

Coláiste Iognáid aspires to be a community wherein mutual respect, cooperation and natural justice are integral features. The school's ethos seeks to develop each student's religious, moral, social, intellectual and cultural sensibilities. Our Ignatian Vision guides procedures and processes within the school. *Cura personalis* is one of the defining features of the ethos of the college where each student will be cared for. The unique character of each person is acknowledged and valued. One of the central aspirations of the college is that we should be "people for others". All our policies are informed and guided by these principles.

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 Coláiste Iognáid** 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 of Colaiste Iognáid 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;
 - 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); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

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

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

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

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

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

The list of examples below is non exhaustive, and schools may wish to add behaviours which reflect their own circumstances.

Examples of bullying behaviours

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

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).

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
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none">• Malicious gossip• Isolation & exclusion• Ignoring• Excluding from the group• Taking someone's friends away• "Bitching"• Spreading rumours• Breaking confidence• Talking loud enough so that the victim can hear• The "look"
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

Bullying between other stakeholders in the school environment.

While this policy relates primarily to student / student bullying the school is also charged with the responsibility to ensure that bullying between other stake holders within the school is also prevented and prohibited.

which promotes fair treatment for all in work, study, or co-curricular activities. We strive to have justice in our relationships and as per the aim of the equality document we actively promote and encourage those behaviours, which enhance our relationships of respect with others and to uphold equality and anti- discrimination protection af

-free

environment where all persons whether students, teachers, administrators of auxiliary staff have the freedom to work and to learn in the knowledge that bullying, intimidation and harassment will never be tolerated.

STUDENT / TEACHER

- Consciously or repeatedly undermining the authority of a teacher in the conduct of his/her duties.
- Deliberately uncooperative behaviour that undermines the progress of tuition.

TEACHER / STUDENT

- Using sarcasm or other insulting or demeaning remarks when addressing pupils/staff.
- Humiliating students or colleagues who are either weak or gifted or who are vulnerable in any way.
- Engaging in inappropriate threatening or degrading physical contact or exercise.

STAFF / STAFF

- Deliberately withholding information that a person needs to perform effectively.
- Taking credit for another's work and not attributing it to them.
- Persistent attacks on personal or professional performance or unwarranted criticism of work performance without reason or legitimate authority.
- Unreasonable scrutiny or unreasonable demands - changing work requirements without notice.
- Undermining a person's authority, work or achievements.
- Deliberately blocking another staff member's development.
- Stalking or pestering another.

PARENTS / STAFF

In the case of a complaint regarding a staff member this should normally in the first instance be raised with the staff member in question and if necessary, with the Principal.

- An abusive phone call received by a staff member – (this would be reported to the Principal)
- Unscheduled meetings between staff and parents can be terminated and reconvened in the presence of a third party, if either side so requests.

4. The Relevant Teacher(s)

The relevant teacher refers to the person to whom the bullying behaviour is reported.

The relevant person can carry out the preliminary investigations and then the issue can be further investigated and recorded by the Year Head, Deputy Principal and the Principal.

The relevant teachers in Coláiste Iognáid are as follows;

- Principal
- Deputy Principal
- Year Head
- School Chaplain
- Guidance counsellor
- A member of the care team.
- A student may report to any member of staff with whom they feel comfortable.

Bullying incident(s) can be reported to any one of the relevant teachers and the following approaches can be used when reporting;

- Directly approach the relevant teacher at any time.
- Approach the mentors or members of the student council.
- Complete a questionnaire during the SPHE classes (see Appendix 1) each term or when there has been an allegation of bullying and the reporter wishes to remain anonymous.

- Get a parent to contact the school by ringing and requesting to speak with the relevant teacher.
- Go directly to the Principal / Deputy Principal's office.

The relevant teacher carries out initial investigations and if they deem the behaviour to be bullying then the matter will be referred to the Year Head, Deputy Principal or Principal.

The Year Head, Deputy Principal or the Principal will investigate and attempt to resolve the situation and records all incidences of behaviour that is deemed to be bullying in the Bullying Incident Report form. (See Appendix 3).

5. Actions to prevent bullying:

- **A culture of mutual respect and a positive climate;**

The ethos of coláiste Iognáid helps to create a climate and culture of trust, respect and openness which prevails in our school. The emphasis we place on positive relationships between all stakeholders helps to prevent bullying taking place.

- **Survey the students**

In order to prevent bullying at Coláiste Iognáid the school management, teachers and parents need to be aware of the extent of the bullying at the school. This will be achieved by surveying the students regularly in their SPHE/RE classes using the sample questionnaire.

(See appendix 1).

- **Speak to the students**

Bullying and its effects will be explained to the students on a regular basis by the student council, the class teachers (SPHE/RE teachers), their Year head or the Deputy Principal or Principal. The sanctions for bullying will be clearly outlined also by staff and all students will understand the consequences of bullying for both the victim and the bully.

