



St Mary's CBS The Green Anti-bullying Policy

'An Edmund Rice School'

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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 CBS The Green** has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - 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.
 - Effective leadership
 - A school-wide approach (teaching staff and ancillary staff)
 - A shared understanding of what bullying is and its impact
 - Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect, and resilience in pupils; 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
 - Supports for staff
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy.

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and

- identity based bullying such as transgender bullying, 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.

In other words, bullying can be defined as repeated aggression whether is verbal, psychological, or physical, which is conducted by an individual or a group against others.

It is behaviour which is intentionally aggravating and intimidating. It includes behaviour such as teasing, taunting, threatening, hitting, exclusion or extortion by one or more pupils against a victim. Bullying behaviour also includes cyber bullying, abusive calls/texts, abusive emails, and abusive website comments. Bullying behaviour thrives in an atmosphere of uncertainty and secrecy in which the victim often feels a sense of hopelessness.

Isolated instances of aggressive behaviour, which would be dealt with under the Code of Behaviour, would not be described as bullying. However, when the behaviour is systematic and ongoing, it is bullying.

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

What is psychological bullying?

Psychological bullying is similar to playing mind games and can be particularly intimidating for its victim. Malicious rumours are an insidious form of this bullying which attacks a person's self-image, while hurtful facial looks expressing aggression and/or dislike are more subtle but equally damaging. This type of bullying is intended to cause severe emotional distress.

Psychological bullying includes:

- Excluding
- Isolating
- Gossiping
- Spreading rumours or lies
- Demeaning
- Ridiculing
- Passing notes or drawings

- Writing remarks in public places
- Using peer pressure to intimidate
- Threatening gestures or looks

What is Verbal bullying?

Verbal bullying is highly personal in nature and leaves its victim feeling angry, frightened, and powerless. It is typically directed at the young person's family, culture, race, or religion or indeed at any small thing that makes them slightly different such as a physical trait or perceived academic ability. Due to technological advances, cyberbullying is a new dynamic which engages the internet, mobile phones and other technology to abuse its victims.

Verbal bullying includes:

- Name-calling
- Teasing
- Jeering
- Taunting
- Slagging/insulting
- Threatening
- Dangerous dares
- Abusive anonymous phone calls

What is Physical bullying?

What may be written off as "horseplay" or "mess fights" within the context of bullying can often be a disguise or precursor of more serious physical assaults. Young children especially are vulnerable to extortion bullying where things such as money, possessions, equipment, lunch vouchers or even food, are demanded from them and threats for not "paying up" are made.

Physical bullying includes:

- Hitting, beating or punching
- Pulling or pushing
- Kicking

- Tripping
- Pinching
- Choking
- Spitting
- Stealing
- Damaging property or possessions
- Demanding money or possessions
- Forcing into theft
- Locking in or out of a space
- Throwing objects
- Threatening with a weapon
- Inflicting bodily harm
- Humiliating acts (e.g. “wedgies” or pulling up of skirts)

What is Cyber bullying?

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as mobile phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites

- 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 online fight
- Trickery: Fooling someone into sharing personal information which you then post online
- Outing: Posting or sharing confidential or compromising information or images
- Exclusion: Purposefully excluding someone from an online 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/ Instagram or on games consoles
- Abusive website comments/Blogs/Pictures
- Abusive posts on any form of communication technology

What is Identity Based Bullying?

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).

Homophobic and 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 on the basis of 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
- "Bitching"
- Spreading rumours
- Breaking confidence

- Talking loud enough so that the victim can hear
- The “look”
- 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 pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying
- Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues.
- Mimicking a person’s disability
- Setting others up for ridicule

Some indications of bullying

- Anxiety about attending school.
- Deterioration in educational performance.
- Pattern of physical illness.
- Unexplained changes in mood/behaviour.
- Visible signs of anxiety or distress.
- Possessions missing.
- Increases requests for money.
- Unexplained bruising.
- Reluctance to say what is troubling him/her.

