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 Glenbeg N.S. 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 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:**

   - Glenbeg N.S. promotes 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
     - ➤ 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
     - ➤ explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
   - Effective supervision and monitoring of pupils
   - Supports for staff
   - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
   - On-going evaluation of the effectiveness of the Anti-Bullying Policy.

3. **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
   - 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.

   (Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.)

- cyber-bullying - 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. Such incidents will be dealt with, as appropriate within the school's Cyber-Bullying Policy **(Appendix A)**

Please see a list of examples of bullying and behaviours often considered as bullying but are not **(Appendices B & C)**

4. The relevant teachers for investigating and dealing with bullying:

- Principal
- Deputy Principal
- All Classroom Teachers

5. Education and Prevention Strategies which will be used in Glenbeg N.S. are as follows:

Education:

- Creation of a school ethos that encourages pupils to discuss and disclose incidents of bullying behaviour with their parents, members of staff and the Principal.
- At the centre of our whole school response to bullying is the creation of a positive school climate which encourages respect, trust, caring, consideration and support for self and others.
- As pupils model their behaviour on the behaviour of adults, all teachers will be careful to act as good role models and not misuse their authority.
- Compliance with the Code of Behaviour to prevent individual incidents of negative behaviour from escalating to bullying.
- As self-esteem is the single most influential factor in determining behaviour and indeed a greater predictor of success than intelligence, teachers will provide pupils with opportunities to develop a positive sense of worth. Specific activities to promote self esteem will be taught in SPHE and Religion under the following programmes: Walk Tall, RSE, Stay Safe, Be Safe, Grow in Love etc.
- 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.
- Pupils will be rewarded across the curriculum, for effort and improvement and teachers will have positive expectations of their performance. An integral part of this approach is the development of co-operative learning. Mutual respect between teachers and pupils and also between pupils themselves is promoted.
- Pupils are encouraged to report incidents of suspected bullying. Discrete lessons will be taught to develop in pupils the realisation that they have a responsibility for the safety and welfare of fellow pupils and to reinforce that reporting suspected bullying is not telling tales.
- Cyber-bullying: See **Appendix A**
- Identity based bullying: The school promotes diversity, inclusion, respect and tolerance of all people regardless of race, religion, sexual orientation, physical appearance etc. Any prejudiced beliefs expressed will not be accepted and will be challenged. Discrete lessons which promote cultural diversity and differences will be part of our SPHE Programme. The school will embrace opportunities to engage with many diverse cultures and backgrounds, particularly from families within the school environment.
- When possible outside agencies will be engaged to deliver talks/programmes to pupils, teachers and/or parents eg Community Liaison Guard.

2

Prevention:

- We recognise the need to prevent and not just control bullying. Following an incident of bullying the issues relating to the prevention of bullying will be examined. Aspects may need to be altered which may make bullying less likely in the future.
- The Stay Safe programme is to be implemented in each classroom in Term 2 of the first year of the 2 year rotation starting from January 2018 and regularly referred to.
- We recognise that teachers can influence attitudes to bullying behaviour in a positive manner through a range of curricular subjects: History, Geography, English, Art, Drama, P.E..
- Compliance with the Supervision Policy to ensure the pupils are supervised at all times during school hours.
- We promote and encourage relevant home, school and community links in an effort to counter bullying behaviour.
- Pupils with SEN will be included in all school activities (where possible) focusing on developing their social skills, paying attention to key moments such as integration of children from Sproai into our mainstream classes; transitioning from primary to secondary school.

See **Appendix D** for Practical Tips on building positive school culture and climate

Links to other policies

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

- Acceptable Use policy
- Attendance Policy
- Child Safeguarding Statement
- Code of Behaviour
- Critical Incidents Policy
- Dignity at Work Policy
- Managing Chronic Health Conditions
- Parental Communications and Complaints Procedures
- RSE Policy
- Safety Statement
- School Tours Policy
- Special Education Policy
- SPHE Policy
- Supervision Policy

6. **The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:**

The primary aim of the teacher investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable the relationship of the parties involved rather than to apportion blame.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports including anonymous reports will be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in "telling". This confidence factor is of vital importance.
- Non-teaching staff such as the secretary, SNAs, GAA coach, etc will report any incidents of bullying behaviour, witnessed by them, or mentioned to them, to the relevant teacher.

3

Investigation of Bullying Behaviour:

- Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents/guardians. Such incidents are best investigated outside the classroom situation to ensure privacy of all involved.

- Parents/guardians 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.

- In all incidents of suspected bullying, the teacher should speak separately to the pupils involved, in an attempt to get both sides of the story. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who were not directly involved may provide useful information.

