



## **Malahide Community School**

### **Anti-Bullying Policy (Reviewed Sept 2022)**

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## **Malahide Community School**

### **Anti-Bullying Policy (Under Review Feb. 2021)**

#### **1. Introduction**

In accordance with the requirements of the [Education \(Welfare\) Act 2000](#) and the Developing Code of Behaviour [Guidelines](#) issued by the National Educational Welfare Board (NEWB), the Board of Management of Malahide 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 by the Department of Education & Skills (DES Procedures September 2013).

This policy includes bullying that is either perpetrated by students or experienced by students in the School.

The Board of Management (BOM) of Malahide Community School has adopted the DES Procedures as the basis for the way in which the Malahide Community School community addresses the issue of bullying.

2. The BOM recognises the very serious nature of bullying and the negative impact that it can have on the lives of students or staff and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.
3. The BOM supports and encourages the development of a positive school structure and climate which:
  - is welcoming of difference and diversity and is based on inclusivity
  - encourages students and staff to disclose and discuss incidents of bullying behaviour in a non-threatening environment
  - promotes respectful relationships across the school community
4. This is achieved through:
  - Effective leadership and a whole school approach
  - A shared understanding of what bullying is and its impact
  - Implementation of education and prevention strategies (including awareness raising measures) which build empathy, respect and resilience in students and

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

- Effective supervision and monitoring of students
- 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.

## **2. Aims of the Policy**

**This policy aims to:**

- Address the issue of bullying in a firm and positive manner through a range of measures and strategies which will enable all members of the school community to deal effectively with bullying behaviour
- Raise awareness of bullying as an unacceptable form of behaviour and to establish a high degree of collective vigilance
- Create an atmosphere of openness which encourages subjects of bullying behaviour to report and talk about their experience
- Ensure that there is no ambivalence with regard to the rights of each student to a safe and secure learning environment
- Ensure that each member of the school community recognises his/her responsibility to achieve these aims.

## **3. Objectives**

- That pupils, staff, parents and visitors will treat one another fairly and their belongings with respect
- That bullying behaviour will not be tolerated in Malahide Community School
- That people feel safe and are able to report bullying without concern for consequences
- That people stand up for and support each other
- To put in place a procedure for noting, reporting, investigating and responding to incidents of bullying
- To outline symptoms of bullying and prevention strategies
- That the initiatives undertaken at Malahide Community School be clearly outlined.

## **4. 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. (DES guidelines 2013)

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.**

## 5. Forms of Bullying

Types of bullying behaviour include

- Deliberate exclusion, malicious gossip and other forms of relational bullying
- Verbal
- Physical
- Cyber-bullying. (See Appendix 3 for advice on internet safety for students and parents)
- Identity-based bullying such as homophobic bullying, religious beliefs, 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.

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](#). (DES Guidelines, 2013)

## 6. Education and prevention strategies to combat bullying – Section 6.5 of [DES Procedures](#)

- 6.1 Malahide Community School will adopt a whole-school approach (involving management, staff, parents/guardians, students and members of the wider community with a connection to the School) to prevent and combat bullying. Malahide Community School is committed to engaging with parents/guardians. All stakeholders will be involved in the ongoing development of policies and practices to combat bullying. In this regard, it is important that parents realise that **anyone can be a bully and anyone can be a target of bullying**. It is not just other people's sons and daughters who can bully. Here, also, it is important to realise that disagreements between young people are part and parcel of negotiating the road to adulthood and that **every youthful disagreement should not be treated as a full-blown bullying episode**.

- 6.2 Malahide Community School makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student, a staff member or any other person that is the subject of such behaviour. In this context, all members of the school community have a duty to bring to the attention of the Principal or Deputy Principal any incident of cyberbullying or harassment that they know about or suspect.
- 6.3 The primary focus of the school, when investigating and dealing with bullying, is on resolving differences and restoring as far as is practicable, the relationships between the parties involved. The school, however, may take such disciplinary action as is necessary up to and including suspension and expulsion in accordance with its anti-bullying procedures and the School's Student Code of Behaviour.
- 6.4 The prevention and awareness of bullying is integral to this policy and students, through their curricular and extra-curricular programmes, will be provided with opportunities to develop a positive sense of self-worth.
- 6.5 The focus of the school's prevention strategy is to build empathy, respect and resilience in students.
- 6.6 Students will be provided with opportunities to understand the causes and effects of bullying. It is recognised that there is potential within the teaching of all subjects and within extracurricular activities 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.

