



ANTI-BULLYING POLICY

Policy Statement

Stratford National School seeks to ensure that every child is protected from bullying at school, is given an education free from fear and intimidation, and has a positive, affirming school experience.

The immediate priority, should a bullying incident occur, is ending the bullying, (thereby protecting the person(s) being targeted) and resolving the issues and restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach.

While, for the purpose of this policy, the terms 'bully' and 'victim' will be used, the school wishes to emphasise that the policy addresses these types of behaviours while endeavouring to ensure that the self-esteem and reputation of every child is protected.

1. Policy Rationale

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 Stratford N.S 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. Key Principles of Best Practice

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;**

- **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. Definition

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

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

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

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

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

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

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

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

Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • 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 or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours</p>	

<p>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).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • 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
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • 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
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • 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
<p>Sexual</p>	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
<p>Special Educational Needs, Disability</p>	<ul style="list-style-type: none"> • 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

4. Relevant Teachers

The relevant teachers for investigating and dealing with bullying in this school are as follows:

- All class teachers
- Principal



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

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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*)

5. Prevention Education and Strategies

The education and prevention strategies used by the school include the following:

- The full implementation of the SPHE programmes such as *Walk Tall, Stay Safe* etc. as they apply during each school year. Through these programmes, children are:
 - Helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
 - Made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
 - Encouraged to recognise, reject and report bullying behaviour
- The subject of bullying will be dealt with through the Social Personal and Health Education (SPHE).
- Circle time, role plays and drama etc., will be employed to explore the theme of bullying and to identify approaches to dealing with various situations that students may find themselves in.
- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to improve their relationships with others and to develop a positive sense of self-worth through formal and informal interactions.
- Supervision and monitoring of classrooms, corridors, school yard, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
- The school's Anti-Bullying Policy is given to all parents/guardians as part of the Code of Behaviour of the school on enrolment.
- The implementation of regular whole school awareness measures e.g. promotion of friendship, kindness week and parents/guardians seminars organised by PA.
- Encourage a culture of report 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, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class for a 'private chat'.
 - Access to principal at all times.
 - Hand note up with homework.
 - Worry box
 - Get a parent/guardian or friend to tell on your behalf.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place. Bystanders who report witnessing bullying will not be named unless prior permission is granted but will be noted.



- The school will specifically consider the particular needs of children with Additional Educational Needs with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately. Targets and strategies particularly related to bullying prevention, the development of social skills and the fostering of inclusion will be identified in Student Support Files and Individual Behaviour Plans where appropriate.
- Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied.
- Full implementation of the Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

The school staff will at all times be vigilant for any signs of bullying, particularly in the school yard and during break times. All accessible areas will be patrolled during break time. Yard matters will be included on the agenda of each staff meeting.

- Staff is particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- There is a rota for yard duty supervision and this is strictly adhered to.
- Any incident which occurs on the yard and is deemed serious by the teacher on duty is recorded in the yard book and this helps staff establish if there is a pattern of negative behaviour which may warrant investigation.
- Bullying and discipline matters are discussed at staff meetings.
- Members of the BOM are familiar with the school's policy on bullying and actively promote it.
- The anti-bullying policy is published on the school website and hard copies are available from the office.
- Parents contribute to and support the school's policy on bullying by encouraging positive behaviour both at home and at school, by being vigilant for signs and symptoms that their child is being bullied or is bullying others and by communicating concerns to the school. Parents are encouraged to inform the class teacher as soon as they suspect that there may be a bullying issue.
- The internet usage in the school is strictly monitored.
- Children are not allowed use mobile phones during school hours.
- Parents and children sign an acceptance use of ICT (information and communication technology) contract. In doing so parents and children are giving an undertaking to act responsibly when using the internet.

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

6. Procedures for Investigating and Dealing with Bullying



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

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

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

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretaker/cleaner 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 – A variety of methods including the following can be used:

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. 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 account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;



- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him how he is 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:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

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

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

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- This information is recorded on pupils' A4 behaviour sheets which are transferred to their file at the end of June. These records are stored in the Principal's Office



Formal Stage 2-Appendix 2 (From DES Procedures)

The relevant teacher must notify the Principal immediately and use the recording template at **Appendix 2** to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) The school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. The behaviours that must be recorded and reported immediately to the principal are in line with the school's code of behaviour e.g.

- Harassment based on any of the nine grounds in the equality legislation e.g.
- Sexual harassment, homophobic bullying, racist bullying etc.
- Physical aggression
- Damage to property
- Offensive graffiti
- Extortion
- Intimidation

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. These records will be kept in the Principal's office where Principal, Deputy Principal and Secretary have access to them and retained for 21 years.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Implementing sociogram questionnaires

7. 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.