- **Guest speakers**

Speakers (including local guards from the community and guest speakers from the DERI institute) will come into the school to speak to the students about bullying and its effects.

- **Mentors/Student Council**

The 6th year mentors will protect the first year students from bullying and students can report bullying to their mentor or to members of the Student council.

- **LGBT Awareness;**

LGBT Posters on notice boards , discussion with parents about specific statements of welcome and respect for LGBT members of the school community , and raising awareness of LGBT by the classroom teachers and the students council ,members are some of the ways that we will be able to address homophobic and transphobic bullying in our school.

- **Iconography**

The school will have anti-bullying posters up around the school campus promoting positive relationships and emphasising the importance of reporting bullying.

- **Code of behaviour**

Our Anti-Bullying Policy is an integral part of the school's Code of Behaviour. Students are made fully aware of the code. Implementing this code will help to prevent bullying in the school.

- **Supervision**

All staff in coláiste Iognáid have a duty of care to look out for any behaviour which can be deemed bullying (from list above in section3). Supervision and monitoring of students behaviour at all times, including break times, in the yard, on the corridors and in areas with access to computers will always be in place.

- **Mobile phones;**

Mobile phones are strictly forbidden during school time as stipulated in the code of behaviour. Students are never allowed to use their phones to take photos or making video recordings during school time.

- **Anti- bullying week.**

During the annual anti bullying week all teachers will address the issues of bullying to students. A series of events will be organised relating to raising awareness of bullying including the DVDs developed by the anti- bullying agency in Trinity College.

- **Teacher Training**

The school will endeavour to provide teachers with training in identifying and dealing with bullying.

- **Whole school approach;**

A school wide approach is integral to preventing and dealing with bullying behavioural positive school wide approach can assist considerably in countering bullying behaviour in the school.

Links to Other Policies and to Curriculum Delivery.

This policy is consistent with other policies in Coláiste Iognáid ;

- Code of Behaviour
- Child Protection
- Equality
- Internet Safety: Acceptable Use Policy
- Health and Safety
- SPHE/RSE
- Guidance
- Learning Support
- Admissions Policy
- Induction for New Staff
- Dignity in the Workplace

6. The school's procedures for investigating follow up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying are as follows;

Coláiste Iognaid has a whole-school approach to appropriate behaviour towards others and when dealing with bullying. All reported incidents of bullying will be investigated fairly and comprehensively, respecting the rights of all students. A pupil or parent may bring a bullying concern to any teacher in the school. Any such concerns will be forwarded to the Year Head / Deputy Principal or Principal. All concerns, including those submitted anonymously will be investigated. Allegations of bullying will be fully investigated before action is taken.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- Students should understand that there are no innocent bystanders and that all incidents of bullying must be reported to a teacher

Investigating reported Incidents of bullying;

The relevant teacher as outlined in section 4 will be involved in the initial stages of investigations. It must also be stated that any kind of negative unwanted behaviour witnessed

by a member of staff will be dealt with at the time of the incident and then reported to the relevant teacher.

Where the behaviour is deemed to be bullying, a written account of the alleged bullying incident be documented. The Year Head will be informed and will carry out further investigations. Where the Year Head, Deputy Principal or Principal is not the relevant teacher they may become involved in any matter of bullying depending on the seriousness or nature of the issue.

Both the injured party and those allegedly involved will be interviewed separately. Parents will be contacted and informed in advance of a formal investigation. Each student may be asked for a written account of the details of the incident(s) under investigation.

The Year Head, Deputy Principal or Principal will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

In cases where bullying has been determined the perpetrator(s) will be informed that his/her/their behaviour is unacceptable and viewed as a serious breach of the Code of Behaviour and this Anti-Bullying Policy.

Parents of all students involved will be contacted and informed of the situation if deemed necessary. 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.

Counselling will be offered to both the perpetrator(s) and injured party as judged necessary and following discussion with the parents/guardian involved. It should be noted, however, that there is a limit to personal counselling that can be offered within a school context and it is not school policy to offer a programme of on going counselling regarding issues, which are outside the skills or time constraints of the Guidance Counsellor. Sometimes it may be necessary to recommend further, outside help.

The following are guidelines for investigating and dealing with bullying incidents;

- 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)
- 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 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;
- 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;

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, his or her parent(s)/guardian(s) and the school.

Noting and Recording Incidents of Bullying:

The Year Head, Deputy Principal or Principal will formally record incidents of bullying on the standard form (Appendix 3) of the Anti-Bullying Procedures for Primary and Post-Primary Schools, as required by these procedures when:

- S/he considers that the bullying behaviour has not been appropriately addressed by the student(s) or parent(s) within 20 school days of the determination that bullying has occurred.

