



## SS. Michael & Peter Junior School

Hickey's Hill, Arklow, Co. Wicklow

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Principal: Ms. Lisa Dempsey Deputy Principal: Mrs Patricia Stokes Roll No.: 20470C

### Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the Tusla, the Board of Management of SS Michael and Peter 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 BOM 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:**
    - o is welcoming of difference and diversity and is based on inclusivity;
    - o promotes respectful relationships across the school community;
    - o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
    - o does not think bullying is a normal phase of development
    - o takes special cognisance of 'at risk' and special needs children
    - o Works with parents as partners

#### **B. Effective leadership**

The role of all those in leadership roles within the school is of great importance in stimulating a school wide approach to preventing and tackling bullying.

School leaders should also involve both staff and pupils in developing and implementing a vision of the school where diversity is accepted and celebrated.

As pupils model their behaviour on that of adults, the Principal, Teachers, Parents and other adults have to be careful to act as good role-models and not misuse their authority. Moreover, they should be fair, firm, clear and consistent in their disciplinary measures.

#### **C. A school wide approach**

Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and ultimately, in the wider community.

In addition to the role of management and staff, parents and pupils have a role and responsibility in helping the school to prevent and address school based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere. Parents should also recognise that a school that openly discusses bullying is acting positively and that they need to work with their school to ensure there is coherent, school wide approach to tackling the issue.

A high degree of school wide vigilance and openness is important in ensuring that bullying behaviour can be adequately tackled.

Adults who are in daily contact with children outside of school should be encouraged to report any bullying behaviour to the parents/or to the school as appropriate.

In certain cases, it may be necessary for the school to seek the assistance of formal agencies such as NEPS, HSE social workers, community workers, Gardaí etc.

#### **D. A shared understanding of what bullying is and its impact**

The definition of bullying and various types of bullying are set in Section 3,

#### **E. 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
- Prevention and awareness raising measures across all aspects of bullying involves strategies to engage pupils in addressing problems when they arise.
- A positive sense of self-worth should be inculcated in the pupils
- All awareness raising measures must be age appropriate to the Infants.

The SPHE curriculum, the Stay Safe Programme and the RSE Programme give the opportunity to explore bullying in a safe environment.

#### **F. Effective supervision and monitoring of pupils**

Pupils must be effectively supervised and monitored at all times.

Teachers should proactively supervise at playtime and a supervision rota is in place in the school.

Class teachers are responsible for the supervision of their classes during teaching time.

#### **G. Supports for Staff**

In order to help staff to implement the policy a copy is provided to each classroom teacher and to the SEN team. A copy is available in all classrooms for substitute and temporary teachers.

All staff are required to familiarise themselves with the school's behaviour and anti-bullying policy.

#### **H. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)**

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.

The relevant teacher for initial investigation of bullying allegations will in the first instance be the class teacher. Should the class teacher be absent the Principal/Deputy Principal will take over this role.

Substitute and temporary staff must link in with the relevant teacher where an allegation of bullying is made.

Sen teachers also have responsibility in this regard and link in with the relevant teacher.

After initial investigation if the relevant teacher feels the need for the involvement of the Principal, she should link in with her.

**I. Ongoing 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,
- 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 (2.2) of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

**Examples of Bullying Behaviours**

<p><b><u>General behaviours which apply to all types of bullying</u></b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying</li> <li>• Physical aggression</li> </ul>
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	<ul style="list-style-type: none"> <li>• Damage to property</li> <li>• Name Calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The 'look'</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed</li> </ul>
<p style="text-align: center;"><u>Cyber</u></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person's reputation.</li> <li>• <b>Harrassment:</b> Continually sending vicious, mean, or disturbing messages to an individual.</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name.</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight.</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online.</li> <li>• <b>Outlying:</b> Posting or sharing confidential or compromising information or images.</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group.</li> <li>• <b>Cyber Stalking</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety.</li> <li>• Silent telephone/mobile phone call.</li> <li>• Abusive telephone/mobile phone calls.</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks or on games consoles.</li> <li>• Abusive website comments/blogs/pictures</li> </ul>