These are all signs of a variety of problems as well as bullying.

The school acknowledges that there are three parties involved in bullying – those who bully, those who are bullied and those who witness the bullying. Staff and teachers bear this in mind when dealing with bullying incidences and try to support and work with all parties involved.

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.

4. The relevant teacher(s) for investigating and dealing with bullying are as follows: In the case where a student(s) is being bullied he should be able to approach the following people:

- Class Tutor
- A Year Head
- Any member of staff with whom the student feels comfortable.
- A member of the Care Team (Learning Support Department, Guidance Counsellor)
- Principal or Deputy Principal.

A student should feel comfortable reporting a bullying incident by using one, or any, of the following approaches:

- Directly approaching a teacher at an appropriate time e.g. after class, break/lunch time.
- Handing up a note with homework.
- Getting a parent to contact the school by ringing the Year Head / Care Team member.
- Participating in a questionnaire (mid Oct – mid Nov) which will be administered to second and fifth year students. This will be done anonymously.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

The policy addresses bullying behaviour, harassment, and sexual harassment. While it primarily addresses issues related to bullying of students, it applies also to teaching and other school staff, parents/guardians, and others insofar as measures under the policy relate to them.

The policy applies :

- During school time (including breaks)
- Going to and from school

- During school tours
- During extra-curricular activities
- To any behaviour of a bullying nature (outside school) which seriously impacts on a students' participation in school and / or where the matter relates to the school's duty of care of a student.

Actions to Prevent Bullying

- Our Anti-Bullying Policy is an integral part of CBS The Green's Code of Behaviour.
- Everyone in CBS The Green has a duty to look out for any behaviour which can be deemed bullying (from list above). This includes parents/guardians and the wider school community.
- Class tutors will remind students regularly of the effects of Bullying.
- Supervision and monitoring of students' behaviour, including lockers, yard, corridors and areas with access to computers.
- Inclusion in the Curriculum – create awareness in a wide range of subjects.
- Teacher training for all staff
- Development of the Anti-Bullying Charter for all classrooms.
- The school will address the attitudes of bullying within the school community through the administering of questionnaires to second and fifth year groups once a year.

Links to Other Policies and to Curriculum Delivery

This policy is consistent with other policies in CBS The Green ;

- Code of Behaviour
- Child Protection
- Equality
- Internet Safety: Acceptable Use Policy
- Health and Safety
- SPHE/RSE
- Guidance
- Learning Support
- Admissions Policy
- Induction for New Staff
- Dignity in the Workplace

This policy links to the following Curriculum areas :

- SPHE: the issue of bullying dealt with in each of three years of Junior Cycle SPHE
- The Cool School Anti-bullying lessons could be taught by subject teachers and Class Tutors during Friendship week. e.g. CSPE (Human Rights), English (personal accounts), PE (Q of sporting exclusion)
- Other links could include
 - Transition Year
 - RSE and Religion Program
 - Tutor Time
 - assembly
 - Restorative Model eg Questionnaire; Teachers Observation form; Incident Report form; Code of Behaviour

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:

Noting and Recording Incidents of Bullying.

- All reported incidents of bullying to be noted on the Bullying Incident Report form. (Appendix 6)
- Bullying Incident Report form to be filled in by the teacher to whom it was reported.
- A folder will be made available in the main office for staff to put completed Bullying Incident Report Forms, for collection by the Year Head.
- Year Head will be responsible for keeping and maintaining files in the Year Head filing cabinet in the main office.
- Access to the cabinet to be restricted to the Year Heads, the Principal, Deputy Principal and the Guidance Counsellor.
- Files are to be kept in the filing cabinet for 5 years after the student leaves the school

Dealing with reported Incidents of bullying

The principle of consultation applies across all measures here.

The procedures for noting and recording as outlined above will apply.

