INCHICRONAN CENTRAL NATIONAL SCHOOL
R19551S
ANTI BULLYING POLICY

Appendix 1 – Anti Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Inchicronan Central National 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* which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

   - A positive school culture and climate which-
     o is welcoming of difference and diversity and is based on inclusivity;
     o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
     o 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-
     o build empathy, respect and resilience in pupils; and
     o explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
   - Effective supervision and monitoring of pupils;
   - Supports for staff;
   - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
   - On-going evaluation of the effectiveness of the anti-bullying policy.

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

   Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.
   The following types of bullying behaviour are included in the definition of bullying:
   - deliberate exclusion, malicious gossip and other forms of relational bullying,

1

- 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*.

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

    A consistent and clear approach to dealing with bullying when it occurs is essential to effective practice. The followings section provides guidance and direction for our school in relation to the need to use established intervention strategies and ensuring consistent recording, investigation and follow up of bullying behaviour.

    In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher". At our school, the relevant teacher will be the class teacher.

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

5. The education and prevention strategies that will be used by the school are as follows:

    The prevention of bullying is an integral part of the written anti-bullying policy of our school. We document the specific education and prevention strategies that the school implements. This includes documenting the measures being taken by the school to explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.

    Effective practice includes prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils.

INCHICRONAN CENTRAL NATIONAL SCHOOL
R19551S
ANTI BULLYING POLICY

As self-esteem is a major factor in determining behaviour, our school, through both our curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.

Initiatives and programmes focused on developing pupils' awareness and understanding of bullying, including its causes and effects, deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying.

Prevention and awareness raising measures must also deal explicitly with cyberbullying. The best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures should focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents is of importance in this regard. The prevention and awareness raising measures should also take into account the scope for cyber-bullying to occur as a result of access to technology from within the school.

A school's approach to tackling and preventing bullying takes particular account of the needs of pupils with disabilities or with SEN, and joins up with other relevant school policies and supports to ensure that all the services that provide for such pupils work together. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.

Our school's prevention and awareness raising measures are appropriate to the type of bullying and take into account the age and gender of the pupils involved. Our school works to raise the awareness of bullying so that all members of the school community understand what bullying is and how our school deals with bullying behaviour.

Teachers can influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe programme at primary level, is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. The Relationship and Sexuality Education (RSE) programme at post-primary provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour. For example, the Schools for Health in Ireland framework provides guidance on developing a health promoting school.

INCHICRONAN CENTRAL NATIONAL SCHOOL
R19551S
ANTI BULLYING POLICY

There is space within the teaching of all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In English, there is a wide range of literature available which could be used to stimulate discussion. In Geography and History references to colonisation, exploitation and dictatorships could be used to illustrate the negative aspect of power. The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects. Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.

Strategies for prevention of bullying in our school include the following;
- The SPHE curriculum, including the Walk Tall and Stay Safe programmes, is used to support the anti-bullying policy.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Pupils are helped to develop empathy by discussing feelings and by trying to put themselves in the place of others.
- Teachers respond sensitively to pupils who disclose incidents of bullying.
- The school's anti-bullying policy is discussed once a term with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- Pupils from Junior Infants to Sixth class create their 'Class Rules'.
- Members of the BOM are familiar with the school's policy on bullying.
- Parents 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, by communicating concerns to the school.
- Every year we have a Friendship week
- Every year we have an Anti–Bullying week
- We have a buddy bench which we use to develop friendships
- We annually highlight cyber bullying by teaching "internet safe "lessons.
- The Student Council is in the school to encourage pupils to have a voice.

The Student Council members actively try to promote anti-bullying measures in the school. They are made aware of the anti-bullying procedures in a child friendly manner at a Student Council meeting early in Term 1. They help promote Kindness Week each November and report on activities to the school community and parent body through the school newsletter and website. Each member of the Student Council is given the role of an Anti-Bullying officer. Their duties include promoting Anti-Bullying throughout the school during Anti-Bullying Week in November. They encourage other pupils to report any incidences of any form of bullying and they remind classes regularly ways in which they can report. They also encourage pupils to use the 'Worry Monster' or 'Bosca Buartha' in classrooms.

Sanctions for prevention include:

- Time out / lunch time detention (in accordance with the child's age)
- Loss of Privileges (in accordance with the child's age)
- Behaviour contract will be drawn up
- Communication with Principal
- Communication with parents / guardians

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

This policy ensures that the school has clear procedures for investigating and dealing with bullying. The school's procedures are:

(i) 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);

(ii) 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;

(iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;

(iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

(v) 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 relationships of the parties involved as quickly as possible;

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

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

(viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

(ix) 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;

(x) 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;

(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;

(xii) Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;

(xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

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

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

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

(xvii) 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. This can have a therapeutic effect;

(xviii) In cases where the relevant 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, it must be recorded by the relevant teacher in the recording template included as part of this policy;

(xix) 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; and
· Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

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

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

The Board of Management ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour and that these are documented in this policy. All records are maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour is:

(i)   While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;

(ii)   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.

