ANTI-BULLYING POLICY

Aibreán 2014

1. Introduction

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the *Code of behaviour guidelines* issued by the NEWB, Bord Bainistíochta Ghaelscoil na Cille 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. Preventing and Tackling Bullying
An Bord Bainistíochta 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:

1. 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; (see Appendix 1 for strategies which may be used to this end)
2. Respectful relationships across the school community;
   - 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.
3. Effective supervision and monitoring of pupils;
4. Supports for staff;
5. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
6. On-going evaluation of the effectiveness of the anti-bullying policy.

3. What is, and what is not Bullying
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 or other ethnic minority 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 will 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 Appendix 2.

4. Relevant Teacher/s

A pupil or parent may bring a bullying concern to any teacher in the school**.** Individual teachers will take appropriate measures regarding reports of bullying behaviour in accordance with this, the school's anti-bullying policy.

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 initially investigating and dealing with bullying will normally be the class teacher. However, the Príomhoide should be notified of all allegations of bullying.

 In some instances the Príomhoide Tánaisteach or Príomhoide may become immediately involved in the investigation.

5. Education and Prevention Strategies

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

- The school's Code of Behaviour sets out the inclusive and respectful ethos of the school and explicitly states that bullying behaviour by staff, parents or pupils will not be accepted.

- The school's monthly assembly (Tionól) is utilized to reinforce the caring, respectful ethos of the school and to emphasize the responsibility of all pupils to ensure bullying behaviour does not go unchecked.

- Pupils can post notes expressing concerns or asking for help in the *Bosca Dearg* in the front hall, or in similar boxes in their own classrooms. These boxes are there to facilitate pupils who feel unable to let the school/teacher know of an issue face to face.

- *Comhairle na Scoile*, the school's student council are consulted regularly and understand that one of their key roles is to alert An Príomhoide or another teacher to instances of unhappy pupils and possible cases of bullying

- The school welcomes the involvement of parents and encourages a collaborative approach to addressing issues that may arise. In particular, we ask parents to let us know as soon as possible if they have a concern. In order to ensure the safety of children in the classroom, parents should make an appointment to speak to the class-teacher rather than arrive at the class-door unannounced.

- The school's Child Protection Policy sets out in detail provisions to promote the safety of pupils and reduce the possibilities for bullying.

- The school holds an annual *Coicís an Chairdis /Friendship Fortnight* where the issue of bullying is examined in detail. Each class-teacher should integrate the topic of bullying into the class curriculum for each day of the fortnight. The school has compiled an Anti-Bullying Pack for each teacher for this purpose.

- Specific lessons should be taught by each class-teacher on the topic. Role-play, in particular, is used to help pupils understand and empathize with pupils who experience bullying as well as to tease out some of the ambiguities that sometimes facilitate bullying.

- The school implements the *Stay Safe Programme* each year. This programme has a number of lessons on Bullying.

- Opportunities to supplement the school's anti-bullying policy such as suitable theatrical or artistic presentations will be availed of where possible.

- The local Community Garda will address Rang 5 and 6 on the issue of Cyber-Bullying every year.

- The school's mobile phone policy sets out in detail provisions to obviate the possibilities of bullying using mobile phones during the school-day.

- The school's ICT Acceptable Use policy sets out in detail provisions to obviate the possibilities of bullying using computers on the school premises during the school-day.

- As part of the Social Personal and Health Education programme, specific lessons that promote self-esteem, resilience and empathy will be identified.

These are lessons that should be taught every year. This will be monitored by An Príomhoide.

- Teachers will avail of opportunities that arise in the planning for, and teaching of each curricular subject to foster respect for difference and the rights of each individual – especially in history, geography and Christian doctrine.

- Staff will strive to ensure that self-confidence and self-esteem of pupils, especially those identified as being at risk, is safeguarded and promoted wherever possible – especially in artistic and sporting activities.

- Particular care will be given to the welfare of pupils in Rang 6 prior to the transition to secondary school. The school's Transition policy and procedures address this issue.

- A specific module will be taught to Rang 4, 5 and 6 each year, which addresses the risks, rights and responsibilties associated with the use of modern social media such as internet and mobile phones.

- The school's Relationship and Sexuality Programme for Rang 5 and 6 deals positively with sexual orientation and addresses the issue of homophobic/transphobic abuse and bullying. The school's Code of Behaviour makes clear that abuse involving sexualized language and/or homophobic/transphobic taunts will be treated as instances of very serious misbehaviour.

6. Procedures for investigation, follow-up, recording and intervention

The school's procedures for investigation, follow-up and recording of bullying behaviour are set out here:

Key Principle:
The primary aim for the relevant teacher 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);

Investigating Allegations
(i)   All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher. In this way, pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It will 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;

(ii)   Non-teaching staff such as secretaries, special needs assistants (SNAs),

bus drivers, caretakers, cleaners will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the school or relevant teacher;

(iii)   Parents are assured that their concerns will be taken seriously and that the school is committed to dealing with and resolving any instances of bullying. Parents should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour, whether their child is the alleged perpetrator or victim.

