



Bunscoil na Toirbhirte

School Rules/Code of Discipline
and
Anti-Bullying Policy

Code of Behaviour

The students of Bunscoil na Toirbhirte are aware that our school is a Catholic school which stands for Christian values.

Good behaviour is based on good relations between parents/guardians, child and school.

We hope to foster this ideal in co-operation with our parents/guardians. We have adopted a positive Code of Behaviour with emphasis on encouragement and reward so that good behaviour can prevail in our school.

The Board of Management of the school has ultimate responsibility for behaviour in the school. Within the school, the overall day to day responsibility for behaviour rests with the Principal. Each teacher has the responsibility for the maintenance of good behaviour and good order within his/her classroom while sharing a common responsibility for good behaviour within the school premises.

Parents/guardians can support the school by encouraging their children to understand the need for school rules, and by communicating any relevant concerns to the school.

Aims of the Code of Behaviour

- To create a positive learning environment that encourages and reinforces good behaviour
- To enable teachers to teach without disruption
- To promote self-esteem and positive relationships
- To encourage consistency of response to both positive and negative behaviour
- To foster a sense of responsibility and self-discipline in pupils
- to support good behaviour patterns based on consideration and respect for the rights of others
- To facilitate the education and development of every child
- To foster caring attitudes to one another and to the environment
- To encourage the involvement of both home and school in the implementation of this policy

Code of Conduct for Pupils (School Rules)

- We are kind and willing to help others
- We show courtesy and good manners
- We show respect for ourselves and others
- We show respect for our own property and the property of others
- We show respect for other pupils and their learning
- We do our best in class
- We do not bully others and we report bullying behaviour
- We take responsibility for our own work
- We follow instructions from staff
- We do our homework well
- We ask permission to leave the classroom
- We walk quietly in the school building and remain seated before class and during break
- We wear our P.E uniform on P.E days (and runners are part of this uniform) and we wear full uniform on all other days (NOTE: Infants wear the school tracksuit every day)
- We follow our Healthy Eating Policy c/f Healthy Eating Policy
- We remain inside the white lines in the yard at break time
- We do not bring mobile phones to school

The school reserves the right to arrange a meeting with the parents/guardians of a child at any time if the child's behaviour is deemed unacceptable.

Responsibility of School Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Promote positive behaviour, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

All teachers adhere to the Code of Conduct as set down by the Teaching Council.

Code of Conduct for Parents/Guardians

Parents are expected to:

- Ensure their children attend school and are punctual
- Be courteous towards pupils and staff
- Equip pupils with appropriate school materials and check their schoolbags regularly
- Give their child(ren) a sufficient healthy lunch that adheres to the Healthy Eating Policy
- Ensure their child(ren) wears the correct school uniform
- When necessary make an appointment to meet with a teacher/the Principal through the office or by writing a note in the journal if appropriate
- Respect school property and encourage their children to do the same
- Label pupils coats and other personal property clearly
- Supervise their children prior to the school opening at 8.45 a.m. and immediately after school ends (usual times 1.40p.m. for infants and 2.40p.m. for classes 1st-6th)

As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another person's child on the school premises.

Communicating with Parents/Guardians

Communicating with parents is central to maintaining a positive approach to dealing with children. A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Parents are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour. The Aladdin Messaging system is the main method of communication with Parents.

The following methods of communication are also used within the school:

- Formal parent/teacher meeting (usually in late October) and IEP's (October and a review in February)
- Informal meetings when deemed necessary (please note that parents must make an appointment through the office/homework journal to meet with the Teachers/Principal)
- Children's homework journal (infants do not have a homework journal, please check bags for notes)
- School newsletters
- School Reports
- School website
- Checking children's copies/workbooks/tests
- Letters/notes from school to home and from home to school
- Text messages from the school

Homework

It is the policy of the school to assign homework on a regular basis. Parents/guardians are strongly advised to take an active interest in their child's homework and sign their homework journal each night after ensuring that it is completed.

In the case of infants who do not have a homework journal, the homework itself is to be signed each night.

Timetable

- Our school opens to receive pupils at 8:45 a.m. No responsibility is accepted for pupils arriving before that time.
- School starts at 9 a.m.
- School ends at 1.40 p.m. for Infant classes. All Infant pupils must be collected at that time and at the appropriate door.
- School ends at 2:40 p.m. for pupils from First to Sixth class.
- All pupils should be clear of school grounds by 2:50 p.m. No responsibility is accepted for pupils on the premises after that time.
- Parents are issued with a copy of the school calendar prior to the beginning of the school year.

Notes

• A note, preferably on the absences section on Aladdin, from a parent/guardian is required when: A child is absent from school, stating the date(s) and reason for absence. This information is required by the National Education Welfare Board (N.E.W.B.). A note should be sent in advance, in the event of a planned absence

- A child hasn't done his/her homework.
- A child is unable to take part in P.E. class.
- A parent/guardian/nominated adult must sign the 'Signing In/Out Book' at reception if we need to leave school early.

Uniform

- Children must wear the correct uniform to school each day. Certain days (P.E. days usually) are notified early in the year. Pupils may only wear their school tracksuits on these days (excepting infants where it is the normal uniform).
- The school uniform is a tracksuit for infants with the school crest on the front of the zippytop (right hand side).
- The school uniform for children 1st-6th class is the navy school jumper (with the school crest on the right hand side); navy trousers/skirt; white blouse and navy tie. Children may wear white /navy socks/tights with the skirt.
- Children wear runners for P.E. and suitable shoes/runners at all other times.
- Pupils may not wear any jewellery except a watch and stud/sleeper earrings.
- Children are not allowed wear make-up to school.