- Where it is considered, in the judgement of the Year Head or Deputy Principal, that the bullying must be reported to the Principal immediately.

In these cases the Board of Management will be informed of the situation.

All completed Forms are filed in a folder and kept in the cabinet in the Principal's office.

Access to the folder will be restricted to members of the Care Team,

Sanctions;

Following final investigations and consideration, sanctions may be imposed as considered appropriate. As all situations are different there is no set punitive response for every case.

These may include:

- a verbal warning,
- requirement from a student to confirm in writing their commitment to the School Code of Behaviour and acceptance of this Anti-Bullying Policy
- detention or community service
- meeting with parents/guardians
- Behavioural Plan

- suspension
- expulsion from the School.

Persistent or Serious Bullying or Intimidating Behaviour

When the Principal/Deputy Principal deems that serious or persistent bullying/intimidation has occurred parents/guardians will be invited to an interview with the Year Head, Deputy Principal or Principal.

This may result in a student being placed on one of the 7 stages in the ladder of referral for incidences of serious misbehaviours as per the code of behaviour.

Intervention Strategies: - Approaches used when dealing with bullying;

Prevention is always considered the best approach to bullying. Coláiste Iognáid adopts a proactive Bullying Awareness approach at all times using the strategies outlined in Section 5 of this policy. The fostering of a positive environment, inclusive of all pupils with effective class discipline is the foundation upon which good relationships will thrive.

It is recognised, however, that bullying will arise in schools. No one approach to resolving bullying will work in all situations. The professional judgement of the relevant Year Head or Deputy Principal will decide on the approach to be taken in each case, taking into consideration the past history of individuals concerned and the nature of the bullying.

In general, we will use the restorative practice where deemed appropriate. (See *Action Plan on Bullying*, published on Department of Education and Skills Website). Restorative practice focuses on problem solving rather than attributing blame. Dialogue and negotiation will be a huge part of the process where restitution, reconciliation and restoration are the goal.

7. Assisting Pupils affected by Bullying

The school will try to assist all pupils who have been involved in and affected by bullying. The aim will be to raise self-esteem to develop friendships and social skills and build resilience and address specific areas of concern as appropriate.

- pastoral care system
- student mentors system
- tutor/year head system
- care team/ student support team
- SPHE/RE classes

Students may be helped through counselling and targeted interaction with individual pupils. In addition, pupils are encouraged, as a matter of course to engage in extra-curricular activities that may facilitate greater inclusion. Those affected by bullying will be particularly encouraged to avail of such opportunities.

If pupils require further supports the school will endeavour to liaise with appropriate outside agencies to organise same.

Formal meetings of the Care Team will take place regularly. At each of these meetings any possible bullying allegations or suspicions are discussed and strategies determined.

At all times a calm professional approach will be taken to resolving issues of bullying. It will always be the aim to resolve bullying issues amicably and positively where this is possible.

However, all staff and students are very clear in its duty of care to those affected by bullying and will impose sanctions outlined in Section 6 of this Policy as considered appropriate or necessary for the safety and welfare of pupils.

The BOM has approved and will implement the Child Protection Procedures for Primary and Post-Primary Schools which states: “where ... behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services...”

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

“The structures of the school guarantee the rights of students, directors, teachers, and auxiliary staff, and call each to his or her individual responsibilities. All members of the community work together to create and maintain the conditions most favourable for each one to grow in the responsible use of freedom.” (CJE 142.)

10. This policy was adopted by the Board of Management on _____ **[date]**.

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

12.This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). 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: _____

Date: _____

Date of next review: _____

Appendix 1

Questionnaire

Name _____

- Are you happy with the atmosphere in your classroom?
- Who are your friends?
- Are you feeling under pressure in any way?
(Take details and reassure student that the problem will be addressed)
- Is there anyone in class having a hard time? Explain
- Is anyone being left out, or ignored?

- Is anyone spreading rumours, gossip, using notes, phone calls, text messages or e-mails to make others feel bad about them?
(Only ask depending on answer to two above)
- Is anyone being unfair to others?
- Is there a group of pupils making life difficult for others?
- Are pupils from other classes giving anyone in this class a hard time?
- Can you give examples?
- Who do you think is causing the problem?
- What can you do to help pupils having a hard time?
- Have you been contributing to anything that would isolate anyone or make them uncomfortable?

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 behavior.

- Model respectful behavior to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behavior 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 behavior 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 behavior and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behavior 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 behavior.
- 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 (is) of pupil(s) engaged in bullying behaviour

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))*

School yard	
Classroom	
Corridor	
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)	

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

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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10 Details of the outcome of the action taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

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 _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal

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

To: _____

The Board of Management of **Coláiste Iognáid** 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 _____ [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal