St. Brigid's N.S. Annacurra
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 St. Brigid's N.S. Annacurra 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 School of Annacurra N.S**. is committed to the highest possible standard of education for all its pupils. A stable, secure learning environment is an essential requirement to achieve this goal. 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 positive school culture and climate which-

        o is welcoming of difference and diversity and is based on inclusivity;

        o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and

        o promotes respectful relationships across the school community;

    - Effective leadership;

    - A school-wide approach;

    - A shared understanding of what bullying is and its impact;

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

        o build empathy, respect and resilience in pupils; and

        o explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.

    - Effective supervision and monitoring of pupils;

    - 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.

School Ethos

We, in St. Brigid's, endeavour to create a positive school climate which focuses on respect, kindness and tolerance for each individual. We are committed to the provision of a stable, secure learning environment in which our pupils can feel safe and accepted. Bullying behaviour is unacceptable and wrong.

3. **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, extortion, isolation and persistent name calling.
- cyber-bullying and,
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveler 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 will 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.

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

General behaviours which apply to all types of bullying

- Harassment based on the nine grounds of equality leglislation
- 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
- Intimidation
- Insulting or offensive gestures
- The *"look"*
- Invasion of personal space
- A combination of any of the types listed.

Cyber

- Denigration: Spreading rumours, 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

While this policy addresses issues related to cyber bullying of students (i.e. situations in which one or more students who have been bullied, the policy also applies to teaching and other school staff.

Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality legislation

Homophobic and transgender
- Name calling e.g. Gay
- 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 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
- 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 students' vulnerabilities and limited capacity to understand social situations and social cues
- Mimicking a person's disability
- Setting up others for ridicule

This policy applies to activities and events that take place:
- During school time (including break times)
- School tours/trips

- Extra-curricular activities

Annacurra N.S. reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

4. **The relevant teacher(s)** for investigating and dealing with bullying are as follows:
   - The Class teacher of the student who is being bullied
   - The Class teacher of the student who is alleged to be bullying
   - The Principal
   - The L.S./Resource teacher(s)
   - Where necessary the DLP/ Deputy DLP may be involved

Any teacher may act as the relevant teacher if circumstances warrant it.

5. The education and prevention strategies that will be used by the school are as follows:

(i) It is the responsibility of each pupil to look after the safety and welfare of themselves and their fellow pupils. In this climate it is important that pupils are encouraged to **report** any incidents of bullying that they may have experienced and/or witnessed. Our policy stresses the need for prevention and not just the control of bullying. It is not sufficient to merely discipline the student who has been bullying and give support to the student who has been bullied. Creating a positive school atmosphere where anti-social, negative and disrespectful behaviour is addressed and challenged will make bullying behaviour less likely. Raising the awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils and parents is important.

Management, staff, pupils, parents are consulted in the formulation of this policy. Their endorsement and support are vital if our anti-bullying objectives are to be achieved.

The development, adoption and implementation of our anti-bullying code will be discussed regularly in the classrooms with the children themselves, at staff meetings and Board of Management meetings.

The anti-bullying code is included as part of our Code of Behaviour Policy Document. This is published in our school website and is given to each parent of Junior Infant children, or any parent of a child who is joining our school community as part of their Induction Information Pack.

Parents' Information on bullying includes
- Definition of bullying
- Signs and symptoms of bullying
- How a parent can help
- The school's procedure.

Such information raises an awareness of bullying among the parent population. It gives the parents of a pupil who is being bullied the confidence to approach the school. It sends a clear message to the parents of a pupil who is engaged in bullying behaviour that they have a major responsibility in addressing and changing their child's behaviour.

(ii) Curricular Areas:-
A central aim of our daily practices of teaching and learning in Annacurra N.S. is to nurture a sense of personal identity, self-esteem and awareness of one's particular abilities, aptitudes and limitations, combined with respect for the rights and beliefs of others. To this end, we ensure that each year every class will participate in self-esteem lessons, reinforcing the positive as a means to preventing bullying behaviour:

a) English: There is a wide range of literature and a wide range of texts available which could be used to stimulate discussion.
b) Art: Class rules are clearly displayed in classrooms. These can be colourfully illustrated and displayed by students.

c) S.E.S.E: The interdependence of people in communities at local, national and international level is highlighted to promote respect and tolerance for difference. Issues such as colonisation, exploitation and dictators could be used to illustrate the abuse of power. Bullying behaviour is essentially an abuse of power.

d) Physical Education: The Sports Code of Conduct is a starting point for promoting respect in team events. Co-operation and respect for others is promoted through team sports and non-competitive participation in sporting activities. Sporting activities provide excellent opportunities for promoting the importance of conforming and playing fairly and by the rules as well as learning how to control one's aggression.

e) S.P.H.E.: The Stay Safe Programme, the RSE Programme, the Walk Tall Programme, Circle Time, 5th/6th Class Accord Programmes and Ombudsman for Children Programme all give opportunities for children to explore issues around keeping themselves and others in a safe secure environment. Work on assertiveness and self-esteem is vital to this area. It has been found that jealousy plays a big part in explaining why a child is picked on, teased, slagged, humiliated, and belittled. "We were only messing", is a term to be challenged and discussed.

f) Drama: Learning to be assertive is considered to be the best defense against being bullied. Eye contact and positive body language, allied to an air of confidence are crucial. Children need to have these coping strategies and through role-playing these will develop. Phrases like "Go away and leave me alone" need to be practiced in the safe environment of the classroom.

g) Development and promotion of a code for the School: The Three B's

Be good
Be kind
Behave

(iii) Infant Programme

Defining and dealing with bullying in the infant classes is done through the day-to-day activities, and routine. Children are taught to share, take turns, listen to others, be kind and respectful, and generally anti-social behaviour is not tolerated or allowed. Specific lessons in the S.P.H.E and Alive-O programmes address the children's exploration of their sense of self and others around them. In this atmosphere of respect, tolerance and kindness, the incidents of bullying should not emerge. Teachers deal with children with gentleness and tolerance and this teaches the children a good model of behaviour. Children are given the opportunity to explore and talk about their family relationships, particularly those with their siblings, where bullying behaviour can first emerge.

(iv) Programme for children with Special Educational Needs

Children with special needs will have programmes adapted for them by their LS/RT teachers and class teachers to suit their individual needs.

(vi) "Only Messing Workshop"
This workshop is provided by the Red Moon Theatre Group and will be used at the start of the academic year to highlight bullying behaviour.

(vii) Effective supervision and monitoring of students.

(viii) Any additional available support from NEPS and PDST and other relevant Agencies will be provided to staff.

(ix) Consistent recording, investigation and follow-up of bullying behaviour.

(x) On-going evaluation of the effectiveness of the Anti-Bullying Policy.

(xi) Key Measures re Cyber Bullying

• Staff will be informed on how to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.

- Advice will be communicated to help students protect themselves from being involved in bullying and to advise them on reporting any incidents.

- Students will be informed about cyber bullying in the course of their education at the school.

- Gardaí will continue to visit the school once a year to talk about cyber bullying.

- Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying.

- The Parents' Association will be encouraged to organise a talk on bullying to include cyber bullying.

- Students and staff are expected to comply with the school's policy on the use of computers in the School.

- Parents will be provided with information and advice on cyber bullying.

- Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, and SnapChat.

- Annacurra N.S. endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet within the school which may from time to time be used for such work, without a member of staff present.

Links to other policies
School polices that are particularly relevant to bullying include: Code of Behaviour, Child Protection Policy, Supervision of pupils, Acceptable Use policy, Attendance, sports Code of Behaviour.

6. 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:

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

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

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 behaviour, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretary, special needs assistants and cleaner must report any incidents of bullying behaviour mentioned to them, to the relevant teacher.

   a. Since the failure to report bullying can lead to a continuation or a deterioration of bullying, the school and parents encourage children to disclose and discuss incidents of bullying behaviour. This can be with the class teacher, the teacher on yard duty at the time, Special Needs Assistants, and the principal or with parents. This is a "telling school/reporting school" as defined in the Stay Safe Programme. Children will therefore be constantly assured that their reports of bullying either for themselves or peers will be treated with sensitivity.

   b. An incident of alleged bullying behaviour will be noted and recorded by the teacher on duty/yard duty in the Incident Report Copy. The supervising/yard teacher when investigating must liaise with the relevant class teacher(s).
   c. When analyzing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, who, when, where and why. This will be done in a calm manner,

setting an example in dealing effectively with a conflict in a non-aggressive manner. Supervision will be provided by the L.S./Resource teachers in so far as is practicable.

d. The teacher will exercise professional judgment to determine whether bullying has occurred and as to how it can be resolved.

e. Teachers will take a calm, unemotional problem-solving approach.

f. An effort will be made to resolve any issues and to restore as far as practicable, the relationships.

g. Each member of a group will be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher.

h. Parents and pupils are required to cooperate with any investigation and to assist the school in resolving any issues and in restoring, as far as is practicable, the relationships of the parties involved as quickly as possible. If a group is involved, they will be met both individually and as a group, where possible, outside the general classroom environment. Each member will be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said. This account will be recorded.

