ANTI-BULLYING POLICY

This policy has been drawn up by the students and teachers and parents of Ratoath College

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

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

   - A positive school culture and climate which-
     - is welcoming of difference and diversity and is based on inclusivity;
     - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
     - promotes respectful relationships across the school community;
   - Effective leadership;
   - A school-wide approach;
   - 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.

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as 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.*

Bullying Behaviours which are not acceptable in Ratoath College:

(This is not an exhaustive list of behaviours, as all incidents will be dealt with on a case by case basis.)

- **Physical bullying** such as repeated hitting, spitting, kicking, pushing, tripping, stealing, vandalising, damaging property, intimidating.

- **Verbal bullying** such as repeated name-calling, jeering, teasing, taunting, slagging, threatening.

- **Psychological bullying** such as repeated excluding, isolating, ridiculing, malicious gossip or staring, spreading rumours, passing notes, using peer pressure to intimidate and threatening gestures.

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- **Sexual Bullying:** Sexual comments, unwelcome touching of others, making nasty comments about someone being gay, lesbian, bisexual or transgender. Homophobic bullying will not be tolerated.

- **Identity Based Bullying:** such as homophobic bullying, transphobic bullying, racist bullying, bullying based on a person's membership of the Traveller community, ethnic groups, based on a person's faith and bullying of those with disabilities or special educational needs.

- **Racist bullying:** such as discrimination, prejudice, comments or insults about colour, nationality, or cultural ethnicity.

- **Relational victimisation:** Manipulating relationships eg. repeated and intentional marginalisation, ostracism, breaking confidence, spreading rumours, abusive letters, messages, drawings, e-mail, phone calls.

- **Cyber bullying:** Social bullying that uses technological communications to humiliate, harass, embarrass, tease, intimidate, threaten or slander an individual or group of people. Cyber bullies use instant messages, texts, e-mails, chat rooms, mobile phones, social networking or blogs and interactive games. Cyber bullying is the act of being cruel to others by sending or posting harmful material or compromising photographs online or through a mobile phone or device. Placing any offensive or hurtful public message, image or statement on a social network site or other public forum (even if it is once off) where the message, image or statement can be viewed or repeated by others, will be regarded as bullying behaviour.

- **Extortionate:** Bullying to extort items such as money and other property or to force students to carry out actions against their will.

What can students do to prevent Bullying?

Notify a teacher/parent if they notice anybody being bullied/repeatedly mistreated.

Do not give an audience to the bully.

Discourage others from bullying behaviour.

Give support to person being bullied.

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What can parents do to help their children cope with bullying?

- It is not advisable to advocate hitting back
- Teach them some coping strategies
  - Walk tall
  - Walk away
  - Teach your child to appear confident
  - Encourage them to tell
  - Stay with friends-avoid bullies
  - Take reasonable care of their belongings
  - Encourage assertiveness not aggression
  - Save any abusive mobile phone message and report it to the Gardaí

For further advice please read an excellent publication for parents:
"Bullying in Secondary Schools": What parents need to know.
Also the following book is an excellent resource for your son/daughter "
"R U B n Bullied: Tips for Teens"
Available from the Cool School Programme: HSE. Phone: 046 - 9079350

What can Ratoath College do to prevent bullying?

- Have an effective Anti-Bullying policy

- Regular Anti-Bullying confidential questionnaires

- Highlight the issue of bullying in CSPE, SPHE, Tutorial, RE classes and in assemblies

- Hold an Anti-Bullying week

- Provide the 'Cool School' programme to First Years

- Provide adequate supervision at break times

- Facilitate in-service for teachers on Anti-Bullying through the "Cool School " programme

- Set up an Anti-Bullying Committee from among the staff

- Promote respect for fellow pupils

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What should a student do if they are being bullied?

TELL

    Who do I tell?

    Teacher, Caomhnóir, Moltóir, Guidance Counsellor, Chaplain, Deputy Principal, Principal, Parent or Friend.

