

Claddaghduff N.S Anti-bullying policy

The following **Anti-Bullying Policy** was drawn up by the staff of Claddaghduff N.S, Claddaghduff, Co. Galway and ratified by the Board of Management.

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 Claddaghduff National school 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.

Introductory Statement

The Board of Management of Claddaghduff NS recognise that all children and staff attending the school have the right to a school free from bullying and is fully committed to ensuring that all are able to enjoy that right. There is a responsibility on all partners (Board, Staff, Parents and Children) to ensure this and to be aware of this policy. The school disapproves of vulgar, offensive sectarian or other aggressive behaviour by/ towards any of its members. Any complaints of bullying shall be fully and properly investigated.

An attempt will be made to resolve a complaint informally in the first instance but if this is not successful a formal procedure will be invoked. (See Code of Behaviour policy) Confidentiality will be ensured, in so far as possible, at all times during the investigation for all parties involved. Bullying is a secret activity and difficult to detect. In order to ensure that no student should suffer in this way communication between the home and school is most important. Parents/ Guardians concerned about their children should telephone or write to the school outlining their concerns and allow the school time to investigate the matter. The vast majority of students at school, however, are unaffected by bullying.

Aims of the Policy

- To create a school ethos that encourages disclosure and discussion of incidences of bullying behaviour.
- To raise awareness of bullying as a form of unacceptable behaviour with school management teachers, pupils, parents/guardians.
- To develop procedures for noting and reporting incidents of bullying behaviour.
- To develop procedures for investigating and dealing with bullying behaviour.
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.

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 Claddaghduff National school has adopted the following anti-bullying policy within the framework of the

school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

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

- (i) 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;
 - (ii) Effective leadership;
 - (iii) A school-wide approach;
 - (iv) A shared understanding of what bullying is and its impact;
 - (v) 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.
- (i) Effective supervision and monitoring of pupils;
 - (ii) Supports for staff;
 - (iii) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - (iv) On-going evaluation of the effectiveness of the anti-bullying policy.

School Ethos

In accordance with our school ethos and vision we strive to create an atmosphere in our school which encourages trust, respect, care and consideration for others. As a staff we model this behaviour for our pupils. We recognise that self-esteem is a very important factor in determining behaviour and as a school we provide many opportunities for our pupils to develop a positive sense of worth. We focus on the positive and reward the student's improvements and efforts on an ongoing basis.

3. Definition of Bullying:

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 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.

4. Relevant Teachers:

The relevant teachers for investigating and dealing with bullying are:

The Principal

The Class Teachers and SET teacher

5. Implementation of education and prevention strategies including awareness raising

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

- Effective practice includes prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils.

- As self-esteem is a major factor in determining behaviour our school will, through both our curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth. In our school the development of the whole personality of the child is important and opportunities in the fields of sport, drama and music are provided for the children.

- Initiatives and programmes focused on developing pupils' awareness and understanding of bullying, including its causes and effects, will deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying.

-Prevention and awareness raising measures will also deal explicitly with cyber-bullying. The best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures will focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying. The prevention and awareness raising measures will also take into account the scope for cyber-bullying to occur as a result of access to technology from within the school as well as the home.

- Internet access in the school is supervised and access to social networking sites is prohibited through our filtering system. Workshops for children and parents may be organised on cyber bullying occasionally.

- Our school's approach to tackling and preventing bullying will take particular account of the needs of pupils with disabilities or with SEN. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.

- Claddaghduff NS will work to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour. This will be achieved through an assembly at the beginning of each school year which will outline our anti-bullying policy. There will be an anti-bullying Awareness Week during the school year and children will put up posters with anti- bullying messages. Also our Anti- bullying policy will be published on our school notice board and on our school website for all the school community to view.

-At every staff meeting any bullying issues will be discussed and the strategies in use discussed and reviewed.

-Through the implementation of the SPHE/ RSE programme and the Stay Safe Programme all teachers in our school can influence attitudes to bullying behaviour in a positive manner and promote respect for diversity and inclusiveness. . The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe programme is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. This programme is carried out every second year.

-There is space within the teaching of all subjects to foster an attitude of respect for all:

to promote the value of diversity;
to address prejudice and stereotyping and
to highlight the unacceptability of bullying behaviour.

In English, there is a wide range of literature available which could be used to stimulate discussion. In Geography and History references to colonisation, exploitation and dictatorships could be used to illustrate the negative aspect of power. The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports as well as through practical subjects. Sporting activities in particular provide excellent opportunities for channelling and learning how to control aggression.

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

Effective supervision and monitoring of pupils

- Our school ensures that good supervisory and monitoring measures are in place both to prevent and deal with bullying behaviour. All play times are supervised and children are encouraged to report any wrong doing. Good supervision and monitoring systems also facilitate early intervention. All pupils and in particular senior pupils can be seen as a resource to assist in countering bullying.

Claddaghduff National 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:

6. Procedures for investigating and dealing with bullying:

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:

(i) The primary aim for the relevant teacher 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);

(ii) In investigating and dealing with bullying, the teacher will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

(iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It will be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;

(iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

- (v) Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- (vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- (vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- (viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- (ix) All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- (x) When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- (xi) If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- (xii) Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher;
- (xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- (xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
- (xv) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

(xvi) It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;

(xvii) 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. This can have a therapeutic effect;

(xviii) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher using a recording template

(xix) 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; and
- Any feedback received from the parties involved, their parents or the school Principal

(xx) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;

(xxi) 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.