8. Prevention of Harassment

ZION ROAD, RATHGAR, DUBLIN 6. TEL: 353 1 492 2315

E-MAIL: info@stratfordns.ie WEB: www.stratfordns.ie



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

This policy was adopted by the Board of Management in January 2020.

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 (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

The plan will be updated annually.

First ratified by the Board of Management in January 2020

Signed _____  _____ Chairperson, BOM

Date 29th September 2022

Signed _____  _____ Principal

Date 29th September 2022



Appendix 1

REPORTING GUIDELINES FOR PARENTS

All members of the school community have a responsibility to report bullying. If you believe that your child is affected by bullying behaviour (either as a victim, bully or by-stander) please make an appointment to speak with your child's classteacher. Appointments can be made via phone or email.

Once you have made an appointment you may find it useful to write an account describing what you know about the bullying behaviour.

Possible signs of bullying

Parents and teachers must be aware of possible signs that an individual may have some involvement in bullying, be it as victim or bully; these may include:

- Deterioration in school performance, loss of concentration and loss of enthusiasm or interest in school
- Pattern of physical illness e.g. headaches, stomach aches
- Anxiety about going to school each day
- Fear of going out to the yard at break time
- Unexplained changes either in mood or behaviour. These may be particularly noticeable before returning to school after weekends or more especially after school holidays.
- Requests for money
- Damage to personal belongings
- Individual may refuse to say what is wrong.
- Individual may give improbable excuses.
- Self-harm
- Loss of trust in friends
- Unexplained or poorly explained physical injury

Parents are asked to consider any factors at home which may have coincided with the onset of behavioural changes.

Possible indicators that your child may be a bully:

- Child may be sullen.
- May have violent outbursts.
- May not be able to account for money or possessions.
- May be acting differently.



Possible indicators that your child may be a victim of bullying:

- May be reluctant to go to school. This is not to be confused with school phobia.
- May be unable to explain why some of his/her belongings are missing or damaged.
- Change in behaviour –quiet or withdrawn.

If you think your child is a victim of bullying:

It may be useful to consider the following questions before coming to the school:

- What happened to the child?
- How often?
- Who is responsible?
- When did the bullying take place?
- Where did the bullying take place?
- Did your child report this?
- To whom was it reported Who told you (parent) about this bullying?
- What are the signs that something is wrong?
- Is your child anxious about anything else?

If you think your child is a bully:

It may be useful to consider the following questions before coming to the school:

- Who is your child bullying?
- What does your child do to this person?
- When does it happen?
- Where does it happen?
- How long has it been going on?
- How did you get to know of it?
- Has anyone reported it to the school?
- Why do you feel that he or she is involved?
- Is your child witnessing bullying behaviour at home or in the community?
- Parents should record full details and inform the school.

On approach to the school

All incidents of alleged bullying behaviour reported will be investigated and recorded. The contact person in the school (usually the class teacher) will:

- Attend to the safety needs of the victim.
- Acknowledge what the person says, listen actively and record factual information.
- Follow agreed procedures including keeping the principal informed.



Appendix 2

Sexual Orientation – Advice for Primary Schools

General Points

- If children use the word 'gay' in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying.
- The strategy for responding to children who have questions about sexual orientation or who are taunting others about being gay is as follows. This is done in the context of the school's ethos and RSE Policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.

Practical Suggestions

- Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word 'gay'
- A response to this question can be, 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay'
- To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish.
- Homophobic insults should be treated in exactly the same way as racist or other insults – the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable.
- The school promotes a culture of communication which actively discourages abusive name calling.



Appendix 3 - Template for Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and Class (es) engaged in bullying behaviour

Empty box for recording names and classes engaged in bullying behaviour.

3. Source of Bullying concern/report (tick relevant boxes)

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant)

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

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

Empty box for recording the name of the person(s) who reported the bullying concern.

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

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

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

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

8. Brief Description of bullying behaviour and its impact.

Empty box for describing the bullying behaviour and its impact.

9. Details of Actions taken

Empty box for detailing the 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> ?	Y
Has the Board published the policy on the school website and provided a copy to the parents' association?	Y
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Y
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Y
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	N
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	N
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	N
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
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	N
Has the Board put in place an action plan to address any areas for improvement?	N

Signed: 
Daniel Miller, Chairperson, Board of Management

Date: 29th September 2022

Signed: 
Sarah Cormican, Principal & Secretary to BOM

Date: 29th September 2022