	<ul style="list-style-type: none"> <li>Abusive posts on any form of communication technology</li> </ul>
<p><b><u>Identity Based Behaviours</u></b></p> <p><b><u>Including any of the nine grounds discriminatory grounds mentioned in Equality legislation.</u></b>  (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the travelling community)</p>	
<p><b><u>Homophobic and Transgender</u></b></p>	<ul style="list-style-type: none"> <li>Spreading rumours about a person's sexual orientation.</li> <li>Taunting a person of a different sexual orientation.</li> <li>Name calling e.g. gay/queer/lesbian...used in a derogatory manner.</li> <li>Physical intimidation or attacks</li> <li>Threats.</li> </ul>
<p><b><u>Race, nationality, ethnic background and membership of the Traveller community</u></b></p>	<ul style="list-style-type: none"> <li>Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.</li> <li>Exclusion on the basis of an of the above.</li> </ul>
<p><b><u>Relational</u></b></p>	<ul style="list-style-type: none"> <li>This involves manipulating relationships as a means of bullying. Behaviours include: <ul style="list-style-type: none"> <li>Malicious gossip</li> <li>Isolation and exclusion</li> <li>Ignoring</li> <li>Excluding from the group</li> <li>Taking someone's friends away</li> <li>Bitching</li> <li>Spreading rumours</li> <li>Breaking confidence</li> <li>Talking loud enough so that the victim can hear</li> <li>The 'look'</li> <li>Use terminology such as 'nerd' in a derogatory way.</li> </ul> </li> </ul>
<p><b><u>Sexual</u></b></p>	<ul style="list-style-type: none"> <li>Unwelcome or inappropriate sexual comments or touching</li> </ul>

	<ul style="list-style-type: none"> <li>• Harassment</li> </ul>
<b><u>Special Educational Needs, Disability</u></b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupil's vulnerabilities and limited capacity to recognise and defend themselves against bullying.</li> <li>• Taking advantage of some pupil's vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability.</li> <li>• Setting others up for ridicule.</li> </ul>

4. The relevant teacher(s) for investigating and dealing with bullying are:

1. All class teachers
2. Principal
3. Deputy Principal

**Any teacher may act as a relevant teacher if circumstances warrant it. In the case of a substitute teacher being in charge of the class, the Principal or Deputy Principal will act as the relevant teacher.**

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and trans-phobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

#### **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 the 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 develop an awareness of what bullying is, how it impacts on pupils' 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 teacher(s).

- School wide awareness-raising (including displays & newsletters) on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community. (The school's anti-bullying policy is published on the school website and referred to in school newsletters.)
- Supervision and monitoring of classrooms, corridors, school grounds and school tours, extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and to report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Anti-bullying code to be displayed publicly in classrooms and in common areas of the school.
- The school's anti bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year)
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
  - Ensuring that pupils know who to tell and 'how to tell.'
  - Direct approach to teacher at appropriate time, for example after class
  - Get a parent/guardian/friend to tell on your behalf.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.

#### **Implementation of specific Curricular Areas:**

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes e.g. Stay Safe programme, The Walk Tall programme.
- Invitation to Community Gardaí to deliver the Garda SPHE Programme at an age appropriate level.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in 'Sexual Orientation advice for schools' in an age appropriate manner, emphasising a culture that is accepting of difference.

#### **Links to other school policies**

- Code of Behaviour, Child Protection Policy, Absence Policy, Acceptable Use Policy (ICT) Complaints Policy and Attendance Policy.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8.9 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

Investigating and Dealing with Bullying (the school will adhere to section 6.8.9 of the Anti-Bullying Procedures)

- 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); this is known as restorative justice.

