

Anti- Bullying Policy



School Position on Bullying

The Scoil Chormaic school community believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the perpetrator(s).

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a “Reform, not Blame” approach.

All pupils are expected to contribute to the creation and maintenance a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult, Teacher/SNA/DLP. Bullying behaviour is too serious not to report.

Pupils’ participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Scoil Chormaic 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 and is reviewed in conjunction with the new “**Bi Cinealta**” Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary schools as published in September 2024.

THIS POLICY MUST BE READ IN CONJUNCTION WITH THE SCHOOLS OVERALL CODE OF BEHAVIOUR AND EXISTING ANTI BULLYING MEASURES AND PROCEDURES.

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

(a) 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.

At Scoil Chormaic we consider the following to be key elements of a Positive School Culture:

- We acknowledge the right of each member of the school community to enjoy school in a secure environment
- We acknowledge the uniqueness of each individual and their worth as a human being
- We promote positive habits of self- respect, self-discipline and responsibility among all its members.
- We actively prohibit vulgar, offensive, sectarian or other aggressive behaviour by any of the school community
- We have a clear commitment to promoting equity in general and gender equity in particular in all aspects of the school functioning
- We have the capacity to change in response to the pupils needs
- We identify aspects of the curriculum through which positive and sustainable influences can be exerted towards forming pupils attitudes and values
- Early intervention is preferred in responding to the needs, fears & anxieties of individual members in a sensitive manner
- Scoil Chormaic recognises the need to work in partnership with and keep parents informed on procedures to improve relationships within the school community
- We recognise the right of parents to share in the task of equipping pupils with a range of life skills.
- We recognise the role of other community agencies in preventing and dealing with bullying
- We promote habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities

- We promote qualities of social responsibility, tolerance and understanding among its members both in school and outside of school
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by ANY MEMBER of the school community

(b) Effective leadership

- The BOM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BOM must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy
- The School Management Team have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying – and modelling best practice
- The Principal of Scoil Chormaic as key leader, strongly influences attitudes and sets standards in relation to dealing with bullying
- Teachers must act as good role models and not misuse authority, but be fair, clear and consistent in their management of students' behaviours.

(c) A school-wide approach

- A whole community approach to the problem of bullying is required and the Scoil Chormaic School community comprises of management, teachers, Special Needs Assistants, Childcare staff, pupils, parents/guardians
- Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school - parents and pupils have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber bullying.
- The assistance of Gardaí, Tusla and Community Workers may be required in some cases
- Collective vigilance is needed throughout the whole school/community sector to identify and deal with issues around bullying in a fair and equitable manner

(d) A shared understanding of what bullying is and its impact

- *Scoil Chormaic* endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community (parents, pupils, staff and the wider community) have a shared understanding of what constitutes bullying behaviour as

defined in this policy (*Section 2&3 of Anti Bullying Procedures for Primary & Post Primary Schools*)

(e) Implementation of education and prevention strategies see section 5 of this policy, (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;

(f) Effective supervision and monitoring of pupils

- Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent
- Supervision in playground areas must be managed and conducted effectively, with particular attention given to ‘hot spots’ or ‘hot times’ e.g. arrival & dismissal
- School staff are well placed to inform if any behaviour which may constitute bullying is noticed

(g) Supports for staff

- Regular discussion and review of policy and procedures is essential to support staff on a continuous basis
- All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context
- Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice
- Meetings and up to date information/advice in relation to Anti Bullying Strategies will be supported and encouraged for all members of staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) 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 intentional 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.

Bullying Behaviours which Scoil Chormaic School has identified as relevant to our context:

<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 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
<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>	
<p>Homophobic and Transgender</p>	<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
<p>Race, nationality,</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs,

ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • 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” • 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. The relevant personnel for investigating and dealing with bullying in accordance with the Anti -Bullying Procedures for Primary & Post Primary Schools – section 6:7.6, 6:7.7 - are as follows:

- Principal
- Deputy Principal
- All class teachers

5. The following education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) will be used by Scoil Chormaic (Ref: Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Education and prevention strategies
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School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff initiative to address bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it - prevention and intervention.
- Professional development with specific focus on the training of the relevant teachers
- School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community.
- There will be supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. At Scoil Chormaic we recognise the unique relationship that the children have with SNA's and given this, Scoil Chormaic recognise that SNA'S have an important role in implementation of our anti-bullying policy. SNA's are often the 'safe adult' that a child would approach initially with concerns and are often best placed to monitor and report incidences.
All staff in Scoil Chormaic will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school in line with the Acceptable Use policy.
- Development and promotion of an Anti-Bullying code/display that is appropriate for each class level to be displayed publicly in classrooms and in common areas of the school where appropriate.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school on enrolment.
- The implementation of regular (e.g. per year) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention, a bullying awareness week
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. 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.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to SNA
 - Direct approach to teacher
 - Make a phone call to the school

- Get a parent/guardian or friend to tell on your behalf.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The review and annual updating of our Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- Through staff meetings and discussion groups identify supports currently being used in the school and the identification of other supports that are available to the school, or that may be of use in the future.