- 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 conflict in a non-aggressive manner.

- If a group is involved, each member should be interviewed individually at first and then meet as a group. At the group meeting, each member may 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 an interview by the teacher.

- It may also be appropriate or helpful to ask those involved to write down their account of the incident.

- Where the relevant teacher has determined that a pupil has engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Code of Behaviour, Anti Bullying and Anti Cyber-Bullying Policy. Efforts should be made to try to get him/her to see the situation from the perspective of the victim.

- Teachers who are investigating cases of suspected bullying behaviour will keep a written record of their discussions with those involved in the **'Class Behaviour Book'***

- If it is established that bullying has taken place the teacher/Principal will meet with the parents/guardians of all parties involved on an individual basis. The actions being taken and the reasons for them will be explained, referring them to the school's Anti-Bullying Policy, Anti Cyber-Bullying Policy and Code of Behaviour. Ways in which they can reinforce or support the actions taken by the school will be discussed.

- It must also be made clear to all involved (each set of pupils and parents/guardians that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents/guardians and the school)

- All school staff will be informed of an incident between the pupils involved and the need to be extra vigilant when supervising.

- 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. This can have a therapeutic effect. The use of Restorative Practice will be encouraged and promoted focusing on the what rather than the why.

***Class Behaviour Book

- Each class will be assigned a hardback notebook which will be passed from year to year as the class progress through the school. Any incidents of misbehaviour, reported bullying will be recorded in the book and can be used as a reference over the years.

Follow up and Recording of Bullying Behaviour:

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

- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's Parent Communication and Complaints Policy.

- 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.

- 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.

- For out-of-school instances of serious bullying behaviour, parents will be encouraged to avail of the services of the Garda Juvenile Liaison Officer, TUSLA etc.

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 in the relevant Class Behaviour Book. This must be signed by that teacher and all incidents must be reported to the relevant teacher

- 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 in the relevant **Class Behaviour Book**

- The relevant teacher must inform the principal of all incidents being investigated.

- 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.

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 (Class Behaviour Book) which will assist their efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

Formal Stage 2 (From DES Procedures)

- The relevant teacher must use the recording template (**Appendix E**) to record the bullying behaviour in the following circumstances:

a) in cases where she 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 stored in the relevant children(s) file in the office.

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

  - SPHE Lessons
  - Stay Safe Programme
  - Walk Tall
  - Friends For Life Programme
  - Roots of Empathy Programme
  - NEPS programmes on www.neps.ie
  - Group work such as circle time

- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour. **NEPS will also 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

8. Supervision and Monitoring of Pupils:

The Board of Management confirms that the 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 of Glenbeg N.S. 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.

10. This policy was reviewed and ratified by the Board of Management on 27th March 2023

11. This policy has been made available to school personnel, is readily accessible to parents and pupils on the school website and a hardcopy is available from the school on request. A copy of this policy will be included in the Information pack for pupils enrolling in Glenbeg N.S. 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 annually using the Standardised Checklist from the Anti-Bullying Procedures for Primary and Post-Primary Schools September 2013 (Appendix F) A written record of the review and its outcome will be made available to school personnel, published on the school website and provided to the Parents' Association (Appendix G)

Signed: _____

(Chairperson of Board of Management)

Date: 22/3/23

Signed: _____

(Principal)

Date: 27/3/'23

Date of review: **27th March 2023**

Anti Cyber-Bullying Policy

Glenbeg NS aims to ensure that students are safe and feel safe from bullying, harassment and discrimination. Students are not allowed to bring mobile phones to school under any circumstances. The students do not have access to any social networking sites etc. while at school.

However, it should be noted that primary school children should not have access to these sites at home either. Therefore, it is the parents' responsibility to monitor their child's access to the internet outside school hours.

Understanding Cyber-Bullying:

- Cyber-bullying is the use of ICT to abuse another person
- While bullying involves a repetition of unwelcome behaviour the Anti-Bullying Procedures for Primary and Post Primary Schools, September 2013, states: 2.1.3. *In addition, in the context of these procedures 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.*

AIMS OF ANTI CYBER-BULLYING POLICY:

- To ensure that students, staff & parents understand what cyber bullying is & how it can be combated
- To ensure that reported incidents of cyber-bullying are dealt with effectively and quickly.