The School's Social, Personal and Health education (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 school's Relationship and Sexuality Educational (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships which have particular relevance to identity based bullying, in particular homophobic and transphobic bullying. The school will make every reasonable effort to ensure that the full potential of these programmes is exploited in its efforts to combat bullying.

- 6.7 Prevention and awareness-raising measures will deal explicitly with cyber-bullying through educating students about appropriate online behaviour and how to stay safe while on-line and also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff.
- 6.8 Malahide Community School will make every effort to highlight the importance of students reporting incidents or concerns about bullying to a member of the teaching staff on the clear understanding that these matters are being reported in confidence. This means that, as far as possible, a student who draws concerns about bullying to the attention of a member of staff will not have his/her identity divulged.

More than anything else, the combating of bullying will depend on the extent to which students report bullying. In this context, the wellbeing of students is very much dependent on the vigilance of their fellow students and their preparedness to report

concerns about bullying to the teaching staff and/or school management. The teaching staff is encouraged to reinforce this point to students on an ongoing basis.

- 6.9(i) In accordance with 6.8.9 of the DES Procedures parents and students are expected 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'.
- 6.9 (ii) Where the school advises the Parent/Guardian of the alleged victim, or the student themselves if over the age of 18, to allow the formal process to take place and where that same Parent/Guardian or student over the age of 18 wishes to cease engagement with the formal process, the Parent/Guardian or student over the age of 18 will make this clear in writing to the school, at the time.
- 6.9 (iii) Where the Parent/Guardian of the alleged victim, or the student themselves if over the age of 18, makes it clear in writing to the school at the time that the Parent/Guardian wishes the formal process to cease, the school wishes to make clear that the school's pastoral approach or duty of care to the student's welfare, will not cease.
- 6.10 All non-teaching staff such as clerical and administrative staff, personal study supervisors, special needs assistants (SNAs), caretakers, cleaners, sports' coaches, those organising extracurricular activities and those driving school buses will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to either a teacher or the Principal or Deputy Principal.
- 6.11 Where necessary, Malahide Community School will seek the assistance of and work with the National Educational Psychological Services (NEPS), the HSE and the Gardaí, as appropriate, to combat bullying.
- 6.12 In combating bullying, Malahide Community School takes particular account of the needs of pupils with disabilities or with Special Educational Needs (SEN). This will involve continued focus on inclusion and on developing social skills. The school pays particular attention to student induction and cultivating a school culture that respects everyone and values helping one another.
- 6.13 Malahide Community School will provide time during selected staff development sessions for the revaluation and discussion of the school's anti-bullying policy. This will enable all staff, teachers and non-teaching staff to implement the policy consistently and effectively.
- 6.14 Malahide Community School's SPHE programme will address the issue of bullying with each year group, each school year.
- 6.15 When investigating incidents it will be made clear to students in all years that when they report bullying behaviour they are not considered to be 'telling tales' but are behaving responsibly and that the well-being of other students is dependent on them reporting such behaviour to a teacher or to a senior student.
- 6.16 Each year the school will hold a Safe Internet Awareness Day and a Friendship Week to highlight the whole issue of bullying and staying safe while using modern technology.

## **7. On-going Initiatives at Malahide Community School**

- A Friendship Week is organised for First Year students annually which includes classes and team building activities
- Students and parent(s)/guardian(s) are informed about the 'Cool Schools' Anti-Bullying Programme. All First Year students participate in the 'Cool Schools Programme' and take all five lessons during Friendship week
- First Years students are given confidential questionnaires on bullying behaviour in each term
- Tutors and teachers are supported in monitoring their classes and identifying bullying behaviours
- An abbreviated version of the school bullying policy is printed in the student journal. Parents, students and tutors are asked to sign this
- All class Tutors cover the issue of bullying in the SPHE Curriculum
- The Prefects monitor the corridors and canteen area during breaks and report any suspected bullying behaviour to class Tutors and Year Heads
- Teachers monitor all areas of the school during break and lunch times
- The Transition Year Student Mentors support the 1st year students and pass on any disclosures of bullying to Year Heads, Tutors
- Anti-Bullying posters are displayed around the school
- Regular re-enforcement of the School's anti-bullying expectations and procedures is provided by Year Heads at assembly.
- Cyber-bullying is addressed in detail in the 'Annual Internet Safety Week'
- Extended assemblies and Tutor lessons on Bullying
- Issues in the area of bullying are also addressed in Civic, Social and Political education (CSPE), Leaving Certificate Vocational Programme (LCVP), Life Skills and in the Religion curriculum
- 'Stand up' week in support of LGBT young people through classes and events is promoted.