How do I tell?

    Tell a teacher after class

    Use Report form (Appendix 2) and submit to Anti-Bullying box

    Hand up a note inside your homework to staff member

    Phone the school

    E-mail the school/Moltóir with details

What should a parent do if they know that their son/daughter is being bullied?

- Assure them that it's not their fault and that you will help them to sort it out
- Contact the school - arrange an appointment with the Caomhnóir/Moltóir
- Prepare for that meeting - bring notes and details of events from your child's point of view
- Ask that the incident be investigated and ask what supports the school can offer your child
- Work with the school to develop a strategy to deal with the problem
- If the problem continues, return to the school and make an appointment to meet the Principal / Deputy Principal

What can the staff of Ratoath College do when Bullying occurs?

- When an incident is reported we will speak privately and individually to those involved
- We will take a calm, problem-solving, non-confrontational approach
- We will inform the parents of both parties should we deem it to be a bullying incident
- As every case is different we will discuss strategies with individuals concerned
- If we believe that reconciliation between the parties is possible this will be facilitated through restorative practice
- We will keep a written record of all bullying incidents
- We will endeavour to provide support for all our students through our counselling system

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- If this is a serious case of victimisation of one party by another it will be reported directly to the (Deputy) /Principal. Serious incidents of bullying behaviour may in accordance with the Children First and the Child Protection Procedures for Primary and Post Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate
- The student(s) will be subject to the school's Code of Behaviour and may be suspended/excluded from the school should they threaten the health and safety of others

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- 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 outlined in detail in Appendix 1.
- Reports can be made by submitting a report form (see appendix 2)
- All interventions will be noted by the relevant teacher on the green Bullying report form (see appendix 3).

The relevant teacher(s) for investigating and/or dealing with bullying can be a:
- Teacher
- Caomhnóir
- Moltóir
- Deputy Principal
- Principal

- When a student reports an incident of bullying they will be reassured that they have made an important step towards the resolution of the situation. The student will be interviewed privately and consulted as to how they would like the situation to be resolved. A written statement will be taken to record the facts of the incident(s) (see appendix 2). The student against whom the allegations have been made will be interviewed separately and their side of the story listened to. A written statement will be taken to record the facts of the incident(s). Others who may have witnessed the incident(s) will also be interviewed in order to get a fuller understanding of the incident and written statements taken.

- Once it has been established that a case of bullying has occurred under the DOE definition, parents or guardians will be contacted, informed and their support sought, except in a case where it is felt doing so could impact on student welfare.

- Any student affected by the bullying will be supported and referred, if appropriate, to the schools Pastoral Care system and parents will be advised of outside agencies and services available where appropriate. Those found to be bullying will be supported in order to raise their awareness of the effects of their actions and to

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prevent such behaviour continuing. If the bullied student is agreeable, restorative practice meetings with those involved will be arranged. If the bullying behaviour continues and/or the situation is not resolved this form (see appendix 3) will be passed to the Deputy Principal/Principal for intervention and for further action. This may include seeking the assistance of outside agencies where appropriate and available. When the intervention is complete the files will be passed on to the appropriate Moltoir for retention.

- The resolution of bullying incidents may also involve sanctions based on the schools code of behaviour.

- N.B. THE STAFF MEMBER TO WHOM THE BULLYING INCIDENT HAS INITIALLY BEEN REPORTED IS REQUIRED TO CHECK THAT THE INCIDENT HAS BEEN ADEQUATELY AND APPROPRIATELY ADDRESSED WITHIN 20 SCHOOL DAYS OF THE REPORT BEING MADE. SHOULD (S)HE NOT BE SATISFIED THAT THAT IS THE CASE, THE FORM IN APPENDIX 3 MUST BE FILLED AND GIVEN TO THE PRINCIPAL. (*The relevant teacher is the teacher actively involved in the intervention.)

