

Tipperary Education and Training Board (ETB)

Céim Eile

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

**Version** 1

**Last updated**: 14/06/2024

**Céim Eile**

**Bí Cineálta Policy to Prevent and Address Bullying Behaviour**

|  |  |
| --- | --- |
| Policy Area | Further Education and Training |
| Document Reference number | See Attached |
| Version |  |
| Document Drafted by | Céim Eile  |
| Date Adopted by TETB |  |
| Reviewed/Amendment  |  Summer 24 |
| Date Review/Amendment Adopted |  |



“Youthreach is co-funded by the Government of Ireland, the European Social Fund and the Youth Employment Initiative as part of thE European Social Fund Plus (ESF+) 2021-2027.”

Funded by the Irish Government and part-financed by the European Union under the

National Development Plan

Príomh Oifigeach Feidhmiúcháin: Bernadette Cullen

Contents

[Bí Cineálta Policy to Prevent and Address Bullying Behaviour 3](#_Toc170211967)

[Definition of bullying 3](#_Toc170211968)

[Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour 5](#_Toc170211969)

[Section B: Preventing Bullying Behaviour 6](#_Toc170211970)

[What procedures has Céim Eile put in place to address incidents of bullying? 8](#_Toc170211971)

[Who deals with bullying? 0](#_Toc170211972)

[Strategies to combat bullying 0](#_Toc170211973)

[Section C: Addressing Bullying Behaviour 4](#_Toc170211974)

[Procedures for investigating, following up and recording 4](#_Toc170211975)

[Support programme 8](#_Toc170211976)

[Supervision and Monitoring of Anti-Bullying in Centre 8](#_Toc170211977)

[Prevention of Harassment 9](#_Toc170211978)

[Section D: Oversight 10](#_Toc170211979)

[Appendices 11](#_Toc170211980)

[Appendix 1 11](#_Toc170211981)

[Appendix 2 13](#_Toc170211982)

# Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Céim Eile has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* 2024.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a college community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our centre/college are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

# Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or oﬄine that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school’s Code of Behaviour.

# Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

|  |  |  |
| --- | --- | --- |
|  | Date consulted | Method of consultation |
| School Staff |  |  |
| Students |  |  |
| Parents |  |  |
| Board of management |  |  |
| Wider school community as appropriate, for example, bus drivers |  |  |
| Date policy was approved: |
| Date policy was last reviewed: |

# Section B: Preventing Bullying Behaviour

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*.

Those who bully others in a non-physical way often do not realise that their actions may have serious legal consequences for them. **The reality, however, is that bullying may constitute a criminal offence.** For example, bullying may constitute a criminal offence under **Section 10** of the **Non-Fatal Offences against the Person Act 1997.**

Section 10 of this act deals with harassment and provides that a person may be guilty of this crime if s/he:

 *‘… without lawful authority or reasonable excuse, by any means including by use of the telephone, harasses another by persistently following, watching, pestering, besetting or communicating with him or her’.*

For the purpose of this section, a person harasses another where-

*‘(a) he or she, by his or her acts intentionally or recklessly, seriously interferes with the other's peace and privacy or causes alarm, distress or harm to the other, and*

*(b) his or her acts are such that a reasonable person would realise that the acts would seriously interfere with the other's peace and privacy or cause alarm, distress or harm to the other’.*

**Section 10 harassment** is an arrestable offence and, if convicted on indictment, carries a **jail** term not exceeding 7 years. On conviction also, a court may make an order that the guilty party may not, for a specified period, communicate by any means, or come within a specified distance of a person’s home or workplace.

**Section 2 of the Prohibition of Incitement to Hatred Act (1989)** makes it a criminal offence for a person:

“*to publish or distribute written material, to use words, behave or display written material ... or to distribute, show or play a recording of visual images or sounds, if the written material, words, behaviour, visual images or sounds, as the case may be, are threatening, abusive or insulting and are intended or, having regard to all the circumstances, are likely to stir up hatred”.*

Those convicted on indictment under this provision may be sentenced to a maximum of two years imprisonment and/or a fine of up to €10,000.

Even where bullying does not amount to a criminal offence, the perpetrator may be held liable for damages in civil court proceedings. For example**, statements made on social media sites are covered by the provisions of the Defamation Act 2009**, which at Section 2 defines a defamatory statement as ‘one which tends to injure a person’s reputation in the eyes of reasonable members of society’.