(iii)   The relevant teacher must use the recording template 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.   where 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.

In each of the circumstances at (a) and (b) above, the recording template must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school's anti bullying policy provides for appropriate linkages with the overall code of behaviour and provide for referral to be made to relevant external agencies and authorities where appropriate. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

There are various approaches and intervention strategies that might be used by schools.

INCHICRONAN CENTRAL NATIONAL SCHOOL
R19551S
ANTI BULLYING POLICY

Given the complexity of bullying behaviour it is generally acknowledged that that no one intervention works in all situations. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed.

Intervention strategies in our school include;
- Teaching social skills such as friendship and empathy in SPHE lessons.
- Receiving support from an outside agency such as NEPS.
- Follow up meetings with the pupil, class teacher and principal to check in with the pupil and monitor behaviour.
- Advising parents on counsellors that the pupil may benefit from attending

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

A programme of support for pupils who have been bullied is in place. Such pupils may need counselling 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 programme of support for those pupils involved in bullying behaviour is 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 should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

Pupils who observe incidents of bullying behaviour are encouraged to discuss them with teachers.

The school's programme of support for working with pupils affected by bullying is as follows:
- Referral for SEN support to support emotional well being
- Advice sought from NEPS (National educational psychological service)
- Follow up Meeting/s with the pupils parents , class teacher and principal
- Weekly meetings to "check in " with the pupil , class teacher and principal

8. **Supervision and Monitoring of Pupils**

It is the responsibility of school management in conjunction with staff and pupils to implement a system under which good supervisory and monitoring measures are in place both to prevent and deal with bullying behaviour. Good supervision and monitoring systems also facilitate early intervention. All pupils and in particular senior pupils can be seen as a resource to assist in countering bullying. Student councils can also be very

important in this regard. Non-teaching staff should also contribute and be part of the process to counter bullying behaviour in schools. In addition, strategies and measures involve all parents.

This policy confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour.

The Board of Management also ensures that members of school staff have sufficient familiarity with the school's anti bullying policy to enable them to effectively and consistently apply the policy when required. Supports for staff is appropriate to the individual's role and enables staff to recognise bullying, implement effective strategies for preventing bullying and where appropriate, intervene effectively in bullying cases.

The Board of Management has appropriate arrangements in place to ensure that temporary and substitute staff have sufficient awareness of the school's code of behaviour and its anti-bullying policy.

9. Prevention of Harassment

Equality legislation prohibits harassment on any of the nine grounds: gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community. Under equality legislation, sexual harassment is also prohibited. These prohibitions apply to all aspects of school life, for example classrooms, sport fields or school tours.

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 i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

A cornerstone in the prevention of bullying is a positive school culture and climate that is welcoming of difference and diversity and is based on inclusivity and respect. The policy on bullying is most effective when supported by a positive school climate which encourages respect, trust, care, consideration and support for others.

Central to a positive school culture is respectful relationships across the entire school community. This encompasses relationships amongst peers (e.g. pupil to pupil, teacher to teacher) and relationships between groups (e.g. teachers and pupils, parents and teachers etc.).

The misconception that bullying is a normal phase of development and that it teaches pupils to toughen up needs to be challenged. The school must endeavour to create an environment where pupils feel comfortable and free to discuss and disclose incidents of bullying. This may also require challenging prevailing attitudes so that pupils realise that they also have a responsibility for the safety and welfare of fellow pupils.

INCHICRONAN CENTRAL NATIONAL SCHOOL
R19551S
ANTI BULLYING POLICY

The school encourages and strengthens open dialogue between all school staff and pupils. The school ensures that we provide appropriate opportunities for pupils to raise their concerns in an environment that is comfortable for the pupil. This dialogue encompasses issues that happen outside school, including cyber-bullying. In order to accomplish this, the school may also need to consider how best to address topics that are masked by prejudice and silence such as homophobic bullying.

Key elements of a positive school culture and climate are outlined below

The school acknowledges the right of each member of the school community to enjoy school in a secure environment;

The school acknowledges the uniqueness of each individual and his/her worth as a human being;

The school promotes positive habits of self-respect, self-discipline and responsibility among all its members;

The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members;

The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning;

The school has the capacity to change in response to pupils' needs;

The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values;

The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner;

The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis;

The school recognises the role of parents in equipping the pupil with a range of life-skills;

The school recognises the role of other community agencies in preventing and dealing with bullying;

The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities;

The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school;

Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

INCHICRONAN CENTRAL NATIONAL SCHOOL
R19551S
ANTI BULLYING POLICY

Effective leadership, supporting a school culture and climate that celebrates difference, is key to good practice. The role of all those in leadership roles within the school is of great importance in stimulating a school-wide approach to preventing and tackling bullying.