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*):

- All students to be informed of the Anti-Bullying policy and procedures
- Policy to be outlined to parents/guardians
- SPHE programme (includes material on cyber bullying, homophobic and transphobic bullying).
- RSE programme (includes material on tolerance, understanding and identity)
- Themed weeks: Anti-bullying week, Standup week, Internet Safety Week, Mental Health week, Wellbeing Week. (See School Calendar for exact dates)
- Engagement with the Jigsaw programme
- Acceptable use of the internet policy
- Mobile phone policy
- Guest speakers for parents, students and staff CPD
- Restorative Practice approach to mending conflict
- School clubs, teams etc highlight interdependence
- Garda Talks
- Cool School programme
- Anti-Bullying workshops

Prevention Strategies to perpetuate Ratoath Colleges Anti-Bullying ethos

It is important that the anti-bullying message is kept to the forefront of everyone's mind.

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Students

The following measures are undertaken to raise awareness of the need of positive school climate among the student body.

- SPHE programme
- Caomhnóir/Moltóir
- Reinforcing positive student efforts
- Building student self-confidence
- Assembly and tutorial
- Liaising with primary schools
- Student induction programme for 1st years
- School tours / bonding trips
- Inclusive & Anti-bullying posters/leaflets
- Mental Health week
- Visible teacher presence
- Support programmes (e.g: Wellbeing/SEN/RSE)
- Clear instructions re: "who to tell" & "how to tell" & "what to expect"
- Jigsaw – linking students in with local service
- Cool School programme
- Garda Talks
- Anti-Bullying workshops

Staff

This process of raising awareness among all staff members in the school community is achieved in the following ways.

- Staff meetings
- Promote teacher attendance at anti-bullying training
- C.P.D.
- All staff have a copy of the policy and procedures.
- Whole staff participation in awareness raising events

Curriculum

The curriculum actively supports the creation of a positive school culture with a focus on preventing and minimising the impact of bullying on students.

- SPHE - an anti-bullying programme is integrated into the school curriculum. It is taught to all incoming 1st year classes. Strategies suggested in the programme will be used as appropriate.
- RSE programme.
- Dealing with cyber-bullying in DL classes.

Initiatives

Other examples of school initiatives which support the creation of a positive environment and the Anti-Bullying ethos include:

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- Display Anti-Bullying and welcoming diversity posters
- Provide supervision during morning and afternoon breaks
- Group exercises eg: school trips, extra-curricular clubs and societies, team sports
- Student council to raise concerns
- Student surveys
- Raising awareness among non-teaching staff
- Promote attendance at parent courses/information evenings

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 (see section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- 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 outlined in detail in Appendix 1.
- Reports can be made by submitting a report form (see appendix 2)
- All interventions will be noted by the relevant teacher on the Green Bullying report form (see appendix 3).

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- Counselling/Pastoral Care
- Anti-Bullying week
- Cool School Programme
- Engagement with Jigsaw
- Restorative Practice

8. **Supervision and Monitoring of Pupils**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. **Prevention of Harassment**

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

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10. This policy was adopted by the Board of Management on the 6th June 2023.

11. 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.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (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.

Signed: _____ (Chairperson of Board of Management)

Signed: _____ (Principal)

Date of next review: June 2025

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Appendix 1: Ratoath College Anti-Bullying Procedures

Ratoath College Anti-Bullying policy and procedures are to be read and followed within the framework of the school's overall code of behaviour and within the context of the Department of Education (DOE) child protection guidelines. The policy and procedures also meet the requirements of the DOE Anti-Bullying Procedures for Primary and Post-Primary Schools.

Teachers should always be vigilant to the possibility of bullying occurring and should take a calm, unemotional, problem-solving approach when dealing with reported incidents of alleged bullying behaviour.