(iv)   Parents and pupils are required to co-operate with any investigation and to assist the school in resolving any issues so that, as far as is practicable, the relationships of the parties involved can be restored as quickly as possible;

(v)   It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

(vi)   Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

(vii)   In investigating and dealing with bullying, the teacher will be thorough and impartial and will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

(viii)   Incidents will, in general, be investigated away from the classroom to ensure the privacy of all involved.

(ix)   All interviews will 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. The relevant teacher will ensure that the other pupils in her/his class are supervised while he/she is interviewing pupils.

(x)   When analysing incidents of bullying behaviour, the 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;

(xi)   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;

The relevant teacher will strive to ensure that each member of a group is supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;

(xii)   It may also be appropriate or helpful to ask those involved to write down their account of the incident(s). Interviews may also be recorded in order to enable accurate transcription of the details of pupils' accounts.

(xiii)   The relevant teacher will take notes based on the accounts of those interviewed and he/she will complete the Standard Recording Template (Appendix 2).

(xiv)   In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will 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 will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school;

Dealing with an instance of bullying

(xv)   Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her that he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

(xvi)   An appropriate intervention strategy will be determined in consultation between the relevant teacher, an Príomhoide Tánaisteach and/or An Príomhoide, as appropriate. Parents will also be consulted.

(xvii)   Where disciplinary sanctions are applied, these will occur in line with the school's Code of Behaviour.

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

(xix)   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. Research suggests that this can have a positive therapeutic effect and considerably reduce the risk of reoccurrence. Parents will be consulted about any such meetings and can attend with their child. It is critical however, that all parties to such a meeting approach it with a commitment *to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved* (rather than to apportion blame);

Reviewing Progress

(xx)   In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately resolved/addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the Standard Recording Template at Appendix 2;

(xxi)   In determining whether a bullying case has been adequately and appropriately resolved/addressed, the relevant teacher, as part of his/her professional judgement, will 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; and
- Any feedback received from the parties involved, their parents or the Príomhoide or Príomhoide Tánaisteach;

(xxii) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the school's complaints procedures;

(xxiii) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

7. Supporting pupils affected by bullying

Intervention Strategies
International research shows that interventions that engage perpetrators in understanding the impact of their actions and in taking responsibility for making up for hurt caused are most effective. Research also suggests that schools should make use of a combination of methods to achieve this. Accordingly, where it has been established that a bullying incident has occurred, the school will draw upon the

following acknowledged intervention strategies:
- *Strengthening the Target*
- *Mediation*
- *Restorative Practice*
- *Support Group Method*

In instances of seriously malicious bullying or repeated bullying the school will take *The Direct Sanctions Approach*. See Appendix 3 for an outline of these interventions.

8. Supervision and Monitoring of Pupils

An Bord Bainistíochta 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. The school's Child Protection and Supervision policies give explicit direction on this issue.

9. Prevention of Harassment

An Bord Bainistíochta 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. The school's Adult Bullying and Harassment Policy set out these steps as they pertain to adults.

10. Adoption, Communication and Implementation of Policy

This policy was adopted by An Bord Bainistíochta on 10 April 2014.

This policy has been made available to school personnel, published on the school website and provided to *Coiste na dTuismitheoirí*. A copy of this policy will be made available to the Department of Education and Skills and the school patron if requested.

This policy and its implementation will be reviewed by An Bord Bainistíochta 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 *Coiste na dTuismitheoirí*. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____   Signed: _____
(Cathaoirleach an Bhoird Bhainistíochta)   (Príomhoide)

Date: _____   Date: _____

Date of next review: _____

Appendix 1

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 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, engaged in sporting activities or moving classrooms.
- Support the establishment and work of student councils.

Appendix 2: Information about Bullying

Types of Bullying Behaviour

The following are some of the types of bullying behaviour that can occur amongst pupils:

o **Physical aggression**: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

o **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

o **Isolation/exclusion and other relational bullying**: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

o **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

o **Name calling**: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

o **Damage to property**: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

o **Extortion**: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour**.**

Impact and Indicators of Bullying Behaviour

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

Indicators of bullying behaviour
The following signs and symptoms may suggest that a pupil is being bullied:

(i) Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;

(ii) Unwillingness to go to school, refusal to attend, truancy;

(iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;

(iv) Pattern of physical illnesses e.g. headaches, stomach aches;

(v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;

(vi) Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;

(vii) Spontaneous out-of-character comments about either pupils or teachers;

(viii) Possessions missing or damaged;

(ix) Increased requests for money or stealing money;

(x) Unexplained bruising or cuts or damaged clothing; and

(xi) Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances.