## **8. Procedures for Reporting an incident of Bullying**

### **Relevant teachers for investigating and dealing with bullying**

Students, parents/guardians, non-teaching staff or members of the wider community should feel welcome to report their concerns to any member of the teaching staff – including the Deputy Principal and/or the Principal. In this regard, any member of the teaching staff is deemed to be a relevant teacher in the context of Section 6.8.3 of the DES Procedures.



The relevant teachers for investigating and dealing with bullying in Malahide Community School are the Year Heads of the group or groups involved. In some cases the Guidance Counsellors, Chaplain and Deputy Principals may investigate incidents of bullying behaviour. The teacher to whom the incident is initially reported should record the information on the School anti bullying form and then pass this to the Year Head as soon as possible. The teacher or Year Head may request the support of the Guidance Counsellor if they feel it is appropriate.

**9. Procedures for investigating, following up and recording of bullying behaviour and intervention strategies used by the School for dealing with cases of bullying behaviour are as follows:**

At Malahide Community School, we are committed to dealing with any reported incident of bullying behaviour in a fair, consistent and pastoral manner. In developing our procedure to deal with reports of bullying behaviour it has been custom and practice in our school that our Year Heads would be best suited to overseeing, investigating and intervening in such behaviour occurring within their year groups. Each Year Head builds strong relationships with his/her year group and is aware of their needs and personalities. The Year Head's priority is to resolve the situation rather than assign blame.

Where a member of the teaching staff has a concern about a student being bullied, s/he should record the issue and report it to the Year Head who will investigate and deal with the matter. Alternatively, the teacher may refer the matter to the Deputy Principal or Principal.

**(i) Investigating an incident of bullying**

Malahide Community School will investigate all allegations of bullying and will take disciplinary action where necessary even when the bullying acts are committed outside of the school, if they impinge on the work or wellbeing of a student in the school.

Malahide Community School in accordance with Section 6.3.5 of the Department of Education procedures will seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary to deal effectively with bullying behaviour. Where the school deems bullying behaviour to be potentially abusive (see sections 6.8.12, 6.8.13 and 6.8.14 of the Dept. of Education procedures) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the Department of Education Child Protection Procedures for Primary and Post Primary Schools.

Concerns or allegations of bullying will be investigated and addressed in accordance with **Section 6.8 9 of the Department of Education Procedures**. These are summarised as follows

- In investigating and dealing with bullying, the focus will be on resolving the interpersonal issues and restoring, as far as is practicable, the relationships of the parties involved - **rather than apportioning blame**.

- **Parent(s)/Guardian(s) and Pupils are required to assist the school by cooperating with any investigation**
- In investigating and dealing with bullying, the relevant Year Head will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved
- Incidents of bullying will be investigated in a calm, unemotional problem-solving manner
- Incidents of bullying will generally be investigated outside of the classroom situation to ensure the privacy of all involved
- All interviews will be conducted with sensitivity and with due regard for the rights of students, irrespective of whether they are allegedly involved in bullying behaviour or in a position to provide information about the behaviour being investigated
- Those investigating bullying behaviour, calmly, will seek answers to questions of what, where, when, who and why
- Where deemed appropriate, those being interviewed may be asked to write down their account of what happened
- In accordance with 6.8.9 of the Department of Education procedures parents and students are expected 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 the Year Head investigating a bullying issue determines that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved will be contacted at an early stage to inform them of the matter and to explain the actions being taken (by reference to the school policy). The school will give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the School
- Where the Year Head determines that a student has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and **every reasonable effort** will be made to try to get him/her to see the situation from the perspective of the student/s being bullied

