



Anti-Bullying Policy

St. Canice's Girls' National School

This statement was reviewed, discussed and ratified by the Board of Management in St Canice's GNS during a meeting on 2nd October 2023

1. Introduction

In accordance with the requirements of Section 23 of the Education (Welfare) Act 2000 and the code of behaviour guidelines for schools issued by the National Educational Welfare Board (NEWB) (Now subsumed into The Child and Family Agency -Tusla), the Board of Management of St Canice's GNS 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 by the Department of Education and Skills (DES) in September 2013.

2. Key Principals of Best Practice

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 -
 - 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 - *See appendix 1 for practical tips for building a positive school culture and climate.*
- 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:
 - 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.

- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy

3. Definition of Bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* (2013) bullying is defined as follows:

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying
- 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.

This policy applies to activities and events that take place:

- During school time (including break times)
- School tours/trips
- Extra-curricular activities

Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or
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	<p>other materials aimed at intimidating another person</p> <ul style="list-style-type: none"> • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
Cyber	<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>	
Homophobic and Transgender	<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 • 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
<p>This involves manipulating relationships as a means of bullying. Behaviours</p>	

Relational	include: <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

4. Relevant School Personnel

- While all staff members (both teaching and non-teaching) have a duty of care towards pupils, the key personnel involved include; **the relevant teacher i.e. the class teacher(s)** of all pupils involved, and the **principal/deputy principal**. Support teachers may be involved if deemed appropriate and/or necessary.
- All members of the school community will understand what bullying is and how the school deals with bullying behaviour. Teaching and non-teaching staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the **class teacher**

5. Education and Preventative Strategies

The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying) which will be implemented by St. Canice's Girls' School are as follows:

Create a culture of telling

- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. The confidence factor is of vital importance. Bystanders can be the key to resolving bullying and if anyone witnesses bullying behaviour it should be reported. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

- Teachers should repeatedly reinforce the message that St Canice's GNS is a "telling school". If anyone is the victim of bullying behaviour, they should not retaliate in any way, but they should tell an adult. Victims should be reassured that if they tell, something will be done about the bullying in a safe manner and all reported incidents will be dealt with.
- Teachers will ensure that class lessons are covered which will enable pupils "how to tell" an adult or a teacher.
 - Direct approach to teacher at an appropriate time e.g. asking teacher to talk in private
 - Have another pupil tell on her behalf
 - A parent /guardian informs the school

Raising awareness

St Canice's Girls' School implements the following strategies to raise awareness across all aspects of bullying and to help pupils to address problems when they arise. These include:

- A school wide approach to the fostering of respect for all members of the school community is promoted.
- The promotion of the value of diversity and inclusiveness to address issues of prejudice and stereotyping.
- Development and promotion of the St. Canice's GNS Friendship Charter which is displayed in the school foyer, in each classroom and in other prominent places around the school environment.
- The development and implementation of 'Incredible Years' which promotes positive behaviour in class.
- The implementation of Friendship/Compliments Fortnight which is linked with our Code of Behaviour and with the Social, Personal & Health Education (SPHE) Curriculum. It encourages children to focus on the positives in all situations.
- Aspects of bullying and friendship are discussed in class and at school assemblies - e.g what is and what is not bullying, the importance of making friends, having a group of friends, playing together in the yard; what to do if you see someone on her own in the yard.
- Hidden curriculum / incidental learning: Situations involving conflict among pupils in the classroom/playground etc. may be used as a teaching tool where appropriate – social stories could be used as a possible strategy.
- The promotion of extra-curricular activities which encourage co-operation amongst students.
- Supervision and monitoring of classrooms, corridors, school yard, school tours and extra-curricular activities. All teaching and nonteaching staff are required to be vigilant on yard duty and report incidences to the specific class teacher.
- Supervision will also apply to monitoring student use of communication technology within the school. Mobile phones are switched off while the children are on the school premises and staff ensure that only safe and secure websites are accessed.
- Involvement of the Student Council in contributing to a culture of peer respect and support.
- Gender identity and the correct use of language relating to this topic will be discussed appropriate to class level

- The school's **Anti-Bullying Policy** is available on the school's website and hard copies are available to Parents/Guardians on request.

Self Esteem

- The fostering and enhancing of the self-esteem of all our pupils through curricular/ extra-curricular activities and through the hidden curriculum. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Formal programmes of work are a vital element in raising children's self-esteem and equipping children with strategies, to cope with bullying behaviour e.g. Walk Tall, Stay Safe, RSE, Grow in Love
- Positive reinforcement by teachers of positive pupil behaviour

Key Strategies Regarding Cyber Bullying

The focus will be on educating pupils on appropriate online behaviour, how to stay safe online and also on developing a culture of reporting any concerns about cyber safety.

- Students and staff are expected to comply with the school's policy on the use of devices in the School. (*See Acceptable Use Policy*)
- Parents will be provided with information and advice on cyber safety through appropriate links.
- St Canice's GNS endeavours to block access to inappropriate websites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet on any device within the school without a member of staff present.

Implementation of Curricula

- The full implementation of the SPHE, Relationship & Sexuality Education (RSE) and Stay Safe Programmes. The Stay Safe Programme is covered in Senior Infants, Second Class, Fourth Class and Sixth Class.
- Cyber Safety – the Webwise Programme and lessons from Childnet will be implemented in classes from Junior Infants to Sixth.
- Continuous Professional Development for staff, in delivering these programmes.
- 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.
- If necessary and appropriate, St. Canice's GNS will implement the PDST advice - "Sexual Orientation, Advice for Schools"

Staff support

- Professional development for staff as required
- Regular discussion and review of policy and procedures to support staff on a continuous basis
- All staff must understand what bullying is, how to identify possible bullying behaviours and how to deal effectively with incidents of bullying within the classroom and school context.
- The Anti-Bullying Policy will be emailed to each member of staff.

