POLICY: Anti-Bullying Policy at Red Hill School.

Rationale for 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 Red Hill School 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.

This policy must be read in conjunction with the schools overall code of behaviour and existing anti-bullying measures and procedures.

Policy Statement:
The school has a central role in the children's' social moral development just as it does in their academic development. In school, we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. The individuality of each child needs to be accommodated while at the same time acknowledging the right of every child to education in a disruption free environment.
2. The Board of Management recognises the very serious nature of bullying and the negative impact it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.

(a) *A positive school culture and climate which :*
- Is welcoming of difference and diversity and is based on inclusivity;
- Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- Promotes respectful relationships across the school community.

At Red Hill School we consider the following to be key elements of a Positive School Culture:
- We acknowledge the right of each member of the school community to enjoy school in a secure environment.
- We acknowledge the uniqueness of each individual and their worth as a human being.
- We promote positive habits of self-respect, self-discipline and responsibility amongst its members.
- We actively prohibit vulgar, offensive, sectarian or other aggressive by any of its members.
- We have a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- We have the capacity to change in response to our pupils needs.
- We identify aspects of its curriculum through which positive and sustainable influences can be exerted towards forming pupils attitudes and values.
- We take particular care of "at risk" pupils and uses it systems to identify needs and facilitate early intervention where necessary- thus responding to the needs, fears & anxieties of individual members in a sensitive manner.

- Red Hill School recognises the need to work in partnership with parents and keep parents informed on procedures to improve relationships within the school community.
- We recognise the right of parents to share in the task of equipping pupils with a range of life skills.
- We recognise the role of community agencies in preventing and dealing with bullying.
- We promote habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- We promote qualities of social responsibility, tolerance and understanding among its members both in school and outside of school.
- **Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by ANY MEMBER of the school community.**

(b) Effective leadership:
- The BOM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BOM must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy.
- ISM team (Appendix A) have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying- and modelling best practice.
- The Principal, Elaine Benson Ryan as key leader strongly influences attitudes and sets standards in relation to dealing with bullying.
- Teachers and SNAs must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures.

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

(d) A shared understanding of what bullying is and its impact:
- Red Hill School endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community have a shared understanding of what constitutes bullying behaviour as defined in this policy. (Section 2& 3 of Anti Bullying Procedures for Primary & Post Primary Schools).

(e) Implementation of education and prevention strategies see section 5 of this policy (including awareness raising measures) that-
- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying, including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils.

(f)Effective supervision and monitoring of pupils:
- Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent.
- Awareness of the cognitive, communicative and ASD profile of individual students is key when assessing a situation.
- Supervision in playground areas must be managed and conducted effectively, with particular attention to recommendations from Individual Behaviour Plans

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

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

(i)On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the Anti-Bullying Procedures for Primary & 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 travelling community and bullying of those with Special Educational Needs.

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

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

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

Bullying behaviours which Red Hill School has identified as relevant to our context: (Cognitive

Ability must be considered.)

General behaviours which apply to all types of bullying
- Harassment based on the nine grounds in the equity legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
- Physical aggression
- Damage to property
- Name calling
- Slagging
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person.
- Offensive graffiti
- Intimidation
- Insulting or offensive gestures
- "the look"
- Invasion of personal space
- A combination of any of the above types listed.

Cyber
- **Denigration:** Spreading rumours lies or gossip to hurt a person's reputation.
- **Harassment:** Continually sending vicious, mean or disturbing messages to an individual
- **Impersonation:** Posting offensive or aggressive messages under another person's name
- **Flaming:** Using inflammatory or vulgar words to provoke an on-line fight.
- **Trickery:** Fooling someone into sharing personal information which you then post on-line.
- **Outing:** Posting or sharing confidential or compromising information or images
- **Exclusion:** Purposefully excluding someone from an on-line group
- **Cyber-stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety
- Silent telephone/mobile phone call
- Abusive telephone/mobile phone calls
- Abusive text messages
- Abusive email
- Abusive communication on social networks e.g. Facebook/Ask.fm/Twitter/You Tube or on games consoles.
- Abusive website comments/Blogs/Pictures
- Abusive posts on any form of communication technology.

Identity Based Behaviours:
Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including trans gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic & Transgender
- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation
- Name calling e.g. Gay, queer, lesbian ….used in a derogatory manner
- Physical intimidation or attacks
- Threats.

Race, Nationality, Ethnic Background and Membership of the Traveller Community
- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background
- Exclusion based on any of the above.

Relational:
This involves manipulating relationships as a means of bullying. Behaviours include:
- Malicious gossip
- Isolation & exclusion
- Ignoring
- Excluding from the group
- Taking someone's friends away
- Sarcastic commentary
- Breaking confidence
- Talking loud enough so that the victim can hear
- Use or terminology such as "nerd" in a derogatory way.

Sexual
- Unwelcome or inappropriate sexual comments or touching
- Harassment

Special Educational Needs, Disability
- Name calling
- Taunting others because of their disability or learning needs
- Taking advantage of some student's vulnerabilities and limited capacity to recognise and defend themselves against bullying
- Taking advantage of some student's vulnerabilities and limited capacity to understand social situations and social cues.
- Mimicking a person's disability
- Setting others up for ridicule.

4. The relevant teachers for investigating and dealing with bullying in accordance with the Anti-Bullying Procedures for Primary & Post-Primary Schools- section 6:7.6, 6:7.7 are as follows:
Principal
Deputy Principal
All Class Teachers
Care Team Members
An other.
A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy. In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher". The relevant teacher will normally be the class teacher. The relevant teacher will liaise with the Principal to determine if negative behaviour is to be classed as bullying.

5. The following education and prevention strategies (including strategies specifically aimed at cyber – bullying, homophobic and transphobic will be used by Red Hill School. (Ref: Section 6.5 of the Guidelines)

Education and preventative strategies.

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 stereo-typing, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self –esteem of all of our pupils through both curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on student's lives and the need to respond to it-prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
- Professional development with specific focus on the training of the relevant teachers.
- School-wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and all extra-curricular activities. SNAs, ancillary staff, student placements will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Student mentoring where appropriate will be encouraged.
- Development of an anti-bullying code for the school to be displayed in classrooms and common areas of the school.
- The school's anti-bullying policy is discussed with students and all parents/guardians are given a copy as part of the Code of Behaviour on Enrolment.
- The implementation of a dedicated notice board in the school and in classrooms on the promotion of friendship and bullying prevention. Development of annual anti-bullying week and parent/guardian seminars organised by Parents Association. Regular school assemblies led by relevant teacher/Principal/Deputy Principal.
- Encourage a culture of telling, with particular emphasis on the importance of by standers. In this way, students will gain confidence in "telling". It is vitally important that students receive the message that reporting incidents of bullying is a responsible thing to do and is not considered to be telling tales.
- Ensuring the students know who to tell and how to tell. E.g. direct approach to teacher. Report to their parents and parents will follow up with contacting the class teacher/Principal. Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.

- All children and staff will be reminded of the school's Acceptable Use Policy which outlines the necessary steps to ensure that access to technology both within the school and in remote learning/distance learning scenarios are strictly monitored, as is the pupils' use of mobile phones.
- The use of mobile phones in school by students is strictly prohibited.
- The list of supports currently being used in the school and the identification of other supports available to the school.

Implementation of curricula:

The full implementation of the SPHE, RSE and Stay Safe Programmes differentiated appropriate to the profiles of individual children/class groups.
Continued CPD for staff delivering these programmes.
School wide delivery of lessons on bullying from evidence based programmes.

School-wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack) **Diversity and Interculturalism,** Yellow Flag Programme. The school should list every resource related to the SPHE curriculum, and make a list of supports. Access of these resources should reflect the current stage of development and understanding of our students and should be differentiated accordingly using strategies to enable all students to respond appropriately. Parents will be advised of content prior to delivery.

Delivery of the Garda SPHE Programmes at primary and post- primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying.

The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

Links to other policies

Hereunder is a list of school policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy and Attendance 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 (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

6.8.9.   Procedures for Investigating and Dealing with Bullying

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The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

The school's procedures 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, including anonymous reports of bullying, will be investigated and dealt with

by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach (see section 6.8.9)

- 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 should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned and to individual student profiles. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of **what, where, when, who and why.** This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

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

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)s or the school Principal or Deputy Principal

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- *Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.*
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the **Ombudsman for Children.**

Recording of bullying behaviour

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

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. 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
- **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.

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Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** 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.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. In Red Hill School records of bullying incidents will be kept in a locked press in each classroom and should only be accessed by relevant personnel and submitted to the Principals office at the end of each academic year.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews- where personnel are appropriately trained
- Restorative conferencing- where personnel are appropriately trained
- Implementing questionnaires
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies and reference Ken Rigby;

www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf

Red Hill School is committed to exploring these interventions further:

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method

- The Method of Shared Concern

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

- 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

-Buddy / Peer mentoring system

- Group work such as circle time

- this is not an exhaustive list.

- If pupils require counselling of 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.
- 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 appropriate supervision and monitoring policies and

Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. There are agreed supervision and monitoring practices in the school. See Supervision Policy, Acceptable Use Policy

9. Prevention of Harassment

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

10. This policy was adopted by the Board of Management on April 11th 2016.

11. This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12. Responsibilities of BOM

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 will be readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ Val Real

(Chairperson of Board of Management)

Signed: _Elaine Benson Ryan

(Principal)

Review Date: 01/03/2021

Review   Date: 01/03/2021

Date of next review: 31/1/2023

31/1/2023

E. Benson Rya.
Principal
31/1/2023 .

Next Review Date: _____

OVERVIEW OF ANTI-BULLYING PROCEURES OF RED HILL SCHOOL

A clear and precise account of the incident will be recorded and given to the Principal
(See Appendix-Template for recording Bullying Behaviour.)

Class teachers will monitor the situation and if it persists the Class teacher will advise
the Principal. The Principal will investigate situations which persist.

Principal will inform Parents.

The School's Code of Behaviour Policy and in consultation with all parties concerned will be applied.
These may include:-Reasoning with the pupil
-Use of methods identified for improvement
-Temporary separation from peers or yard during break times if H&S is a concern

Supporting Pupils who have been bullied or engaged in bullying behaviour.

Pupils who have been bullied will be supported by:
• Offering an immediate opportunity to discuss the experience with a member of staff
• Reassuring the pupil
• Offering continuous support
• Restoring self-esteem and confidence

Pupils who have bullied will be helped by:
• Discussing what happened
• Discovering why the pupil became involved
• Establishing the wrong doing and the need to change
• Informing parents or guardians to help change the attitude and behaviour of the child

Positive Steps to Reduce the incidence of Bullying Behaviour in Red Hill School

We will use some or all of the following to help raise awareness of and prevent bullying. As and when appropriate, these may include:
• Writing and implementing a set of school/class rules
• Signing a behaviour contract
• Using SPHE, Circle Time, Art, Drama or Music to reinforce awareness of different types of bullying
• Reading stories about bullying
• Having regular discussions about bullying and why it matters

Self-Esteem is an important factor in reducing bullying behaviour, through the school's vision and ethos, pupils will be nurtured and supported in order that they reach their full potential, through the provision of positive role models, SPHE and staff/pupil and pupil/pupil interactions.

The school raises awareness of Cyber-bullying through SPHE planning. Termly plans will identify when/how Cyber-bullying will be directly addressed as appropriate for the pupil cohort. ICT use is closely monitored by staff at all times, pupils are taught how to use ICT safely and when appropriate the issue of Cyber-bullying will be raised through SPHE and associated curricular areas.

Some Potential Signs and Symptoms
A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work

- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated in accordance with school procedures outlined in the policy.

Appendix A -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))*		**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 re-lated	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 Principal/Deputy Principal _____

Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

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

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	Y
Has the Board published the policy on the school website and provided a copy to the parents' association?	Y
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Y
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?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
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?	No *None Recvd.*
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
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?	NA
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 _____   Date _31.1.2023_
Chairperson, Board of Management

Signed _E. Benser _____   Date _31/1/2023_
Principal

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

To: _Parents, Staff, Students_

The Board of Management of ___R. H. S___ wishes to inform you that:

o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of ___31. 1. 2023___ [date].

o 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 ___31. 1. 2025___
Chairperson, Board of Management

Signed _____   Date ___31/1/2023___ -
Principal