- Where the school deems it necessary to impose disciplinary sanctions, it will be made clear to all involved (both the bullied and those doing the bullying and their parents) that this is a private matter between the student being disciplined, his/her parents and the school
- As a follow up to a bullying issue being resolved, the relevant teacher should meet separately with the relevant parties to review progress. Subsequently, but only if the student who has been bullied is ready and agreeable, consideration should be given to meeting with both parties simultaneously as this can have a therapeutic effect
- Where the Year Head considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days the incident must be reported to the Deputy Principal/Principal
- Furthermore, repeated incidents of bullying of a particular student over a period of time should be brought to the attention of the Deputy Principal/Principal. Henceforth, the management will work together with the Year Head to put a strategy in place to further deal with the case
- Continuous or extremely severe incidents must be referred to the Deputy Principals/Principal who will address the situation in accordance with the school's Child Protection Policy and Code of Discipline
- In determining whether a bullying case has been adequately and appropriately addressed, the Year Head 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 and the school
  - The parties involved in the bullying incidents will be advised not to discuss the same with their friends or other students in such a way as to inflame the incident and as a result to make matters worse for any party involved.

## **(ii) Recording incidents**

- Students are encouraged to tell any adult whom they know or trust. This adult should listen carefully and record (in a factual way,) what the student has told them
- This record should be passed to the Year Head as soon as possible

- Year Heads are responsible for keeping records
- Appendix one should be completed at the earliest possible opportunity
- All records should be kept in a secure location of the Year Heads choosing for example the filing cabinet and a copy should be placed in each student's file
- These records should remain confidential
- Records should be kept for at least the duration of the child's school career
- The following members of staff should have access to these records
  - Principal and Deputy Principals
  - Guidance counsellors
  - Chaplain
  - The Year Head may share these documents with other relevant staff members as necessary

### **(iii) Right of Appeal**

Where the parents/guardians of a student or a student of 18 years or more are not satisfied that the School has dealt with a bullying case in accordance with its own policy and/or the Department of Education procedures, they will be advised their right to make an appeal to the School BOM. Such appeals shall be submitted, in writing to the Chairperson, BOM as soon as possible following the appellants informing the Principal that they are of the opinion that the school had not followed its own policy and/or the DES Procedures. Following an unsuccessful or unsatisfactory outcome of the appeal to the BOM, the appellants will be advised of their right to make a complaint to the Ombudsman for Children.

### **10. A Year Head may select from any or all of the following actions in support of all students affected by bullying:**

- Open discussion with persons involved in respect of the behaviour giving due consideration to the wishes of the person being bullied. The aim of this discussion is to arrive at an agreement which is mutually acceptable to all parties
- Possible involvement of other services within the school e.g. Guidance or Chaplain
- Seek support of a pastoral nature from Tutor, and other staff
- Educate the class or year group and seek its support in combating the type of bullying which has occurred by addressing the issues with them

- Inform and involve parents having determined that behaviour of a bullying nature has occurred
- Mediation/restorative practices
- Referral of students to outside agencies
- Disciplinary action where appropriate in accordance with the school's code of discipline
- It may be both useful and necessary to explain to some students the difference between "ignoring" and "not being friends" as well as the importance of respecting all members of the school community.

#### **Programme of support for working with students affected by bullying -**

The School will put in place a programme of supports for **ALL** students who have been affected by bullying. This programme may involve:

- Offering appropriate counselling
- Providing opportunities to participate in activities designed to raise their self esteem, to develop their social skills and to build their resilience
- Providing students with appropriate opportunities to build their self esteem and feelings of self-worth
- Encouraging students who have observed incidents of bullying behaviour to discuss them with their teachers and their parents and to avail of counselling where they feel it may assist them to cope effectively with what they have experienced
- Providing counselling for those who bully to help them learn other ways of meeting their needs without violating the rights of others.

#### **11. Supervision and Monitoring of Anti-Bullying Procedures in Malahide Community School.**

- The BOM confirms that appropriate supervision and monitoring policies and practices are in place to prevent and deal with bullying behaviour and to facilitate early intervention where possible
- The implementation and effectiveness of the school's anti-bullying policy will be an agenda item for staff meetings as required – so the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed. Bullying issues will be regularly addressed at middle management meetings
- Data gathered through the reporting templates ([Appendix 1](#)) will be collated annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement the information gathered through the bullying surveys
- At least once in every school term, the Principal will provide a report to the BOM setting out the following:



- The overall number of bullying cases reported (by means of the bullying recording template (Appendix 1) since the previous report to the Board
- Confirmation that all such cases referred via the recording template (Appendix 1) have been or are being, dealt with in accordance with the school's anti-bullying policy and the Department of Education procedures
- The Principal's report will be included in the minutes of the Board meeting but the students involved will not be identified.