Many, young and not so young, seem to feel that by posting anonymously on social networking sites, they can guarantee that their identity is protected. This, however, is not the case. Indeed, in many cases the content of messages makes it easy to identify the perpetrator. In any case, where the Gardaí have grounds for believing that criminal activity may be occurring, applications can be made to the courts requiring the internet service provider or others in possession of relevant information to divulge a perpetrator’s identity.

Where it is felt that bullying may amount to a criminal act, the Centre will seek legal advice and the matter will be reported to the Gardaí.

## What procedures has Céim Eile put in place to address incidents of bullying?

1. An ‘Anti- Bullying Team’, made up of staff members, exists to cultivate an environment free from bullying and to deal with bullying incidents, should they occur.
2. The immediate priority, should a bullying incident occur, is ending the bullying and protecting the person (s) being targeted while avoiding any consequent negative repercussions.
3. All learners are expected to contribute to the creation and maintenance of a safe environment within the school. On becoming aware of any instance of bullying, in or outside the school, involving members of the school community they should notify a responsible adult, preferably a member of the ‘Anti- Bullying Team’. Bullying is too serious not to report.
4. Learners’ 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.
5. Students, parents, 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 teachers, resource team and the coordinator. 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 [Anti-Bullying Procedures for Primary and Post-Primary Centres.](http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf)

\*These procedures also apply to incidents of intimidation

## Who deals with bullying?

**The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):**

* + Coordinator – David Young
	+ Assistant Coordinator – Corina Mullally
	+ Teachers and Resource Persons

## Strategies to combat bullying

**Education and prevention strategies to combat bullying – Section 6.5 of** [DES Procedures](file://vdi1/p.omahony/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/5ZFVBRSK/Anti-Bullying%20Procedures%20for%20Primary%20and%20Post-Primary%20Schools)

* The centre makes it clear to all members of the centre 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 centre community have a duty to bring to the attention of the centre manager any incident of cyberbullying or harassment that they know about or suspect.
* While, when investigating and dealing with bullying the primary focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame), the centre nevertheless reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the Centre’s Student Code of Behaviour, against those who bully others.
* The prevention and awareness of bullying is integral to this policy and students will, through both their curricular and extra-curricular programmes, be provided with opportunities to develop a positive sense of self-worth.
* The focus of the centre’s prevention strategy will be to build empathy, respect and resilience in students.
* Students will be provided with opportunities to understand the causes and effects of bullying, the issue of identity-based bullying and in particular homophobic and trans-phobic bullying. This will include the display of LGBT posters (as appropriate) and discussions with parents about statements of welcome and respect for LGBT members of the centre community, teaching the Social, Personal, Health Education (SPHE) resource, growing Up LGBT and (as appropriate) participating in LGBT awareness events.

The centre recognises that the SPHE/Social Education 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. Also, that the Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. The Centre will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited.

 Furthermore, 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.

* Prevention and awareness raising measures will also deal explicitly with cyber- bullying through educating students about appropriate online behaviour, 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.
* The centre will, in all its communications with students and their parents, commencing with the induction of the student into the Centre, make every effort to highlight the importance of students reporting incidents of 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 a student who draws concerns about bullying to the attention of a member of staff will not have his/her identity divulged in any way that might result in those against whom allegations are being made identifying the source of the report.

 More than anything else, the combating of bullying will depend on the extent to which students note and report bullying. In this context, the well-being 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 centre management. All teaching staff will reinforce this point to students on an ongoing basis.

* The centre will adopt a centre-wide approach (involving management, staff, parents, students and members of the wider community with a connection to the Centre) to prevent and combat bullying. In this context, the centre is committed to engaging with parents. In this regard, it is important that parents/students and staff realise that **anyone can be a bully and anyone can be a target of bullying**. 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.**
* In accordance with 6.8.9 of the [DES Procedures](http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf) ‘parents and students are expected to co-operate with any investigation and assist the centre in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible’.
* Where necessary the centre will seek the assistance of and work the HSE and the Gardaí, as appropriate, to combat bullying – identify the perpetrators and support the victims.
* In combating bullying, the centre will take particular account of the needs of pupils with disabilities or with SEN. This will involve improving inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a centre culture that respects everyone and values helping one another.
* The centre will create staff development sessions (for teaching and non-teaching staff – as appropriate) raising the awareness of bullying among staff, building an understanding of what bullying is and providing guidance on how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved. CPD will also provide opportunities for exploring the potential that exists 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.