The rights of all students will be respected and a fair hearing will be given to all students.

Staff will be aware that allegations of bullying need to be fully investigated before action is taken.

1. Initial steps to be taken following a report or disclosure of bullying behaviour

Action taken by	Procedure	Support and/or sanction <i>may</i> include
Any class or subject teacher A member of the Care team Teacher or member of the Care team	Speak to the student(s) involved Speak to relevant student(s) and/or interview the class using the questionnaire (see appendix) and filling out the Sociogram (see appendix) Keep a record. Follow up progress with all parties involved and monitor the situation.	Serious talk with the student(s) Verbal warning. Any issues at this stage should be followed up in a compassionate and non-confrontational way. Outline a fair and mutually agreed outcome

2. Subsequent incidents/reports of bullying

Action taken by	Procedure	Support and/or sanction <i>may</i> include
Any teacher Member of the Care team and/Principal may be involved	Incident should be investigated by the Care team using the Restorative model. (See appendix)	Serious talk with the student Second verbal warning Any sanctions imposed are the responsibility of the Dean of Discipline and will

	<p>Principal / Deputy Principal informed</p> <p>Parents of students involved should be contacted.</p> <p>Keep a record</p> <p>Class Tutor and Care Team to monitor progress with all parties</p>	<p>be applied as per the Code of Behaviour (See Appendix)</p> <p>Care Team to monitor behaviour</p>
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3. Where bullying behaviour persists / serious incidents of bullying

Action taken by	Procedure	Support and/or Sanction
<p>Principal / Deputy Principal involved</p> <p>Class Tutor and Care Team may be involved</p> <p>Board of Management will be notified at the discretion of the Principal, once a term or in the case of Suspension.</p>	<p>Parents to meet the Principal</p> <p>Use Restorative approach where possible and appropriate</p> <p>Feedback to Class Tutor and Care Team</p> <p>Keep a Record</p> <p>Follow up progress to be monitored by the Care Team and / or the Dean of Discipline and Principal</p>	<p>Detention / Suspension as per the Code of Behaviour</p> <p>Parents to agree to a set of conditions for behaviour</p> <p>Counselling offered</p> <p>Referral to external supports e.g. Child Psychologist may be suggested</p> <p>The future of the student in the school may be considered.</p>

- Any reported allegations of bullying/harassment between students and staff should be dealt with directly by the principal.

- In relation to staff-to-staff incidents, the matter should be referred directly to the Principal where an Incident report is to be filled out. Refer also to the ASTI Grievance procedure.

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

- The victim will receive the utmost privacy and confidentiality in the initial, and subsequent, investigations. They will be given the opportunity of speaking with the Guidance Counsellor and any member of the pastoral care team will be available to talk to them.
- The school will address the attitudes of bullying within the school community through the administering of questionnaires to second and fifth year groups once a year.
- A series of events will be organised, relating to raising awareness of bullying.
- Bullying is to be incorporated into SPHE and Guidance lessons.
- In a case where sanctions need to be imposed, they will be enforced, as per the school's Code of Behaviour, by the Deputy Principal or the Principal.
- Following an investigated incident of bullying, Class Teachers, members of the Care Team and break-time Supervisors will monitor the behaviour of the students involved. Staff will be informed of necessary developments in bullying incidents through a weekly email bulletin. They will be asked to monitor and observe the students or classes involved in specific incidents and to pass on these observations to a member of the Care Team.
- Parents or guardians will be informed of serious / repeated incidents and if necessary they may be required to join in the restorative based approach to resolving the issue.
- Guidance Counsellor will provide training in resilience for both parties.
- A referral system will be in place to ensure that all incidents will be dealt with. If those investigating can't resolve issue it will then be referred onto the following people
 - Teacher/Class Tutor.
 - Care Team Member
 - Deputy Principal
 - Principal
 - Outside Agencies

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.

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 23/01/2019

11. 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 and the patron if requested.