## **12. 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 students or staff or the harassment of students 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.

## **13. Policy Adoption and Review**

This policy was adopted by the Board of Management on [date: 27th September 2017].

## **14. Policy Dissemination and Publication**

This policy will be made available to school personnel, published on the school website and provided to the Parent School Association.

## **15. Policy Review**

- The BOM will undertake an annual review of the School's anti-bullying policy and its implementation in accordance with the procedures set out in Section 7.2 of the Department of Education procedures using the checklist included at **Appendix 4** of those procedures. A copy of the checklist is included in Appendix 2 of this document
- The BOM will ensure that an action plan is put in place to address any areas for improvement identified by the annual review
- Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent School Association
- Details of the review and any decision resulting will be recorded in the Board's minutes and will be made available to the Patron and the Department of Education.

Signed: \_\_\_\_\_ Date: \_\_\_\_ September, 2022

Chairperson of Board of Management

Signed: \_\_\_\_\_ Date: \_\_\_\_ September, 2022

Principal

Date of Ratification by the B.O.M.: \_\_\_\_ September, 2022.

## Appendix 1

### Advice on Internet Safety for Students and Parents

Students have daily access to mobile phones, and computers, and will use social networking sites to stay in contact with friends.

Sometimes, a student will set out to upset another student, and send an abusive or threatening text message, or write nasty comments on a website. These comments can make a student feel bad, and this is a form of emotional abuse.

Cyberbullying can be an extension of face-to-face bullying, with technology providing bullies with another route to annoy their target. However, it differs in several significant ways from other kinds of bullying – the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; the false idea that the Internet is an anonymous space; and even the profile of the person doing the bullying and their target.

Cyberbullying, like all bullying, should be taken very seriously. There are steps that you can take to protect yourself and your friends from getting caught up in cyberbullying.

1. **Always respect others:** Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send.
2. **Don't retaliate or reply:** Replying to bullying messages, particular in anger, is just what the bully wants.
3. **Think before you send:** If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyberbullying yourself. It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?
4. **Save the evidence:** Learn how to keep records of offending messages, pictures or online conversations. These will help you show to others what is happening and can be used by the school, internet service provider, mobile phone company, or even the police to investigate the cyberbullying.
5. **Block the Bully:** Most responsible websites and services allow you to block or report someone who is behaving badly.
6. **Make sure you tell:** You have a right not to be harassed and bullied online. There are people that can help. Tell your school. Your teachers or tutor can support you. Tell a parent or adult you can trust. Tell the provider of the service you have been bullied on (e.g. your mobile-phone operator or social-network provider).

7. **Finally, don't just stand there.** If you see cyberbullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?
8. **Treat your password like your big secret.** Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing a hard-to-guess password with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

## Appendix 2

The following symptoms may indicate that a student is being bullied:

- Anxiety about travelling to and from school
- Unwillingness to go to school
- Pattern of unexplained absenteeism or lateness
- Pattern of illness
- Unexplained changes in mood or behaviour
- Out of character comments about pupils or teachers
- Possessions missing or damaged
- Increased requests for money or stealing
- Unexplained bruising or damaged clothing

These signs do not necessarily mean that a pupil is being bullied. If they are repeated they require investigation.

### Appendix 3 - Template for Recording Bullying Behaviour

#### 1. Name of student being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Toilets	
School Bus	
Other	

#### 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		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	



Name Calling		Other (specify)	
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**7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

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

**8. Brief Description of bullying behaviour and its impact**

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**9. Details of actions taken**

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Signed \_\_\_\_\_ Date: \_\_\_\_\_

(Relevant Teacher)

Date submitted to Principal/Deputy Principal: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

#### 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> ?	
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: Patricia McDonagh Date: 14.09.2022

Chairperson of Board of Management

Signed: R. Hayes Date: 14/9/22

Principal

Date of Ratification by the B.O.M.: 14/9/22

