will be at the discretion of the Relevant Teacher when to do so.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained.

- 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.

Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- S/he may be required to sign another promise, this time countersigned by a parent/guardian;
- Parent(s)/guardian(s) may be contacted by the Relevant Teacher/Anti-Bullying Team member (normally the anti-bullying coordinator) and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
- Parent(s)/guardian(s) may be invited to a meeting with the Relevant Teacher/Anti-Bullying Team coordinator and the Principal and the pupil may be suspended from school.
- The case may be referred to the Board of Management and the pupil may be expelled from the school.

7. Intervention Strategies

Examples of intervention strategies that the school may use, where appropriate, with the student body

- Teacher/pupil discussions
- 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)s to support school interventions
- No Blame Approach
- Restorative interviews
- Restorative conferencing

- Implementing sociogram questionnaires/confidential surveys.
- Peer mediation where suitable training has been given

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

- All pupils:
 - ⇒ 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.
 - ⇒ Pastoral care system
 - ⇒ Buddy / Peer mentoring system
 - ⇒ Tutor/Year head system
 - ⇒ Care team / Student Support Team
 - ⇒ If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
 - ⇒ Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- Bullied pupils:
 - ⇒ Ending the bullying behaviour,
 - ⇒ Changing the school culture to foster more respect for bullied pupils and all pupils,
 - ⇒ Changing the school culture to foster greater empathy towards and support for bullied pupils,
 - ⇒ Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
 - ⇒ Indicating that the bullying is not the fault of the targeted pupils through the speedy identification of those responsible and speedy resolution of bullying situations,
 - ⇒ After resolution, enabling bullied pupils to complete a victim-impact statement, where needed.
 - ⇒ 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).
- 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,
 - ⇒ Making adequate counseling facilities available to help them 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 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),
 - ⇒ Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
 - ⇒ In dealing with negative behavior 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.

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. Adoption Date

This policy was adopted by the Board of Management on .

11. Availability of Policy

This policy has been made available to school personnel, published on the school website, and is readily accessible to parents and pupils on request, and has been provided to the Parents' Association . A copy of this policy will be made available to the Department and the Trustees if requested.

12. Review of Policy Procedure

This policy and its implementation will be reviewed by the Board of Management once in every school year. The Board will make use of the Checklist for Annual Review Of the Anti-Bullying Policy, a copy of which is to be found in Appendix 3. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the Trustees and the Department.

Signed: _____
(Chairperson of
Board of Management)

Signed: _____
(Principal)

Date: 18/06/2019

Date: 19/06/2019

Date of next review: April 2020

School Stamp:



Appendix 1 Relevant Teachers

Any teacher may be considered “relevant” in the sense that a pupil may decide to report an incident of bullying to them. However, in each school year, there will be an **Anti-Bullying Team**, and it is these teachers who will be considered the “Relevant Teachers” for that current school year.

School Year: 2018/2019

- Anti-Bullying Coordinator: Ms June Burke
- Student Welfare Officers : Ms Helen Gibbons
Ms Michelle Fox

Appendix 2 Formal Recording Template

1. Name of pupil being bullied and class group:

Name _____ Class Group _____

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

3. Source of bullying concern/report

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)

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"/>

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"/>

(tick relevant box(es)):

box(es):

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"/>

Signed: _____ (Relevant Teacher) Date: _____

Appendix 3 Annual Policy Review Checklist

The checklist is an aid to conducting the annual 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 the 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 made available 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 in the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by means of the bullying reporting template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed: _____
Chairperson, Board of Management

Date: _____

Signed: _____
Principal

Date: _____



Notification regarding the board of Management's Annual Review of the Anti-bullying Policy

The Board of Management of Presentation College, Headford school wishes to state that:

1. The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____.
1. This review was conducted in accordance with the checklist set out in the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*, (Appendix 4), a copy of which is to be found in the school's Anti-Bullying Policy, Appendix 3.

Signed: _____
Chairperson, Board of Management

Date: _____

Signed: _____
Principal

Date: _____

School Stamp: