Anti-Bullying Policy

St. Cillian's National School

Bluebell

Dublin 12

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 St. Cillian's Primary School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013).

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. This policy will set out key principles of best practice for both preventing and tackling bullying and in so doing the school is committed to developing:

A positive school culture and climate which;

- is welcoming of difference and diversity and based on inclusivity

- encourages children to disclose and discuss incidents of bullying behaviour in a non-threatening environment
- 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 children: and
- explicitly address the issues of cyber-bullying and identity-based bullying.
Effective supervision and monitoring of children
Supports for staff
Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
On-going evaluation of the effectiveness of the school's anti-bullying policy and procedures.

In St. Cillian's we believe that our pupils have the right to learn in a supportive, caring and safe environment free from all kinds of intimidation and without fear of being bullied. Because our school is well disciplined and organised, this minimises the occurrence of bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools*, (2013);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:

a.	*Deliberate exclusion, malicious gossip and other forms of relational bullying*

b.	*Cyber-bullying*

c.	*Identity-based bullying including homophobic and 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 (2013) – Appendix 1*

Education & Prevention Strategies:

St. Cillian's National School is a TELLING SCHOOL, in that children are encouraged to tell if they feel they are being bullied by another child or group of children. Children are also strongly encouraged to tell a teacher or parent if they feel another child is being victimised in any way.

Bullying is regularly addressed as a standalone issue in school and the following education and prevention strategies are employed by teachers throughout the school:

●	Regular Circle Time features strongly in our SPHE programme. This allows children ample opportunity to talk about their concerns in a safe environment.
●	Children may prefer to remain anonymous when reporting a bullying incident. Class teachers and the principal regularly make the children aware of their availability to chat about any worries or concerns they may have.

- Anti-Bullying Week takes place in school each year during which various activities take place. Art & SPHE ideas that promote inclusion and friendship are included in all teachers termly plans, e.g. Friendship Week (Amnesty International) in which children share and participate in a range of activities on the theme of friendship.
- Anti-bullying posters are displayed around the school and the content of these posters is discussed at class level.
- The topic is regularly addressed at school assemblies and children are reminded that this a 'telling school'.
- Class questionnaires are distributed if a teacher feels there may be bullying taking place in class. This is usually done anonymously to give the whole class a chance to say if they think anyone is bullied. Confidentiality is respected during class discussions.
- Cyber-bullying is dealt with on a regular basis – particularly in senior classes. External speakers may also be invited to the school to address this issue.
- School notes & the school website are used to raise parents' awareness of cyberbullying.
- Internet Safety Day is an important feature of our school year and talks on cyberbullying are arranged for parents and pupils.
- Local Gardaí talk to Senior Room pupils about bullying and cyber-bullying as part of a as part of An Garda Síochána's Schools Programmes.
- Staff are expected to abide by the Dignity in the Workplace Charter and to show good example to children in their dealings with all school personnel. In this way, we try to promote respectful relationships across the school community

Note: *Further information on Education and Prevention strategies utilized in St. Cillian's can be found in appendix 4*

Procedures for Investigating and Dealing with Bullying

A consistent and clear approach to investigating and dealing with bullying when it occurs is present in our school. A pupil or parent may bring a bullying concern to any teacher in the school. However, it is common practice that the relevant teacher for investigating and dealing with bullying is the class teacher who deals with bullying incidents which affect any child/children in his/her own class. The Principal is always on hand to assist or advise the teacher if needed.

It is advisable that the parent make an appointment to speak with the class teacher privately, and not in full view of the class. The school secretary will arrange a suitable appointment for the parent/s and class teacher to facilitate this. **A parent should never approach a child in relation to bullying incidents.**

All reported incidents - including anonymous reports of bullying - are investigated and dealt with promptly by the class teacher, whose primary aim is to resolve any issues and to restore, as far as is practicable, the relationship of the parties involved (rather than apportion blame). In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. In that way pupils gain confidence in "telling". It

will be made clear, by all teachers and regularly at whole school assemblies, that when children report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

 It is very important that all involved understand the approach from the outset.

Non-teaching staff, special needs assistants, secretaries or any other ancillary staff will report any incidents of bullying behaviour witnessed by them or mentioned to them, to the relevant teacher.

Parents 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 relationship of the parties involved as quickly as possible. The support and co-operation of parents is paramount in dealing with and resolving bullying issues.

Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents. In so far as possible, incidents will be investigated outside the classroom situation to ensure the privacy of all involved.

 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.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant class teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Procedures for monitoring & recording of bullying behaviour

The Board of management acknowledges that good supervision and monitoring systems of bullying behaviour is vitally important and can lead to early intervention and an early resolution. Consequently, a consistent and clear approach will be used to deal with incidents of bullying behaviour which will involve intervention strategies, recording, investigating and following up of incidents as they occur.

Whilst a parent or child may bring a concern regarding bullying behaviour to any teacher in the school the member of staff with initial responsibility for investigating and dealing with the allegation will be the child's class teacher.

- When a pupil or parent reports a bullying concern to a teacher he/she will investigate as a professional and in a calm and unemotional problem solving approach.
- The class teacher will record the nature of the behaviour and details of any incident. The class teacher will then bring the matter to the attention of the Assistant Principal responsible and the school Principal.
- The teacher will then investigate the matter. The class teacher will listen to pupil/parent ensuring privacy at all times with due regard to the pupil/s involved and will seek answers to questions of what, where, when, who and why.
- If involvement of other pupils is necessary to resolve the situation this will be done in a professional manner by the teacher while at all times striving to maintain relationships between all parties. Each pupil involved will be interviewed individually at first and thereafter as a group where each pupil will be asked for his/her account of what happened. This could be verbal account or a written account of the incident.
- Making an informed decision the class teacher will exercise professional judgement to determine whether bullying has taken place and how to resolve the situation.
- If the class teacher finds that a child has engaged in bullying behaviour, it will be outlined to the pupil who has engaged in bullying behaviour that the school anti bullying policy has been breached.
- Parents of all parties involved will be contacted to inform them of the matter and explain what actions are being taken.
- Bullying incidents of a serious nature /or those incidents which have not been resolved after a 20-day period will be reported to Principal/Deputy Principal
- In determining whether a bullying case has been adequately addressed the relevant teacher must take the following factors into account:

    Whether the bullying behaviour has ceased

    Whether the relationship/issues between all parties has been restored

    Whether feedback has been received from parties involved, their parents, Principal/Deputy Principal

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 policy

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

Follow-up meetings with the relevant parties involved will 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. This can have a therapeutic effect.

In cases where the class teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, this must be recorded by the teacher in the recording template and the Principal will be informed.

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 parents or the school Principal.

Where a parent is not satisfied that the bullying incident has not been dealt with in accordance with these procedures then the parent must be referred to the school's complaints procedures. Where the parent is still dissatisfied following on from complaints procedures the school must advise the parents 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:

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. The school's current reporting log/form (Appendix 2) should be used to record alleged incidents of bullying
- 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.

- All log/forms should be kept on the school file of the child who is being bullied & if necessary a copy should be kept on the file of the child who is or has been engaged in bullying behaviour

The relevant teacher must use the recording template at Appendix 2 to record the bullying behaviour in the following circumstances:

- In certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. Teachers should use professional judgement but in general for serious cases of physical aggression and cyber bullying the principal/deputy principal should be informed.

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 a secure place in the school. All incidents of bullying behaviour will also be recorded in the school's Discipline Folder,

Suggested intervention strategies for children affected by bullying behaviour

St. Cillian's NS will view bullying behaviour as part of a continuum of behaviour and will be linked to the Code of Behaviour of the school.

- Maintaining a close linked with parents will be imperative in assisting pupil who may have been bullied, or the pupil who engaged in bullying behaviour.
- The class teacher monitors all parties involved to ensure that the bullying behaviour has ceased.
- Supports for pupils who have been involved in bullying is an integral part of this Anti-Bullying policy. For the pupil involved in bullying it may be necessary to develop their social skills and build self-esteem. Supports may include;
  Negotiating agreements between pupils and following these up by monitoring progress on an informal basis or implemented through a more structured mediation process
  Pastoral care system

  Buddy / Peer mentoring system

  Student Support Team

  Group work such as circle time

  In cases where the school has serious concerns in relation to managing the behaviour or require further supports the school will endeavour to liaise with the appropriate agencies for advice. This may be for the pupil affected by bullying or those involved in the bullying behaviour.

Referral of serious cases to the HSE:

Where the Principal deems that the incident is serious and where the behaviour is regarded as potentially abusive, the school will consult with the HSE Children and Family Social Services and/or the Gardaí as appropriate (in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools).

Where teachers have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

Supports for pupils:

A programme of support for pupils **who have been bullied** is in place in St. Cillian's National School and is set out in the SPHE plan. In addition to this, such pupils may need counselling (a list of counsellors is available to parents) and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. A pastoral care and social skills programme is available in the school. A programme of support for those pupils involved in bullying behaviour is also part of the school's intervention process.

Pupils **involved in bullying behaviour** need assistance on an ongoing basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Learning strategies will be applied within the school to allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may also need professional counselling to help them learn other ways of meeting their needs without violating the rights of others. Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with teachers. An opportunity to do this is during regular Circle Time activities or as part of the SPHE/RSE programme in every class.

Supervision & 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. Where a case of bullying is suspected or reported the relevant teacher(s) for investigating and dealing with bullying is the Class Teacher. Any teacher may

act as a relevant teacher if circumstances warrant it. This work is closely supported and monitored by both the Deputy Principal and Principal.

Ongoing Evaluation and Effectiveness of Anti-Bullying Policy:

The effectiveness of the school's anti-bullying policy will be evaluated and reviewed in May each year. Teachers, parents and pupils will be surveyed periodically to ensure that they are satisfied that this Anti-Bullying Policy is meeting their needs. The implementation and effectiveness of this policy will be included as an agenda item at staff meetings to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

The Principal, working with the teaching staff will examine data gathered from the recording template. Recording templates for bullying behaviour will be stored separately from discipline notes, in a secure area. This data will be collated and analysed once in every school year with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis will be retained and be made available to the Board of Management. Appropriate responses to any issues identified will be drawn up and implemented.