Procedures for recording bullying behaviour

Procedures for investigating, dealing with and recording incidents of Bullying are 3 staged:

Stage 1 – Informal Investigation and Action

- In investigating and dealing with incidents of alleged bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Teachers will take a calm, unemotional problem-solving approach (modelling appropriate behaviour of how we act when dealing with unpleasant situations) when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

Stage 1 – Informal Recording, pre determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher. These records will be kept in the office. An incident record book will be kept in the office

- 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.

Stage 2 – Formal Investigation and Action

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

- The parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- It must also be made clear to all involved 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.

- Discipline sanctions used will be in line with the school code of behaviour, including the possibility of suspension/expulsion.

- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;

- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;

- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a nonaggressive manner;

- Group meetings and/or individual meetings may be held.

- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

Stage 2 – Formal Recording

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve and to restore, as far as is practicable, the relationships of the parties involved.

- These records will be kept in a locked filing cabinet and a unique identifier will be used to protect the children's identity.

- Asking children to stay away from each other is not great practice.

Stage 3 – Formal Investigation

- In cases, where the relevant teacher considers that bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at appendix 3.
- 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 is practicable;
 - Whether the relationships between the parties have been restored as far is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the Principal.

Stage 3 – Formal Recording

- The relevant teacher must use the recording template at appendix 3 to record the bullying behaviour in the following circumstances:
 - In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred; and
 - 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.
- When the recording template is used, it must be retained by the relevant teacher and a copy maintained by the Principal. The Appendix 3 folder is stored in the office.
- These records will be kept until all the children involved reach the age of 21.

See Appendix 3 Template for recording bullying behaviour

Follow up

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has not 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 parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Established intervention strategies, in line with:

- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions

- No Blame Approach
- Circle Time
- Introduction of Restorative Practice
- Implementing sociogram questionnaires
- The school code of behaviour
- Strengthening the victim
- Mediation

Bullying as part of a continuum of behaviour

In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) should be sought.

Referral of serious cases to the HSE

- In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2011* (Children First) and the *Child Protection Procedures for Primary and Post-Primary Schools* provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”.
- Serious instances of bullying behaviour should, in accordance with the Children First and *the Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.
- *The Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

7. Supports for pupils affected by bullying

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

- Pupils who have been bullied may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. The Special Education Teacher can have a role to play in these activities particularly if the children attend them. Also we have the services of the Forum adolescent support group who run a self- esteem programme in the school every second year.
- A programme of support for those pupils involved in bullying behaviour will also be part of the school’s intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil’s self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

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.

Ongoing evaluation of the effectiveness of the anti-bullying policy

The effectiveness of the school's anti-bullying policy will be subject to continuous review in the light of incidents of bullying behaviour encountered. Surveys of pupils, staff and parents can, if properly conducted, provide important information about the effectiveness of anti-bullying measures in place and identify any significant behavioural trends that may benefit from early intervention.

A template (Appendix 3) for recording and reporting bullying to the school Principal will be a valuable and readily accessible source of data in relation to bullying behaviour in the school. Data gathered from these reports must be regularly (at least once in every school year) collated and analysed with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis must be retained and be made available to the Board of Management. Appropriate responses to any issues identified should be drawn up and implemented.

- It is recommended that the implementation and effectiveness of the anti-bullying policy be included as an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

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.

Periodic summary reports to the Board of Management

At least once in every school term, the Principal must provide a report to the Board of Management setting out:

- (i) the overall number of bullying cases reported since the previous report to the Board and
- (ii) confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary schools*.

The minutes of the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved

Annual Review by the Board of Management

The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation by the school.

A standardised checklist to be used in undertaking the review is included in **Appendix 4** to these procedures. It should be noted that 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. The school will put in place an action plan to address any areas for improvement identified by the review.

See Appendix 4 Checklist for annual review

This policy was reviewed by the Board of Management on: 23rd October 2023

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel and published on the school website. A record of the review and its outcome will be made available, if requested, to the Patron and the Department.

Signed:  (Chairperson of Board of Management)

Signed:  (Principal)

Date: 23rd October 2023

* Please note, original signed copy in policies folder in the office

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

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

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

Appendix 3 Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

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

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

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

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal _____

* **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 <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Yes
Has the Board published the policy on the school website and provided a copy to the Parents' Association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	N/A

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

To Archbishop Francis Duffy,

The Board of Management of Claddaghduff N.S wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 23rd October 2023
- This review was conducted in accordance with the checklist set out in **Appendix 4** of Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed : 

Date: 23/10/2023

Chairperson, Board of Management

Signed : 

Date: 23/10/2023

Principal

Department Inspectorate

The Department's Inspectorate conducts a programme of school evaluations in primary and post-primary schools. Inspectors evaluate aspects of the school's work, including policies and procedures to support pupils' well-being. Arising from commitments made in the *Action Plan on Bullying*, the Inspectorate will be placing a stronger focus on the actions schools take to create a positive school culture and to prevent and tackle bullying.

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 life-skills.
- 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.

Further Information

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Signed: 
(Chairperson of Board of Management)

Signed: 
(Principal)

Date: 23rd October 2023

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