Implementation of Curricula and School organisation

- We promote a positive school culture which is welcoming of difference and diversity and is based on inclusivity.
- We organise our groupings and classes in order to minimise opportunities for bullying.
- Through our Stay Safe, Walk Tall, Socially Speaking, QQI Personal and Interpersonal and Junior Cert Level 1 and Level 2 Personal Care Programme and RSE Programme, we provide opportunities to discuss aspects of bullying and appropriate behaviours when interacting with others.
- Deal firmly, fairly and quickly with complaints-involving parents when necessary.
- Supervise and monitor all classrooms, corridors, school grounds, school tours and extracurricular activities. All staff are encouraged to be vigilant and report issues to relevant teachers.
- Ensure that all teaching materials, equipment, resources etc do not give negative vibes or viewpoints to any particular group of people. Encourage all to treat others with respect.
- View bullying as an extremely damaging offence.
- We also bear in mind that the “bully” needs as much support, help and teaching as the victim. We record all instances of bullying to aid memory, for clarity and assessment and for planning and intervention. This recording is central to our policy.

Links to other policies

Hereunder is a List of school policies, practices and activities that are particularly relevant to bullying:

- Code of Behaviour
- Child Safeguarding Statement and Risk Assessment,
- Supervision of pupils,
- Acceptable Use policy,
- SPHE and RSE Policy.
- Dignity in the workplace –Sexual Harassment and Adult Bullying
- Wellbeing Policy

Procedures for Investigating and Dealing with Bullying

The primary aim 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);

The school's procedures will be consistent with the following approach.

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

Reporting/Investigating 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/Principal.
- Teaching and non-teaching staff such as, special needs assistants (SNAs), bus escorts, secretaries, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
- 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, where possible, 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 to discuss 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 s/he 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.

6. Dealing with bullying behaviour

- The teacher investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
- The School, through the DLP reserves the right to ask any pupil to give a verbal account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the DLP to establish the nature and extent of the behaviour and any reasons for it. The teacher/DLP does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. She emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek reassurance that it will stop. If that is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying, therefore are not getting others "into trouble" so much as enabling them to avoid breaching the code of behaviour and our anti-bullying policy.
- When an investigation is completed and/or a bullying situation is resolved the teacher/DLP will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
- If a pupil has made assurances but then chooses to renege on this and continue the bullying behaviour, this can then no longer be considered a "mistake." In this event parent(s)/guardian(s)/foster carers will be informed. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school.
- All documentation regarding bullying incidents and their resolution is retained securely in the school in the Principal's office.
- Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- Parent(s)/guardian(s) may be contacted by the teacher/principal and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
- Parent(s)/guardian(s) may be invited to a meeting with the teacher and the Principal and the pupil may be suspended from school.
- The case may be referred to the Board of Management and the pupil may be expelled from the school.

Note: If there is a case/complaint of adult bullying or harassment then refer to the Dignity in the Workplace Policy document.

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of 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;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise 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- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident report form. All incidents must be reported to the relevant teacher and brought to the attention of the Principal.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school will retain relevant records in student's individual file held in the principal's office.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template attached to record the bullying behaviour in the following circumstances:

- a) in cases where s/he considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after she has determined that bullying behaviour occurred; and
- b) All confirmed instances of bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The recording template must be retained by the relevant teacher in question and a copy maintained by the principal.

Teacher's records are retained in a secure space in the teacher's classroom. All report templates given to the Principal will be retained in the filing cabinet in the Principals Office.

7. The school's programme of support for working with pupils affected by bullying is as follows

- Bullied pupils:
 - Ending the bullying behaviour,
 - Reinforce the school position to continue to foster respect for bullied pupils and all

- pupils,
- Reinforcing the school culture of demonstrating greater empathy towards and support for bullied pupils,
 - Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
 - Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
 - Making adequate time for listening to pupils to assist their recovery and refer them to our NEPS psychologist if applicable.
 - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills.
- **Bullying pupils:**
 - Making it clear that bullying pupils who reform are not blamed or punished and get a “clean sheet,”
 - Making it clear that bullying pupils who are doing the right and honorable thing are being praised for this,
 - Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
 - Using learning strategies throughout the school and the curriculum to help enhance pupils’ feelings of self-worth,
 - In dealing with negative behaviour in general, encouraging teachers and parents to focus on and address the behaviour while supporting the child,
 - In dealing with bullying behaviour seeking resolution and offering a fresh start with a “clean sheet” and no blame in return for keeping a promise to treat others with respect.
 - If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. **NCSE Behaviour Support Service will be contacted for advice.**
 - Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher or SNA.

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 not to be used by students during the school day
- Mobile phones are generally not permitted on school tours/outings except in special circumstances

- In relation to Acceptable Use Policy in the school the following issues are addressed:
 - All Internet sessions are supervised by teachers or SNAs
 - The school regularly monitor pupils' Internet usage within school time.
 - Pupils been instructed to access only websites that are deemed appropriate by the school
 - The Schools Broadband Programme has blocked all social networking sites

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.

Ratification of Policy

10. This Policy was reviewed and updated on the 6/09/2024 and sent to the BOM on 9/09/2024.

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 and is readily accessible to parents and pupils on request. 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 and be readily accessible to parents and pupils on request. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ **Signed:** _____
(Chairperson of Board of Management) **(Principal)**

Date: _____ **Date:** _____

Date of the next review: _____

Appendix 3 Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	

Other	
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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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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.