### **Reporting bullying behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- 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**

- 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 cooperate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationship of the parties involved as quickly as possible.
- Teachers should take a calm, unemotional problem solving approach.
- Where possible incident should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of the 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.
- 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 pupils.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour it should be made clear to them how they are in breach of the school's anti bullying policy and efforts should be made to try to get him 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 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:
  1. Whether the bullying behaviour has ceased.
  2. Whether any issues between the two parties have been resolved as far as is practicable.
  3. Whether the relationships between the two parties have been restored as far as is practicable.
  4. Any feedback received from the parties involved, their parents(s)/guardian(s) or the School Principal/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 complaint's 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. These records should be kept in the Incident Book/ securely on Aladdin.
- All reports must be investigated by the relevant teacher and they must keep a record of the reports, the actions taken and any discussions with those regarding the 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.

## **Formal Stage 2 – ‘Appendix 3’**

The relevant teacher shall use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

- 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.
- Where the relevant teacher is of the opinion that the reported behaviours are serious enough to warrant immediate reporting to the principal.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.

## **Established Intervention Strategies**

- Teacher/pupil interviews

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) to support school interventions
- No blame approach
- Circle Time
- Restorative interviews
- Restorative conferencing

7. The school's programme of support for working with pupils affected by bullying is as follows: (see Section 6.8 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. Discrete lessons from SPHE/Religion/Walk Tall/Social Stories, Class discussions around bullying, individual discussion with both victim and pupil who engaged in bullying behaviour, close liaison with parents, 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 the pupil 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 BOM confirms that appropriate supervision and monitoring 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 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 BOM in Sep 2020.

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association. 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 BOM 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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parent-Teacher Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Kerry Wood  
(Chairperson)

Signed: Rue Dempsey  
(Principal)

Date: 22/9/20

Date: 28/9/20

Date of next review: Sep 2021

## Appendix One

### **WHAT CAN YOU DO IF YOU ARE BEING BULLIED?**

**Remember that your silence is the bully's greatest weapon!**

- a) Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- b) Be proud of who you are. It is good to be individual.
- c) Try not to show that you are upset. A bully thrives on someone's fear.
- d) Stay with a group of friends/people. There is safety in numbers.
- e) Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
- f) Fighting back may make things worse. Talk to a teacher or parent/guardian first.
- g) Generally it is best to tell an adult you trust straight away. You will get immediate support.

**The teachers will take you seriously and will deal with bullies in a way which will end the bullying.**

### **IF YOU KNOW SOMEONE IS BEING BULLIED:-**

- a) TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.

### **AS A PARENT:-**

- a) Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- c) If you feel your child may be a victim of bullying behaviour, inform the School immediately. Your complaint will be taken seriously and appropriate action will follow.
- d) It is important that you advise your child not to fight back. It can make matters worse!

- e) Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f.) Make sure your child is fully aware of the School policy concerning bullying, and that they will not be afraid to ask for help.

## **Appendix 2**

### **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 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 3: Template for recording bullying behaviour

#### 1. Name of pupil being bullied and class group

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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

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

Pupil concerned	
Other pupil(s)	
Parent	
Teacher	
Other	

#### 4. Location of incidents -tick relevant box(es)

Playground	
Classroom	
Corridor	
Toilets	
Other	

#### 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"/>		<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>		<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**

**9. Details of actions taken**

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Relevant Teacher )

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Relevant Teacher )

Date submitted to Principal/Deputy Principal \_\_\_\_\_



## Appendix 4

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

The Chairperson 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.

Has the BOM 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 BOM published the policy on the school website and provided a copy to the parents' association?	✓
Has the BOM ensured that the policy has been made available to school staff (including new staff)?	✓
Is the BOM 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 BOM 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 BOM received and minuted the periodic summary reports of the Principal?	✓
Has the BOM 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 BOM?	✓
Has the BOM received any complaints from parents regarding the school's handling of bullying incidents?	x
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	x
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	x
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 BOM identified any aspects of the school's policy and/or its implementation that require further improvement?	x

Has the BOM put in place an action plan to address any areas for improvement?	N/A
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Signed: Kerwyn Date: 22/9/20

Chairperson

Signed: Rini Dempsey Date: 18/9/20

Principal

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

To: \_\_\_\_\_

The Board of Management of SS Michael and Peter Junior School wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting on 15 September 2020.
- 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: Kenny Wans

Date 22/9/20

Chairperson, Board of Management

Signed: Rui Pampy

Date 22/9/20

Principal