i. Pupils who are not directly involved can also provide very useful information in this way, and will be expected to assist the investigation.
Children should understand there are no innocent bystanders if they remain passive where bullying is concerned—all bystanders *must* report bullying.

j. Serious incidents, or a recurring incident of bullying behaviour which has in the opinion of a teacher not been adequately or appropriately addressed within 20 school days will be recorded on the DES template and shall be reported to the principal/deputy principal. The teacher will also use the DES recording template where he/she considers the bullying behaviour to constitute serious misconduct

k. The student who has been reported for bullying behaviour will be asked to reflect on his/her behaviour and its consequences for himself/herself and for the person who has been bullied.

l. Parents will be made aware of this behaviour and requested to come and discuss it with the teacher/principal with a view to solving the problem. If necessary the student will be asked to sign an undertaking that "this behaviour will not reoccur." Parents will be informed that in interviewing a child, the teacher is merely "investigating" and no presumptions of guilt are made until all the facts become known.

m. It will 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 student being disciplined, his or her parent(s)/guardian(s) or the School Principal or Deputy Principal.

Follow-up and recording

• The situation will continue to be monitored to ensure that the problem has been resolved. Actions taken will be recorded by the relevant teacher. Records will be reviewed and analysed.

• In determining whether a bullying case has been adequately an 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 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 will be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable.

- The code of behaviour will be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal.

- If a case remains unresolved the matter will be referred to the school's Board of Management. The Board will also be briefed in relation to the number, if any, of templates which have been completed.

- Additionally, where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the Board of Management.

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

Recording 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:

Informal - pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. Records will be noted in the Incident Book in the School office and/or in the teacher's own 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 will keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- The relevant teacher will store his/her retained records in a safe private locked drawer in school.

Formal Stage 2 – Appendix 3

The relevant teacher must use the recording template in Appendix 3 in the following circumstances: In cases where he/she considers that the bullying behaviour has not been adequately or appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred.

When the recording template is used, it will be retained by the relevant teacher in question and a copy maintained by the principal in a locked filing cabinet and retained indefinitely in accordance with the school's Record Keeping Policy.

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)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Peer mediation where suitable training has been given

7. Programme of work with the student(s).
- 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
  - Buddy / Peer mentoring system
  - Group work such as circle time

- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

- Pupils especially peers should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported.

- Low self-esteem is one of the key elements of bullying behaviour. Participating in activities and ensuring that the pupils feel a sense of achievement in their learning environment allows for the enhancement of a pupil's self-worth. (Choir, Concerts, Sporting Activities, Green Schools Committee etc.)
- Opportunities to explore conflict-resolution strategies will be provided. Pupils need to learn other ways of meeting their needs without violating the rights of others. (Circle Time)
- Ensure that kindness, respect and tolerance are advocated and promoted throughout the day in class. When challenging a person who may be involved in bullying activity, condemn the behaviour, not the person. Insist on a full apology to the victim, where this is appropriate and beneficial to the student affected by bullying.
- Pupils who observe bullying behaviour are encouraged to talk to someone about it.
- Factors such as peer pressure are discussed; providing the person bullying with an audience and the attention they are seeking. An atmosphere or culture of silence is to be discouraged.
- Empathising with another person's hurt and standing up for what is right are qualities to be promoted in pupils.

Outside Agencies:
The School may work with and through the various local agencies in countering all forms of bullying as anti-social behaviour

The Wider Community:
The school as a community consists of management, teachers, non-teaching staff, pupils and parents/guardians. However incidents of bullying behaviour can extend beyond the school. It is important that members of the wider community also support the prevention and rejection of bullying behaviour.
In some circumstances it may be deemed appropriate to involve the Gardaí (Junior Liaison Officer), the Health Board and/or the Psychological Service (NEPS).

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 was adopted by the Board of Management on 1 May 2014

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

12. 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, 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.

This Policy was adopted by the Board of Board of Management on 1 May 2014

Reviewed: October 2015
            January 2016
            May 2017
            May 2018
            September 2020

Signed: --   Signed: -------------------------------------
      (Chairperson of Board of Management   (Principal)

Date: _____   Date: _____

Next review date: September 2021

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 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))*		**4. Location** of incidents (tick relevant box(es))*	
Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	
		Other	

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

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7.   Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9.   Details of actions taken

Signed_____(Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

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

Appendix 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*?	
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 _____ Chairperson, Board of Management   Date_____

Signed _____ Principal   Date:_____

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

To: The Parents' Association Annacurra N.S

The Board of Management of Annacurra N.S 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_____.