Procedures for dealing with Cyber-Bullying:

- If the Principal/Deputy Principal/a teacher/SNA etc. is informed by a student or a parent/guardian that the student, their child or that another child in the school is being subjected to cyber-bullying the reported allegation will be documented using the specified template provided by the Department of Education & Skills. These records must be maintained in accordance with relevant data protection legislation.
- The victim's parents/guardians will be notified about the allegation of cyber-bullying
- The parents of the alleged bully/bullies will also be notified that an allegation of cyber-bullying has been made.
- The school staff /relevant class teachers will monitor the situation making sure that the victim feels secure within the classroom and on yard.
- If the victim has any evidence in the form of a text message, on-line message etc. he/she will be advised to save it and show it immediately to his/her parents/guardians.
- Parents will be strongly advised to remove their child from any further access to the offending sites, change mobile number etc.
- The relevant class teachers will speak to their class groups about cyber-bullying.

PROCEDURES TO PREVENT CYBER-BULLYING:

- Staff, pupils, parents and Board of Management (BOM) will be made aware of issues surrounding cyber-bullying through the use of appropriate awareness-raising exercises.
- Pupils will learn about cyber-bullying through Social, Personal and Health Education (SPHE), assemblies, Anti-Bullying activities and other curriculum projects.
- The school will engage a speaker to facilitate a workshop on cyber-bullying for 3rd to 6th classes every second year in January. All classes will participate in the Stay Safe programme on cyber bullying and 'Bullying in a Cyber World' programmes.
- Staff CPD (Continuous Professional Development) will assist in learning about current technologies.
- The school will engage a speaker to facilitate a workshop on cyber-bullying for all parents if there is willing engagement/interest. Information and advice will be provided on how to combat cyber bullying.
- Pupils and parents will sign a Glenbeg NS Acceptable Use of ICT (Information and Communication Technology) contract.
- Parents will be expected to sign an Acceptable Use of ICT contract prior to enrolment and to discuss its meaning with their children.

7

- Pupils and parents will be urged to report all incidents of cyber-bullying to the school.
- All reports of cyber-bullying will be investigated, recorded, stored in the Principal's office and monitored regularly.
- Procedures in our school's Anti Bullying Policy shall apply.
- The Gardaí will be contacted in cases of actual or suspected illegal content.
- This policy will be reviewed annually.
- Pupils, parents and staff will be involved in reviewing and revising this policy and any related school procedure

Cyber-bullying: Specific investigation and follow-up guidelines for teachers, parents/guardians dealing with Cyber-bullying:

- Evidence: Help the pupil to keep relevant evidence for investigations. This can be done by taking screen shots or printing web pages. Phone messages should not be deleted.
- Inform: Give the pupil advice for making sure it does not happen again. This can include changing passwords, contact details, blocking profiles on social networking sites or reporting abuse online
- No Retaliation: Advise the pupil not to retaliate or reply to the messages
- Privacy: Encourage the pupil to keep personal information private on the internet
- Report: Abuse on social networking sites or through text messaging needs to be reported to the websites and mobile phone service providers.
- Refer to the school's Anti Cyber-Bullying Policy

8

Appendix B

What does the term BULLYING mean?

When it comes to bullying, no one would disagree that bullying behaviour is unkind. However, we need to remember that not every unkind behaviour is bullying?

In order to protect children **parents and teachers** need to help children to understand what bullying **is** and, just as important, what it **is not**.

When someone says or does something hurtful to you without thinking and they do it once – that's **RUDE**

When someone says or does something hurtful to you on purpose and they do it once – that's **MEAN**

When someone says or does something hurtful to you on purpose and they keep doing it, even when you tell them to stop or show them you are upset – that's **BULLYING**

Advice for Pupils:

If you are being bullied –

- Remember, bullying is **never** your fault.

- It can be **stopped**.

- **Don't ignore** bullying.

- **Tell** someone you trust, such as a parent, a sibling, or a teacher

9

Appendix C:

TYPES OF BULLYING BEHAVIOUR

Physical Aggression:

Repeated - pushing, shoving, punching, kicking, poking and tripping students over time.

Isolation/exclusion and other relational bullying:

Repeated - and deliberate isolation of a student by some or the entire class group. This practice can be difficult to detect. It may be accompanied by writing and passing around notes about or drawings of the student or by whispering insults about them loud enough to be heard. Relational bullying occurs when a student's attempts to socialise and form relationships with their peers are repeatedly rejected or undermined. One of the most common forms includes control: 'Do this or I won't be your friend anymore'(implied or stated), a group ganging up against one person (girl or boy), non-verbal gesturing, malicious gossip, spreading rumours about a person or giving them the 'silent treatment'.

Name-calling:

Repeated – and persistent name-calling directed at the same student(s) that hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g. size or clothes worn. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers are also targeted

Intimidation:

Repeated - use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike

I.   **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, school books and other learning materials. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden

II. **Extortion:** Demands for money may be made, often accompanied by threats

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, email, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies.