- Adopt an informal approach to resolving the issue
- Record a bullying incident/report and speak to all parties in private. (see appendix 2) Useful questions...who - what - where - when - why.
- Consult the student as to how s/he would like the situation to be resolved.
- Get a written account from all parties. (If a group is involved interview each member individually). Thereafter, if appropriate, interview the group together when each member should be asked for his/her account.
- Contact parents of all involved at an early stage to inform them and explain actions being taken and to give parents an opportunity to discuss how they can help. If deemed appropriate, this may take the form of suggesting restorative approaches that the parents could take to support their son/daughter. If it has been determined that bullying has happened the offence should be made clear to the student and efforts should be made to get him/her to see the situation from the perspective of the student being bullied.
- Record all steps on the bullying report form and give the report to the Deputy Principal for a) filing b) further action. If the bullied student is agreeable, a Restorative Practice meeting with those involved should be arranged.
- If the matter is unresolved/part of a pattern, If the bullying forms part of a pattern or the initial efforts of the relevant Teacher/Caomhnóir/Moltóir prove unsuccessful in restoring the relationship, the issue can be referred to the Deputy Principal who can:
  - Consult with staff members
  - Consult with teachers
  - Collate all evidence
  - Lead a restorative circle
  - Maintain links with the bullied student
  - Monitor the student who has bullied
  - Contact parents/guardians
  - Refer to counsellor/other agency as appropriate

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In the event of the problem persisting

If the bullying persists despite the interventions of the relevant teacher/Caomhnóir/Moltóir, the issue can be referred to the Principal or Deputy Principal who can:

- Inform/meet with parents and students involved.
- Liaise with bullied student.
- Monitor student who has bullied.
- Liaise with SEN staff/NEPS/HSE Child & Family services/Tulsa/Social services/An Garda Síochána/other agencies as appropriate.

To lodge a complaint with the Principal

If a parent/guardian is not satisfied with the outcome of the bullying incident or the procedures that were followed, they can lodge a complaint in the first instance by writing to the Principal and outlining the incident and the grounds for the complaint. The Principal will respond as soon as it is practicable.

To lodge a complaint with the Board of Management

If a parent/guardian is not satisfied with the response received from the Principal, the option to write to the Chairperson of the Board of Management is available to them once all of the previous steps have been followed. Correspondence can be delivered to the school office and marked for the attention of the "Chairperson of the Board of Management".

The Chairperson of the Board of Management will respond to the parents/guardians as soon as is practicable.

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Appendix 2   Alleged Bullying Incident Report Form

To be completed by the student or teacher. Students should use this form

Instructions: Be specific and include as much detail as possible.

Written by:
Student Name: **Rang:**
Date:
Who was involved?
Why did it happen? (Be specific)
When did it happen? (Be specific)
What happened? (Give as many details as possible)
Signature:

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Appendix 3   Form for recording Bullying Behaviour

{This form is to be forwarded to the Principal if the relevant teacher considers the bullying incident *HAS NOT* been adequately and appropriately addressed within 20 school days after it has been determined that bullying has occurred}

1. Name of the pupil being bullied and class group

Name: _____   Class: _____

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

_____

_____

_____

3. Source of bullying concern/report (tick relevant box(es)*

Pupil Concerned		Teacher	
Other Pupil		Other	
Parent			

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

		Please give further details/notes
Outdoor area		
Classroom		
Corridor/Common area		
Toilets		
School B7us		
Other		

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

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

Physical Aggression		Isolation/Exclusion		Damage to Property		Name Calling	
Cyber-bullying		Malicious Gossip		Intimidation		Other (Specify)	

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Other (specify):

_____

_____

_____

_____

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

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

8. Brief description of bullying behaviour and its impact:

9. Details of actions taken:

Signed: _____ (Relevant Teacher)

Date: _____

Date submitted to Principal/Deputy Principal: _____

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Appendix 4

	Y/N
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into their school's handling of a bullying case been initiated or completed?	

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Appendix 5

Advice for parents to help their children cope during a bullying incident

- It is not advisable to advocate hitting back
- Teach them some coping strategies
- Encourage them to tell • Stay with friends - avoid bullies
- Avoid provoking a bully • Encourage assertiveness and not aggression
- Save any abusive phone, online or multimedia message and report them to the service provider and/or Garda.