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 _____ Chairperson, Board of Management   Date _____

Signed _____ Principal   Date ───────────────

Appendix (2): How You Can Support Your Child

(A) Support Re Cyber Bullying
(A) Support Re Other Types of Bullying

(A) Support Re Cyber Bullying

We endorse the advice given from the Irish **'Sticks and Stones'** Anti-Bullying Programme. A representative, Patricia Kennedy, wrote the following words in the Irish Daily Mail on October 31, 2012:

"Cyberbullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet. Don't let your own ignorance get in the way of common sense. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all phones are left in.

... Try turning off the Wi-Fi when you are going to bed to make sure there are no 3am online arguments. The anti-bullying initiative I represent, *Sticks and Stones*, work with children from all backgrounds, from designated disadvantaged schools to fee-paying schools, and we are constantly surprised at the level of innocence that most children have in relation to the **'friends'** they make online.

They don't think there are any dangers involved in chatting with strangers online, and they don't think there are any repercussions involved for them regarding what they post.

... In our anti-bullying workshops, children tell us one of the reasons they don't 'tell' about bullying is that parents 'overreact'. Don't be that parent.

If your child tells you that they are being bullied — don't lose your temper; above all don't threaten to take their phone or internet access away — you're just guaranteeing they'll never tell you anything again.

Remain calm and ask questions — who, what, why, where, when. Get the facts, write it down, keep the text/phone messages or take a screen shot from the computer so you are informed when you approach the school, internet or phone provider, or gardaí.

Talk to your children; let them know they can talk to you; keep the channels of communication open."

And we endorse the advice given by the USA's Federal Department of Health:

> **"Be Aware of What Your Kids are doing Online**
>
> Talk with your kids about cyberbullying and other online issues regularly.
>
> Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
>
> Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behaviour, but do not rely solely on these tools.
>
> Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.
>
> Ask for their passwords, but tell them you'll only use them in case of emergency.

Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.

Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or mobile phones if they confide in you about a problem they are having.

Establish Rules about Technology Use

Establish rules about appropriate use of computers, mobile phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.

Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

Encourage kids to think about whom they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.

Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities."

Support Re Other Types of Bullying

Teaching a child to say **"NO"** in a good assertive tone of voice will help deal with many situations. A child's self-image and body language may send out messages to potential bullies.

Parents should approach their child's teacher by appointment if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.

Sometimes parental advice to a child is to *"hit back"* at the bully if the abuse is physical. This is not always realistic as it requires a huge amount of courage and indeed sometimes makes the situation worse.

Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell is far more positive and effective.

It is important to be realistic; it will not be possible for a single child to assert his/her rights if attacked by a group. Children should be advised to get away and tell in situations such as this.

Keep an account of incidents to help you assess how serious the problem is. Many children with a little help overcome this problem very quickly.

What If Your Child Is Bullying?

1.   Don't panic. This may be a temporary response to something else in the child's life e.g. a new baby, a death in the family, a difficult home problem etc. Give your child an opportunity to talk about anything that could be upsetting him/her.

2.   Don't punish bullying by being a bully yourself. Hitting and verbal attack will make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt. Try to get the child to understand the victim's point of view. This would need to be done over time.

3.   Bullies often suffer low self-esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don't only look for negatives.

4.   Talk to your child's teacher and find out more about your child's school behaviour. Enlist the teacher's help in dealing with this. It is important that you both take the same approach.

5.   If the situation is serious you may need to ask the school or G.P. to refer your child to the child guidance clinic for help.

APPENDIX : Types of Behaviour Involved in Cyber Bullying

These guidelines provide assistance in identifying and describing the types of behaviour involved in cyber bullying. The means of cyber bullying are constantly changing, and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:

Types of Behaviour in Cyber Bullying...

1. Hate Sites

- Encouraging other people to join the bullying by publishing someone's personal details or linking to their social network page.
- Abusive messages.
- Transmitting abusive and/or threatening messages.
- Chat rooms and discussion forums.
- Posting cruel and/or or abusive comments about someone.

2. Mobile Phones

- Sending humiliating and abusive video messages or photographic images messages.
- Making silent or abusive phone calls.
- Sending abusive text messages.
- Interactive gaming.
- Locking victims out of games.
- Spreading false rumours about someone.
- Hacking into someone's account.
- Sending viruses.
- Sending hacking programs to another person.
- Unauthorised interference with a computer device.

3. Abusing Personal Information

- Transmitting personal photos, videos emails.
- Blogs Posting blogs where others could see them without the owner of the blog's permission.