Types of Behaviours that are <u>NOT</u> Bullying but often mistakenly considered Bullying

I don't like you" –

Let's be honest, this is very common remark for children to say to one another at home and at school. Children cannot be expected to like everyone around them and, as unpleasant as it may be to know someone does not like you, oral and unspoken messages of "I don't like you" are not acts of bullying. Children, especially primary school children, often are very open and honest with their thoughts and feelings. And although it may be uncomfortable for another child to hear what another child thinks, it is not always bullying to share thoughts and feelings. For example, young children often speak the truth without even thinking about the consequences. They might make a one-time comment about someone's hair being messy or ask why a child's teeth stick out. These unkind remarks and incidents usually come from a place of innocence and should not be labelled immediately as bullying. Instead, the children who make these types of remarks need adults (parents and teachers) to tell them what is appropriate and what isn't. It's also important for children on the receiving end of an unkind remark to learn how to communicate their feelings with the offending child. For instance, it is healthy to say "I felt hurt when you laughed at my new braces" or "I don't like it when you call me names."

"You can't play" –

It is also very common for children to say this to one another at home or at school. Remember, it is natural for kids to be close friends with certain children and want to spend time with them. Although children should be friendly and kind toward everyone, it's unrealistic to expect them to be close friends with every child they know. It is also normal that a child won't be invited to every function or event. There will be times when they are left off the list for birthday parties, outings and play dates. This is not the same thing as ostracising behaviour. When your children are the ones feeling left out, remind them that sometimes they too have to choose not to include everyone at their own birthday party. Being left out is not bullying. Only when someone is deliberately excluded on an on-going basis, does being left out become bullying.

Arguments –

Arguments are heated disagreements between children. It is natural that children have different interests and disagree on many things. In fact, conflict is a very normal part of growing up. The key is that children learn how to solve their problems peacefully and respectfully. A fight or a disagreement does not represent bullying – even when unkind things are said. A spat or disagreement here and there is not bullying. Think about it; most of us have disagreements with others, so it is very understandable for children to have disagreements with each other. The argument itself is not a form of bullying.

Bumping into or hurting someone –

It is very important for teachers and parents to explain that some accidents happen without any bad intention and it is important not to create a big conflict if it was not done intentionally and is not then an act of bullying.

Telling jokes about someone /teasing –

Most children have been teased by a friend or a sibling in a playful, friendly or mutual way. They both laugh and no one's feelings get hurt. However, making fun of another child is not always fun for the child being made fun off. It is important for parents and teachers to teach kids that things they say as jokes should also be amusing for the other child. If not, they should stop. Unless it happens over and over again and is done deliberately to hurt someone, telling jokes about other children is not bullying. Teasing is not bullying as long as both children find it funny. But when teasing becomes cruel, unkind and repetitive, it crosses the line into bullying.

Making other kids play things a certain way –

Again, this is very natural behaviour especially with younger children. Wanting things to be done their way is normal and is not an act of bullying. All children, at one point or another, will want to play a game according to their "rules." To their friends, they may appear "bossy." Although playing with someone like this can be unpleasant, it is important to remember that children are still learning how to play fair. They need adults (parents and teachers) to help them learn how to take turns and how to cooperate with others. To make sure children do not fall into considering it as an aggressive or bossy behaviour, parents and teachers need to teach children assertiveness. For example, your child could say: "Let's play your way, the first time. Then, let's try my way." Remember, wanting games to be played a certain way is not bullying. Only when a child begins to consistently threaten other kids or physically hurt them when things don't go his/her way does it start to become bullying.

11

Appendix D

Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good – notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are ignored.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
- Hot spots tend to be in the playground/school yard/outdoor areas, 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.

12

Appendix E

Glenbeg N.S.
Recording of 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))*		4. Location of incidents (tick relevant box(es))*	
Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School 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 the Principal/Deputy Principal _____

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 *Anti-Bullying Procedures for Primary and Post-Primary Schools?*	✓
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?	✓
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
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?	N/A
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed _____

Chairperson, Board of Management

Date _2713/23_

Signed _____

Principal

Date _27/3/'23_

Notification regarding the Board of Management's annual review of the Anti-Bullying Policy

To whom it may concern,

The Board of Management of **Glenbeg NS** wishes to inform you that:

- The Board of Management's annual review of the school's Anti-Bullying Cyber Bullying Policy and its implementation was completed at the Board meeting of **27th March 2023.**

- 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 ___29/3/23___

Chairperson, Board of Management

Signed _____   Date ___27/3/'23___

Principal