What should a parent do if they know that their son/daughter is being bullied?

- Remain calm. If you get upset your child may become distressed and not wish to tell you anymore for fear of upsetting you further
- Assure them that it is not their fault and that you will help them sort it out
- Contact the school – it is advisable that a parent contact the Moltoir for each year group. Parents may arrange an appointment with the Moltoir and/or relevant teacher.
- Prepare for that meeting - bring notes and details of the events from your child's point of view.
- Ask that the incident be investigated and what supports the school can offer your child.
- Work with the school to develop a strategy to deal with the problem

Advice for parents if you think their child may be a bully

This situation presents a difficult situation for parents but one in which Ratoath College will support parents. If it is discovered that your child is in fact the bully it can be quite a shock and very upsetting.

Consider the following in dealing with this situation:

- Don't ignore the situation. You have to deal with it and help your child to understand that this behaviour is not acceptable and help them to change.
- Don't panic or get upset. This may make your child 'close down' because they feel that they have made you angry, upset, and disappointed or dislike them.
- Don't use words like bullying or being a 'bully'. This will label your child and may make them feel ashamed. This may cause them to withdraw or tell lies about what happened so that they don't have to feel ashamed. Your role is to support them in talking about what happened and solve the problem.
- Talk about specific details of the bullying. For example, "When you called her names, what did you mean to do?" Your child may say that they were only playing or having fun – this may be an excuse or your child may not have intended to hurt the other child. Either way, you have to explain to your child how that behaviour is hurtful to the other child and that it has to stop. •
- Encourage your child to be empathic. When chatting about the behaviour, ask them to imagine how the victim may have felt. For example, "How do you think you would feel if someone hit you like that?"
- Think about your own home. Is there bullying going on there? Is your child copying behaviour that they see in their own lives?

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- Try to find out if there are other children involved in the bullying. If your child is part of a 'group' where they are expected to bully, then this has to be addressed with the school.
- Contact the school. The school will be grateful for information and support from parents. Also, staff in the school may be able to give advice or add some details which can help you better understand the situation with the aim of restoring the relationships between the students.
- Give your child plenty of encouragement and praise. Spend plenty of one to one time with them, chat to them and use every opportunity to connect with them. This will help your child to be open with you and also give you plenty of opportunity to check in with how they are getting on with stopping the bullying. Encourage and praise them in their efforts to stop the bullying behaviour.

Useful contacts and website **Barnardos** Tel: 01 - 4530355 www.barnardos.ie	**Support for Lesbian, Gay, Bisexual and Transgender Students** www.belongto.org Telephone: (01) 6706223 www.teni.ie (Transgender Equality Network Ireland) (01) 8733575
Ombudsman for children Tel 01 4757333 www.oco.ie	**Childline** Tel: 1800666666 www.childline.ie
Ashbourne Garda Station Tel 01 801 0600	

This policy was reviewed the 6th June 2023
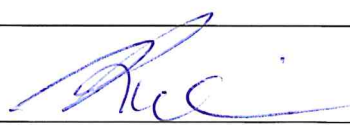
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Ratoath College
Appendix 4
Checklist for annual review of the anti-bullying policy and its implementation

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 *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	YES
Has the Board published the policy on the school website and provided a copy to the parents' association?	YES
Has the Board ensured that the policy has been made available to school staff (including new staff)?	YES
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?	YES
Has the Board ensured that the policy has been adequately communicated to all pupils?	YES
Has the policy documented the prevention and education strategies that the school applies?	YES
Have all of the prevention and education strategies been implemented?	YES
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	YES
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	YES
Has the Board received and minuted the periodic summary reports of the Principal?	YES
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?	YES
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	NO
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	NO
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	NO
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?	YES
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	NO
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed: _____   Date: 12th June 2024
Chairperson, Board of Management

Signed: _____   Date: 12th June 2024
Principal