A clear focus of all staff development around combating bullying will be the enablement of all staff to implement this policy and the [Anti-Bullying Procedures for Primary and Post-Primary Centres](file:///C%3A/p.omahony/AppData/Local/Microsoft/Windows/AppData/Local/Downloads/Anti-Bullying%20Procedures%20for%20Primary%20and%20Post-Primary%20Schools) consistently and effectively.

* The centre’s Social Education programmes will specifically address the issue of bullying with each LCA group.

**This policy applies to all school/centre employees, learners, visitors and any persons on school/centre premises**.

# Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When bullying behaviour occurs, the school will:

* ensure that the student experiencing bullying behaviour is heard and reassured
* seek to ensure the privacy of those involved
* conduct all conversations with sensitivity
* consider the age and ability of those involved
* listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
* take action in a timely manner
* inform parents of those involved

## Procedures for investigating, following up and recording

**Procedures for investigating, following up and recording of bullying behaviour, and intervention strategies used by the Centre for dealing with cases of bullying behaviour - see Section 6.8 of** [DES Procedures](file://vdi1/p.omahony/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/5ZFVBRSK/Anti-Bullying%20Procedures%20for%20Primary%20and%20Post-Primary%20Schools)

* Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, s/he may investigate and deal with the matter in accordance with the procedures set out in Section 6.8 of the [Anti-Bullying Procedures for Primary and Post-Primary Centres.](http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf) Alternatively, the teacher may refer the matter to the Coordinator.
* In investigating bullying behaviour or addressing bullying behaviour in any way, teachers are welcome to seek the assistance and support of the coordinator, the resource team or the counsellor at any time.
* Where a teacher is concerned that a particular bullying episode is **causing serious upset to a student,** staff member or other person, s/he should bring it to the attention of either the coordinator or resource team at the earliest possible opportunity.
* The centre reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the centre community and it impinges on the work or well-being of a student in the centre, even where the bullying acts are committed outside of the centre.
* The centre reserves the right, in accordance with Section 6.3.5 of the [DES Procedures](file://vdi1/p.omahony/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/5ZFVBRSK/Anti-Bullying%20Procedures%20for%20Primary%20and%20Post-Primary%20Schools) to seek the assistance of agencies such as the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where the Centre deems bullying behaviour to be potentially abusive (see sections 6.8.12, 6.8.13 and 6.8.14 of the [DES Procedures](file://vdi1/p.omahony/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/5ZFVBRSK/Anti-Bullying%20Procedures%20for%20Primary%20and%20Post-Primary%20Schools)) 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 DES [Child Protection Procedures for Primary and Post Primary Centres](http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp_procedures_primary_post_primary_2011.pdf).
* Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6.8 9 of the [Anti-Bullying Procedures for Primary and Post-Primary Centres.](http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf) These are summarised as follows.
	+ 1. 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.
		2. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
		3. All reports of bullying, including anonymous reports, will be investigated and dealt with either by the teacher who first becomes aware of the allegations/concerns or the resource team or the Coordinator. In this regard, it is incumbent that each teacher who becomes aware of bullying behaviour either to deal with such behaviour themselves or to bring such behaviour to the attention of the resource team or the Centre coordinator at the earliest possible opportunity.
		4. 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 staff member.
		5. All non-teaching staff will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to either a teacher/resource worker or the coordinator.
		6. Incidents of bullying will be investigated in a calm, problem-solving manner.
		7. Incidents of bullying will generally be investigated outside of the classroom situation to ensure the privacy of all involved.
		8. 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.
		9. Those investigating bullying behaviour will calmly seek answers to questions of what, where, when, who and why.
		10. Where the teacher/resource person/coordinator investigating a bullying issue determines that bullying behaviour has occurred, the parents 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 centre policy). The centre will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the centre.
		11. Where the relevant teacher/resource person/coordinator determines that a student has been engaging in bullying behaviour, it will be made clear to them that they are in breach of the centre’s anti-bullying policy and **every reasonable effort** will be made to try to get them to see the situation from the perspective of the student/s being bullied.
		12. Where the centre 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 centre.

m. In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account.