Links to other policies

The following are a list of school policies, practices and activities that are particularly relevant to bullying:

- Code of Behaviour
- Child Protection Statement and Risk Assessment
- Acceptable Use Policy
- School Tours Policy
- Swimming Policy
- Health and Safety Policy
- Special Educational Needs (SEN) Policy

6. School Procedures for Investigating and Dealing with Bullying Behaviour

The school's procedures for investigation, follow-up and recording of bullying behaviour used by St. Canice's GNS, for dealing with cases of bullying behaviour are as follows:

The primary focus 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);

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- If a Parent/Guardian suspects that their child is being bullied they are asked to make an appointment with the **class teacher** to discuss their concerns. Making an appointment allows the teacher to give them their full attention while discussing the matter.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, 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 exercise his or her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;

- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- Other relevant staff members are made aware of potentially vulnerable children following the Investigation;
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, her parent(s)/guardian(s) and the school;
It therefore should not be a topic for discussion outside the school led process.

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed, the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practical
 - Whether the relationships between the parties have been restored as far as is practical;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- If the pupil who has been bullied is ready and agreeable, follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date
- The HSCL teacher will become involved if appropriate
- In cases where the reporting teacher feels that the reported incident wasn't 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 2 and presented to the principal*** with an accompanying letter explaining the reason why they think it hasn't been adequately addressed.

- 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) will be informed that they can write to the Board of Management, who will in turn investigate and respond to the parent(s).
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

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

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal Stage: 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 class teacher.
- While all reports, including anonymous reports of bullying will 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.
- All notes made pertaining to the investigation of the bullying incident should be kept in the file of each child involved. (child's file in Principal's office)
- The relevant teacher must inform the Principal of all incidents being investigated.

Formal Stage

If it is established by the relevant teacher that bullying has occurred,

- The relevant teacher must use the Recording Template (Appendix 2) to record the bullying behaviour and keep any other appropriate written records which will assist his or her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- A copy of the Recording Template and all notes made pertaining to the investigation and verification of the bullying incident should be kept in the file of each child involved.(child's file in Principal's office)
- The bullying incident must be reported to the Principal.
- The parents of the child being bullied and the child/children carrying out the bullying must be contacted.

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

Child Protection

- In relation to bullying in schools, *Children First National Guidance 2017* and the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school (DLP) must consult Tusla with a view to drawing up an appropriate response, such as a **management plan**”.
- Serious instances of bullying behaviour will be handled in accordance with the *Children First and Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* be referred to Tusla, and/or Gardaí as appropriate.
- The *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* also provide that where school personnel have concerns about a child, but are not sure whether to report the matter to Tusla the Designated Liaison Person must seek advice from Tusla regarding further procedures to be adopted by the school.

7. St Canice’s Girls’ School’s Programme of Support for Working with Pupils Affected by Bullying

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

- 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.
 - Lessons in SPHE, Walk Tall and Stay Safe as appropriate
 - Group work such as circle time
 - Friendship Fortnight
 - Compliments Week
 - Cyber Safety Fortnight
 - Key working as part of ‘School Completion Programme’
 - Socialisation groups with SET team
- Children who have been bullied are reassured from the outset that they are not to blame.
- Strategies for restoring self-esteem are explored between teacher and parents/guardians.
- Staged approach – class support, school support (as per *Continuum-Behavioural, Emotional and Social Difficulties- NEPS*)
- Where deemed necessary, the child in consultation with parents may be referred for counselling. If pupils require counselling or further supports the school will endeavour to liaise with the appropriate personnel in consultation with the parents

To the relevant class

It should be reinforced to students that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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.

- There are agreed supervision and monitoring practices in the school.
- Mobile phones are turned off and kept in school bags during the school day. This occurs from when the children enter the school grounds.
- Mobile phones are not permitted on school tours /outings.
- All internet sessions are supervised by a teacher.

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 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. Principal Report to the Board of Management

The Principal will provide a report to the Board of Management setting out

- The overall number of bullying cases reported (by means of the bullying recording template in (Appendix 3) to the Principal since the previous report to the Board.
- Confirmation that all of these cases 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.

11. Ratification and Review by Board of Management

This policy was adopted by the Board of Management at a meeting held in _____

This policy has been made available to school personnel/members of the school community, published on the school website and is readily accessible to parents on request and provided to the Parents' Association. Copies of this policy will be made available to the DES and the school's Patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year or when necessary. Notification that the review has been completed will be made available to school personnel, published on the school website and be readily accessible to parents and pupils on request and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the DES.

A signed copy of this policy is available from the Principal.

Signed: _____
(Chairperson of the Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Appendix 1: 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 as well as “hot topics”.
 - Hot spots tend to be in the playground/school yard/outdoor areas
 - 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.

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

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

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

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

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

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

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

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

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

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

Appendix 3

Checklist for annual review of the anti-bullying policy and its implementation (copy in BOM minutes)

Each year this is completed as a separate document and uploaded onto the website as a separate document.

The Board of Management undertakes an annual review of the school's anti-bullying policy and its implementation. The following checklist is used for this purpose. 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. This will take place mid-year annually.

	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> ?	
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
 Signed: _____

Date: _____
 Date: _____ Principal

St. Canice's GMS