Sanctions

The nature of the behaviour will determine the strategy. These may include

- Reasoning with the pupil at his/her level
- Reprimand (including advice on how to improve)
- Pupil's account of his/her misdemeanour and how to improve his/her behaviour
- Temporary separation from peers
- Loss of privileges, e.g. participation in extra-curricular activities
- Referral to another teacher
- Use of Behaviour Sheets: Child's name, date and nature of misbehaviour recorded.
- Referral to Principal/Deputy Principal/Assistant Principal
- If a child continually misbehaves parents/guardians will be notified (e.g. note in homework diary; phone-call; letter).
- Suspension/expulsion

The degree of misdemeanours i.e. minor or serious, will be judged by the teachers and/or Principal based on a common sense approach with regard to the gravity/frequency of such misdemeanours.

Children with Special Needs

All children are required to comply with the code of behaviour. However, the school recognises that children with special needs may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents and the class teacher, learning support/ resource teacher or principal. The school will work closely with home to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be taken into account. The children in the class or school may be taught strategies to assist a pupil with special needs adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Teachers have a right to privacy outside of school hours. It is the policy of our school that parents never go to a teacher's residence on school business. Any concerns relating to school issues will be dealt with during school hours or by appointment, in special circumstances, outside those hours.

Anti-Bullying Policy

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 Bunscoil na Toirbhirte 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.

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;
- Displays key messages in the classrooms, in assembly areas and around the school. Pupils are involved in the development of these messages.
- Highlighting and explicitly teaching school rules in pupil friendly language in the classrooms and common areas.

(b) Effective leadership

(c) A school-wide approach

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

(e) Implementation of education and prevention strategies (including awareness raising measures) that-

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;

(f) Effective supervision and monitoring of pupils

(g) Supports for 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.

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

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

Examples of bullying behaviours

General behaviours which apply to all types of bullying

- Harassment based on any of the nine grounds in the equality legislation. This includes gender together with transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community
- Physical aggression
- Damage to property
- Name calling
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
- Offensive graffiti
- Extortion
- Intimidation
- Isolation and exclusion
- Spreading rumours
- Slagging

Cyber

- 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
- Outing: Posting or sharing confidential or compromising information or images

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).

Special Educational Needs

- Disability
- Name calling
- Taunting or taking advantage of others because of their disability or learning needs

In most cases, the relevant teacher for investigating and dealing with an incident of bullying is the class teacher, or the teacher who has primary responsibility for the child.

Any teacher may act as a relevant teacher if circumstances warrant it.

Some of the education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

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.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
- Involvement of the students in contributing to a safe school environment
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in ‘telling’.
- We have an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.
- Students are strictly forbidden to use a mobile phone to school.
- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Links to other policies
- School policies which support this Anti-Bullying Policy include the Code of Behaviour, Child Protection policy, Acceptable Use policy, Attendance policy and School-Tour policy.

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:

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. The school’s procedures must be consistent with the following approach.

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

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports of bullying, will be investigated and dealt with by the relevant teacher or the Principal if the class teacher is absent. The Principal will be update about all bullying incidents.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher or Principal if the class teacher is absent

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- 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 will take a calm, unemotional problem-solving approach.
- If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other’s statements;
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Anti-Bullying Policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It will 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;

Follow up and recording

- 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 parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved will be arranged if necessary
- 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.
- While all 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 his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at Appendix 2 to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) Where the school has decided as part of its Anti-Bullying Policy that in certain circumstances bullying

behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. These records will be kept in the child's file. A copy of all reports will be kept in the Principal's office.

Established intervention strategies

In Bunscoil na Toirbhirte, we use the following programmes with the pupils: -

- Social, Personal and Health Education (SPHE)
- Relationship and Sexuality Education (RSE)
- The Stay Safe programme
- The Friends for Life Programme

Other procedures and strategies include: -

- There will be a calm and unemotional problem-solving approach
- Incidents are best investigated outside of the classroom situation
- Teachers should speak separately to the children involved
- Parents should be informed where it has been determined that bullying has occurred
- Use of circle time within the class
- Check with the child/parents of the child bullied later to check that no further difficulties have arisen.

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 will address the pupil's feelings of self-worth
 - Enquiring of the child as to how they are getting on
 - Communication with parents
 - Be extra vigilant of the child following the incident
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same e.g. CAMHS.

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.

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.

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and the Patron if requested.

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 provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the Patron and the Department of Education.

Appendix 1: 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.
- Praise may be given by means of any one of the following:
- A quiet word or gesture to show approval
 - A comment in a pupil's copy or homework journal
 - A visit to another member of Staff or to the Principal for commendation
 - A word of praise in front of a group or class
 - A system of merit marks
 - Delegating some special responsibility or privilege
 - A mention to parent, written or verbal communication
 - 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 absent.
 - 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, changing rooms, corridors and other areas of unstructured supervision. Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
 - Support the establishment and work of student councils.

Appendix 2: 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	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

Appendix 3: Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

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

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting on the 1/02/2024. It will be due for review in February 2025.
- This review was conducted in accordance with the checklist set out in **Appendix 3** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____