The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

Useful Links:

A Parent's Guide to Mobile Phones	www.vodafone.ie%2Fdownload%3Fid%3DICIA_PARENTS_GUIDE.PDF&ei=znoxU5TmJK_n7AbkoIHwDQ&usg=AFQjCNGWwxzDe7xacE5SOkL8nYQArvDZ8w&sig2=QA8Hmp2qXftVorp9YEHoqQ

A reference booklet providing advice on handling situations in which a child is being bullied via mobile phone |
| Teaching kids to be safe and ethical online | http://mediasmarts.ca/stay-path-teaching-kids-be-safe-and-ethical-online-portal-page |
| Webwise | http://www.webwise.ie/cyberbullying_resources.shtm

Collection of useful resources on cyberbullying |
| For Parents | http://www.bullyingnoway.gov.au/parents/index.html

http://www.psychology.org.au/publications/tip_sheets/bullying/ |
| Information for Primary Pupils (up to 8yrs) | http://www.takeastandtogether.gov.au/under13/index.html |
| Barnardos | http://www.barnardos.ie/resources-advice/young-people/teen-help/bullying.html

(Useful information for senior primary pupils or teens) |

Appendix 3: Standard Recording Template

Name of pupil being bullied	Class	
Name(s) of Pupil(s) engaging in bullying behaviour		

Source of concern/report re. bullying (tick relevant box(es)	
The pupil concerned	
Other pupil	
Parent	
Teacher	
Other	

Location of incidents (tick relevant box(es)	
Playground	
Classroom	
Corridor	
Toilets	
School bus	
Other	

Name of person who reported concern re. bullying	

Type of Bullying Behaviour (tick relevant box(es)				
Physical aggression			Cyber-bullying	
Damage to property			Intimidation	
Isolation/ Exclusion			Malicious gossip	
Name Calling			Other (specify)	

Where behaviour is identified as Identity-based bullying, indicate relevant category:				
Homophobic	Disabilty/SEN	Racist	Membership of Travelling Community	Other (specify)

Brief description of bullying behaviour and its impact

Details of actions taken

Signed	Date:
(Relevant Teacher)	
Date submitted to Príomhoide/Príomhoide Tánaisteach	

NOTES re. resolution of matter

Appendix 4: Overview of Interventions

The following methods of intervention are based upon an analysis of the major alternative and supplementary strategies being used to address cases of bullying encountered in schools.

- Each has its own rationale and appropriate areas of application, depending on the nature of the case. This could vary widely, for instance in terms of severity, group involvement and whether there has been any provocation.
- Each has its unique strengths and limitations regarding its use in specific cases.
- Training in the application of each of the methods is needed, some more than others.
- It is important to recognise that the methods are NOT alternatives to taking considered proactive steps to prevent bullying from occurring, such as good classroom management, class discussions of bullying, social skills training, promoting positive bystander behaviour, developing peer support. Such steps can reduce the number of cases that occur.
- Each method assumes a whole school approach and a well informed understanding of the reasons why each may be used in particular circumstances.

DESCRIPTIONS

The following is a brief description of the methods:

- **Direct Sanctions approach**

  This approach makes use of disciplinary procedures or penalties as a punishment and/or a deterrent to prevent further bullying. These may include verbal reprimands; meetings with parents; temporary removals from class; withdrawal of privileges; school community service; detentions and internal exclusion in a special room; short-term exclusion; and permanent exclusion
  Can be used: In serious cases, and in instances of repeated non-compliance

- **Strengthening the target**
  This involves systematically helping the victim to deal more effectively with the person or persons who might seek to bully him or her.

  Can be used: In cases of low level (usually verbal) banter when it is believed the victim can be trained to cope by acquiring more appropriate social and verbal skills

- **Mediation**
  This is a process in which pupils in conflict, including bully/victim conflicts, are invited to take part in a session with a mediator, a staff member or peer mediator, to help resolve their differences without any compulsion.

  Can be used: When students in dispute both want help from a mediator. (Children who bully only rarely want to seek mediation.)

- **Restorative Practice**
  This involves getting the perpetrator to reflect upon his or her unacceptable behaviour, experience a sense of remorse and act to restore a damaged relationship with both the victim and the school community. It may take place (i) at a meeting with just the bully and the victim (ii) with a group or class of students involved in bullying behaviour or (iii) at community conference attended by those involved in the bullying plus significant others such as parents.

  Can be used: In cases in where the perpetrator can be induced to become sincerely remorseful and act restoratively.

- **Support Group Method**
  This is a non-punitive strategy used with groups of students who have engaged in bullying someone. Once identified by the victim, the 'bullies' meet with the teacher and other students, who have been selected because they are expected to be supportive of the victim (who is not present). Knowledge of the distress experienced by the victim is shared with the group and each member is required to accept responsibility and say how he or she will help that person. The outcome is monitored.

  Can be used: In cases of bullying by groups where the perpetrators are prepared to cooperate at a meeting with a teacher *plus other students and assist in putting things right*.

Appendix 5: Board of Management Review

An Bord Bainistíochta 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 Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Príomhoide?	
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 Príomhoide'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 Príomhoide (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?	

Notification regarding An Bord Bainistíochta's annual review of the anti-bullying policy

To: _____

Bord Bainistíochta Ghaelscoil na Cille 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 _____ [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 _____
Chairperson, Board of Management

Signed _____ Date _____
Príomhoide