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.

This policy has been made available to school personnel, will be published on the school website and is readily accessible to parents and pupils on request. 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 and be readily accessible to parents and pupils on request and provided to the Parents/Teachers Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy was ratified by staff and board of management
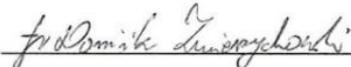
Signed _____

Chairperson, Board of Management

Signed _____
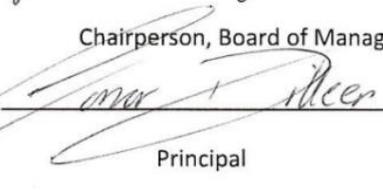
Principal

Date __14/09/21__

Appendix 1: Examples of Bullying Behaviour

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

- **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.
- **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.

- **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".
- **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.
- **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.
- **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.
- **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.

Appendix 2: Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name:_____Class: _____

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

Name:_____Class: _____

3. SOURCE OF BULLYING CONCERN   LOCATION OF INCIDENTS (S)

Pupil Concerned		Yard	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Ancillary Staff Member		Home	
		Other	

4. TYPE OF BULLYING BEHAVIOUR (PLEASE TICK RELEVANT BOX(ES))

Physical Aggression		Cyber-Bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Racist Remarks	
Homophobic/Transphobic		Other (Please specify)	

5. NAME OF PERSON(S) WHO REPORTED THE BULLYING CONCERN

6. BRIEF DESCRIPTION OF BULLYING BEHAVIOUR AND ITS IMPACT

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7. DETAILS OF ACTION TAKEN

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8. ANY OTHER RELEVANT DETAILS WHICH NEED TO BE INCLUDED IN THIS RECORD

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Signed _____ (Teacher/Reporting Person)

Date_____

Date submitted to Principal   _____

Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 3: Ensuring a positive school culture and climate

● 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.
- 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 is used
- In St. Benedict's we have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines. Children routinely receive credits for being kind
- 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.
- Each staff member actively watches 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.
- Support the establishment and work of student councils.

Appendix 4: Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and 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 develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the students themselves in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- Encourage a culture of telling, with particular emphasis on the importance of by standers. 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.
  - Hand note up with homework.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Administer a confidential questionnaire to all pupils.
  - To ensure bystanders understand the importance of telling
  - If they witness or know that bullying is taking place.

- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.

- The development of an 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 listing of supports currently being used in the school and the identification of other supports available to the school e.g. Care Team/ Student Council

- www.bullyingawarenessweek.org for Bullying Prevention Strategies in Schools

Implementation of curricula

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.

- School wide delivery of lessons on bullying from evidence based programmes, e.g. Cool School Lessons, Stay Safe Programme, The Walk Tall Programme.
- *Possible* school wide delivery of lessons on

  - **Relational aggression**,

  - **Cyber Bullying/Safety,**

  - **Diversity and Interculturalism,**

  - **Role of Community Gardaí**, to cover issues around personal safety and cyber-bullying

- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the

development of skills and strategies to enable all pupils to respond appropriately.

● School policies, practices and activities that are particularly relevant to bullying are:

> *Code of Behaviour*
> *SPHE*
> *Child Protection Policy*
> *Supervision of Pupils,*
> *Acceptable Use policy*
> *Attendance*

Appendix S Checklist for annual review of Anti-Bullying Policy and its Effectiveness

		YES	NO
1.	Has St. Killian's National School's Board of Management adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	✓	
Z.	Has the Board published the policy on the school website and provided a copy to the Parent's Association?	✓	
3.	Has the Board ensured that the policy has been made available to school staff (including new staff)?	✓	
4.	Is the Board satisfied that school staff is 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?	✓	
5.	Has the Board ensured that the policy has been adequately communicated to all pupils?	✓	
6.	ented the prevention and education strategies Hat the s h ol a p		
7.	Have all of the prevention and education strategies been implemented?		
8.	Has the effectiveness of the prevention and education strategies that have been implemented been examined?	✓	
9.	a aat d ' ah t ecp s b e recording and dealing with !n heen? id fdan ha : 1,:		
10.	Hh h$_n$ p rd received and minuted the periodic summary reports of		
11.	Has the Board discussed how well the school is handling all reports of bullying, including those addressed at an early stage and n ot therefore included in the Principal's periodic report to the B oard?	✓	
12.	Has the Board received any complaints from parents regarding the school's handling of bullying incidents?		✓
13.	Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?		✓
14.	Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?		✓
15.	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?		✓
16.	Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?		✓
17.	Has the Board put in place an action plan to address any areas for improvement?		✓

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Chairperson, Board of Management

Date: 14/09/21

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Conor Dilleen, Acting Principal

Date: 14/09/21