12. 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.

Signed: _____ Signed: _____
(Chairperson of Board of Management) (Principal)

Date: January 2019

Date: January 2019

Date of next review: November 2021

Appendix 1

Bullying Questionnaire

1. Do you feel safe from bullying in school?

Answers:

- Always
- Sometimes
- Seldom
- Never

2. Do you feel safe from bullying in your classroom?

Answers:

- Always
- Sometimes
- Seldom
- Never

3. Do you feel safe from bullying going to and from school?

Answers:

- Always
- Sometimes
- Seldom
- Never

4. Do people (a person) say things that hurt your feelings?

Answers:

- Always
- Sometimes
- Seldom
- Never

5. Do people (a person) hurt you physically?

Answers:

- Always
- Sometimes
- Seldom
- Never

6. Do you ever feel 'left out' of things?

Answers:

- Always
- Sometimes
- Seldom
- Never

7. Do people (a person) spread rumours about you?

Answers:

- Always
- Sometimes
- Seldom
- Never

8. Do you ever feel bullied on the Internet or mobile phone? Facebook, Snapchat, Viber, Whatsapp, Texts, Pictures etc

Answers:

- Always
- Sometimes
- Seldom
- Never

9. Do you spend breaktimes/lunchtimes alone because you feel no-one wants to be with you?

Answers:

- Always
- Sometimes
- Seldom
- Never

10. Are you bullied about a physical characteristic; like height, weight, appearance, disability?

Answers:

- Always
- Sometimes
- Seldom
- Never

11. Do you feel bullied about your cultural background or race?

Answers:

- Always
- Sometimes
- Seldom
- Never

12. Have you stayed away from school because of Bullying?

Answers:

- Always
- Sometimes
- Seldom
- Never

13. Does the school's Anti Bullying Policy work?

Answers:

Yes

No

I am not aware of the school's Anti Bullying policy

14. Do you report instances of bullying to a trusted adult in school?

Answers:

Always

Sometimes

Seldom

Never

15. Do you report instances of bullying to a trusted adult 'outside' school?

Answers:

Always

Sometimes

Seldom

Never

16. Do you talk about bullying to someone your own age?

Answers:

Always

Sometimes

Seldom

Never

17. Would you feel comfortable reporting incidents of Bullying (on you or others) to someone in the school?

Answers:

Always

Sometimes

Seldom

Never

18. Would you stick up for someone being bullied for being gay or would you watch or join in? (Click one)

stick up

watch

join

19. Do you have friends or family who are part of the LGBT community? (Click one)

Yes

No

Not aware of LGBT

20. In your opinion are homosexuals treated fairly or unfairly? (Click one)

Fairly

Unfairly

21. Have you ever been called gay or homosexual as an insult? (Click one)

Yes

No

22. Have you ever called someone else gay as an insult? (Click one)

Yes

No

23. If a friend came out to you as being gay would you accept them? (Click one)

Yes

No

24. Although it's never a good idea, do you ever give out your Passwords or PINs e.g. to Facebook etc?

Yes. Sometimes to good friends. Rarely. Never

25. Do you always log out of email/social media (Facebook etc.) when you've finished using your computer/phone?

Always. Most of the time. Some of the time. Rarely. Never

26. Are you always careful about what information or photos you put on the Internet about yourself and/or others?

Always. Most of the time. Some of the time. Rarely. Never

27. Do you ever think about who can view your profile and personal information?

Always. Sometimes. I don't really mind. Never.

28. Do you ever post things online, make calls or send texts that could be impolite, embarrassing, threatening or hurtful to others, even if you think it's just a bit of fun? Give details

Often. Sometimes. Rarely. Never

29. Do you ever send a message or post online when you're angry at someone or something.

Often. Sometimes. Rarely. Never

30. Have you ever felt hurt, offended, bullied or threatened by texts, prank calls, voice mails or on social networking and gaming sites?