* Whether the bullying behaviour has ceased.
* Whether any issues between the parties have been resolved as far as is practicable.
* Whether the relationships between the parties have been restored as far as is practicable

Any feedback received from the parties involved, their parents or the centre coordinator where a parent/guardian or a student is not satisfied that the Centre has dealt with a bullying case in accordance with the [Anti-Bullying Procedures for Primary and Post-Primary Centres](http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf), s/he will be advised of his/her right to make an appeal to the AEO of Tipperary ETB. Such appeals shall be submitted, in writing setting out the grounds for the appeal, to the AEO (Noel Colleran) within 15 centre days of the parent/guardian informing the Centre coordinator that s/he is of the opinion that the Centre has not dealt with the bullying case in accordance with the [Anti-Bullying Procedures for Primary and Post-Primary Centres](http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf).

***Where a parent/guardian, having exercised his/her appeal to the AEO and is still not satisfied s/he will be advised of his/her right to make a complaint to the Ombudsman for Children.***

## Support programme

**Programme of support for working with students affected by bullying - see Sections 6.8 15, 6.8.16 and 6.8.17 of** [DES Procedures](file://vdi1/p.omahony/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/5ZFVBRSK/Anti-Bullying%20Procedures%20for%20Primary%20and%20Post-Primary%20Schools)

* The centre will put in place a programme of supports for students who have been bullied. This programme will involve the following elements.
* Students who have been bullied will be:
* offered appropriate counselling; and
* provided with opportunities to participate in activities designed to raise their self-esteem, to develop their social skills and to build their resilience.
* Students who have been involved in bullying behaviour will be:
* provided with counselling to help them to learn other ways of meeting their needs without violating the rights of others; and
* provided with appropriate opportunities to build their self-esteem and feelings of self-worth.
* Students who observe incidents of bullying behaviour will be encouraged 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.

## Supervision and Monitoring of Anti-Bullying in Centre

**Supervision and Monitoring of Anti-Bullying in Centre**

* The centre 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.
* Data gathered through the reporting templates ([Appendix 1](#ANNEXURE_1)) will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention.

## Prevention of Harassment

**Prevention of Harassment**

The Management confirms that the centre 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.

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

# Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school’s website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

**Signed:** **Date:­**

 *(Chairperson of board of management)*

**Signed:** **Date:**

*(Principal)*

# Appendices

Appendix 1 **- 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**

**3. Source** of bullying concern/report

(tick relevant box(es))\*

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

|  |  |
| --- | --- |
| Pupil concerned |  |
| Other Pupil |  |
| Parent |  |
| Teacher |  |
| Other |  |

|  |  |
| --- | --- |
| Playground |  |
| Classroom |  |
| Corridor |  |
| Toilets |  |
| Centre Bus |  |
| Other |  |

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

**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**

|  |
| --- |
|  |

**9. Details of actions taken**

|  |
| --- |
|  |

Signed (Relevant Teacher) Date

Date submitted to Coordinator

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

Appendix 2 **Checklist for Annual Review of the Anti-bullying Policy & its Implementation**

The Board of Management (the Board) must undertake an annual review of the centre’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 centre’s anti-bullying policy will be required.

Yes /No

|  |  |
| --- | --- |
| Has the Board formally adopted an anti-bullying policy that fully complies with therequirements of the *Anti-Bullying Procedures for Primary and Post-Primary Centres*? |  |
| Has the Board published the policy on the centre website and provided a copy to theparents’ association? |  |
| Has the Board ensured that the policy has been made available to centre staff (includingnew staff)? |  |
| Is the Board satisfied that centre staff are sufficiently familiar with the policy andprocedures 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 centre applies? |  |
| Have all of the prevention and education strategies been implemented? |  |
| Has the effectiveness of the prevention and education strategies that have beenimplemented been examined? |  |
| Is the Board satisfied that all teachers are recording and dealing with incidents inaccordance with the policy? |  |
| Has the Board received and minuted the periodic summary reports of the Principal? |  |
| Has the Board discussed how well the centre is handling all reports of bullying includingthose 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 centre’s handling ofbullying incidents? |  |
| Have any parents withdrawn their child from the centre citing dissatisfaction with thecentre’s handling of a bullying situation? |  |
| Have any Ombudsman for Children investigations into the centre’s handling of a bullyingcase been initiated or completed? |  |
| Has the data available from cases reported to the Principal (by the bullying recordingtemplate) been analysed to identify any issues, trends or patterns in bullying behaviour? |  |
| Has the Board identified any aspects of the centre’s policy and/or its implementation thatrequire further improvement? |  |
| Has the Board put in place an action plan to address any areas for improvement? |  |

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Chairperson of Board of Management) (Co-ordinator)**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**