The Principal in particular has a key role in dealing with bullying behaviour in school because he/she is in a strong position to influence attitudes and set standards in dealing with such behaviour. Principals and other leaders in the school, including all teachers, should strive to engender an ethos under which bullying is unacceptable. All who are identified as leaders within the school community can ensure that practical steps are taken to challenge and respond to bullying. School leaders should also involve both staff and pupils in developing and implementing a vision of the school where diversity is accepted and celebrated.

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

The Code of Professional Conduct for Teachers published by the Teaching Council makes explicit the values and standards expected of teachers in their daily work with pupils.

The NEWB publication Developing a Code of Behaviour: Guidelines for Schools recognises the role of all adults, including parents, in modelling good behaviour and states "The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings both with pupils and with each other, since their example is a powerful source of learning for pupils. Parents should be expected to model the standards that pupils are asked to respect. In order to do this, they need to be familiar with the standards and to understand the importance of expecting pupils to behave according to these standards. The ways in which parents and teachers interact will provide pupils with a model of good working relationships".

A school-wide approach (involving school management, staff, parents and pupils) to dealing with the problem of bullying behaviour is a key element of effective practice. Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and, ultimately, in the wider community.

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

INCHICRONAN CENTRAL NATIONAL SCHOOL
R19551S
ANTI BULLYING POLICY

Bullying behaviour thrives in an atmosphere of uncertainty and secrecy in which the pupil often feels a sense of hopelessness and futility against the power being exercised by the person engaged in bullying behaviour. A high degree of school-wide vigilance and openness is important in ensuring that bullying behaviour can be adequately tackled.

The promotion of relevant home/school/community links is important for all schools in regard to countering bullying behaviour and should be encouraged as a normal part of the school's effective operation. For example, bullying behaviour can often occur on the journey to and/or from school. An anti-bullying school policy should embrace, as appropriate, those members of the wider community who come directly in daily contact with school pupils. School bus drivers, school traffic wardens and local shopkeepers could be encouraged to play a positive role in assisting schools to counter bullying behaviour by reporting such behaviour to parents and/or to the school as appropriate. Through such approaches, a network is formed.

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

The school has in place appropriate systems to ensure that all relevant members of the school community have a shared understanding of what constitutes bullying behaviour as defined in Section 2 of this policy. The manner in which a school will develop and communicate this shared understanding amongst its pupils will depend on factors such as the age and maturity of the pupils concerned.

The definition of bullying, the various types of bullying behaviour and the impacts of bullying as set out in Section 2 of these procedures is communicated and explained to the school community.

10. This policy was adopted by the Board of Management on ~~04ᵗʰ Sept - 23~~ [date].

11. The school's anti-bullying policy is available to all school personnel, published on the school website and provided to the Parents' Association. A copy of the school's anti-bullying policy is provided to the Department and the patron if requested.

12. The Board of Management ensures that the policy is regularly highlighted and promoted on a school-wide basis with particular attention being given to incoming pupils and their parents. School management ensure that pupils, parents and staff members are made aware of the relevant teachers responsible for dealing with bullying concerns. School rules and other information on bullying are displayed in pupil friendly, age appropriate formats and are displayed around the school building.

The effectiveness of the school's anti-bullying policy is subject to continuous review in the light of incidents of bullying behaviour encountered. The school has made provision

INCHICRONAN CENTRAL NATIONAL SCHOOL
R19551S
ANTI BULLYING POLICY

for periodic examination of the prevention and intervention strategies in place

The template for recording and reporting bullying to the school Principal or Deputy Principal will be a valuable and readily accessible source of data in relation to bullying behaviour in the school. Data gathered from these reports will be regularly (at least once in every school year) collated and analysed 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 is retained and is made available to the Board of Management. Appropriate responses to any issues identified will be drawn up and implemented.

The implementation and effectiveness of the anti-bullying policy is included as an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.
At least once in every school term, the Principal provides a report to the Board of Management setting out: (i) the overall number of bullying cases reported (by means of the bullying recording template) since the previous report to the Board and (ii) confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the Anti Bullying Procedures for Primary and Post-Primary schools.

The minutes of the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved.

The Board of Management undertakes an annual review of the school's anti- bullying policy and its implementation by the school.

A standardised checklist to be used in undertaking the review is included as an Appendix to these procedures.

The school will put in place an action plan to address any areas for improvement identified by the review.

Written notification that the review has been completed is made available to school personnel, published on the school website and provided to the Parents' Association (where one exists).

A record of the review and its outcome is available, if requested, to the patron and the Department.

INCHICRONAN CENTRAL NATIONAL SCHOOL
R19551S
ANTI BULLYING POLICY

Signed: _Shane O'Donnell_
(Chairperson of Board of Management)

Signed: _Barry Mylan_
(Acting Principal)

Date: **04/09/23**

Date: **04/09/23**

Date of next review: *4/09/2024*