Often. Sometimes. Rarely. Never

31. What would you do if you felt hurt, offended, bullied or threatened by constant texts, prank calls, voice mails or on social networking and gaming sites?

Tell my friends. Tell family members. Tell my teachers. Tell a trusted adult. Go offline. Change my contact details. Ignore it. Keep it to myself.

32. What would you do if you knew someone else was being cyber bullied or if you saw some nasty profiles or messages/images going around?

Tell my friends. Tell family members. Tell my teachers. Nothing. If I thought it was funny I might pass it on.

33. Are you aware of what to do in order to save evidence of cyber-bullying (screen-shots/save texts and voicemails/save on your computer)?

Yes, I know how to do this. I have some knowledge of how to do this. No I don't know but I would like to know. No, I don't know.

34. Are you aware of how to 'block' people you'd rather not have contact with?

Yes, I know how to do this. I have some knowledge of how to do this. No, I don't know but would like to know

35. Would you like your parents or teachers to know more about cyber-bullying so that they could understand more and be able to help?

Yes. No. Don't mind. They already know.

36. In your opinion what aspects of your life might be affected if you were a victim of cyber-bullying? Click those that apply.

Self Esteem. Social life. Schoolwork. Sense of happiness. Home life. Sense of optimism. Mental Health.

37. Where do you think cyber bullying happens most often? Choose your top 3

Texting. Facebook. Twitter. Chat Rooms. Instant Messaging. Phone. Email. YouTube. Ask.fm

38. What is the most common form of cyber bullying in your opinion.

Bullying about physical characteristics like height, weight, appearance, disability. Bullying about race or cultural background. Bullying about being a good student at school.

39. In your opinion, who is more likely to be a cyber-bully?

Boys. Girls. Both equally

40-. In your opinion who is more likely to be cyber-bullied?

Boys. Girls. Both equally.

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 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 school yard or moving classrooms.

Support the establishment and work of student councils.

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	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
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		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact:

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to 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 <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 _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal

Appendix 5

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

To: _____

The Board of Management of CBS The Green
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 of _____ [date].
- 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 School*

Signed _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal

Appendix 6

BULLYING INCIDENT REPORT FORM

Date of Incident: _____ **Time of Incident:** _____

Repeat infraction? YES NO

Location of Incident (circle all that apply):

Hallway Toilets Classroom Gym Lunch Room Playground Lockers Bus Stop On Bus
Car Park To/From School After school Activities Text / Phone / Internet / Social
Media Other: _____

Name of victim(s):	Name of student(s) bullying:	Name(s) of witnesses/bystanders
_____	_____	_____
_____	_____	_____
_____	_____	_____

Type of Bullying:

- Verbal
- Physical: Result in injury? YES NO Reported to School Nurse? YES NO
Reported to Police? YES NO
- Relational

Bullying Behaviours (circle all that apply):

Shoved/Pushed Hit, Kicked, Punched Threatened Stole/Damaged Possessions

Excluded Taunting/ridiculing Writing/Graffiti Told Lies or False Rumours

Staring/Leering Intimidation/Extortion Demeaning Comments Inappropriate touching

Cyber-bullying using: Text messages Website Email Other: _____

Racial, Sexual, Religious or Disability Circle one and describe: _____

Reported to school by (circle all that apply):

Teacher Student Bystander Victim/Target Parent Bus Driver Anonymous

Other: _____

Describe the incident:

Physical Evidence? Notes Email Graffiti Video/audio Website

Other: _____

Actions Taken:

Consequences: _____

Remediation: _____

Referral for additional support services:

Parent Contact: Date _____ Time _____

Person making contact: _____

Result: _____

Today's Date: _____ ***Reported by:*** _____

Signature: _____

Appendix 7

Restorative Model

To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done?

In what way?

- What do you think you need do to make things right?

To help those harmed by other's actions

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?

What do think needs to happen to make things