Pobalscoil Náisiúnta
Iarthar na Cathrach & Theach Sagard
Lána Bhaile Uí Fhoirtcheirn,
Iarthar Na Cathrach,
Baile Átha Cliath 24

Príomhoide: Maidhc O' Broin
Leas-Phríomhoide: Orla Uí Dhochartaigh

Citywest & Saggart
Community National School
Fortunestown Lane,
Citywest
Dublin 24

Principal: Mike Byrne
Deputy Principal: Orla Doherty

Anti-Bullying Policy

Summary of this Anti-Bullying Policy

Compliance	These guidelines were prepared in line with relevant legislation
Key principles	The serious nature of bullying is acknowledged. So, whole-school approaches to prevention and tackling bullying will be employed.
Monitoring	The effectiveness of the strategies in the school will be assessed in various ways throughout the school year.
Dealing with alleged bullying	Fair process must be followed as per these guidelines. There are templates appended to these guidelines to direct teachers and the principal in dealing with matters of bullying in an effective manner - Interviewing the people involved - Identifying where hurt has been caused - Giving a voice to the two parties - Developing a plan of restoring relationships and future actions
Communication	This policy will be communicated to children, parents and staff in various ways as outlined in this policy (both formally and informally)
What should happen?	If a staff member is notified of an alleged bullying incident, they must record all information on appendix 2. This should then be submitted to the principal as soon as possible so an investigation can continue. **It is important that the alleged bullying person is given fair process without judgement. Appendix 2 should be filled out in an impartial and unbiased manner.**
Programme of support	The school will employ a restorative approach to matters of a bullying nature, where the person demonstrating bullying behaviour and the person who has been affected by the behaviour are given supports following the process.

Contents

Introduction

The school community of Citywest & Saggart believes that each pupil has a right to an education free from fear and intimidation. The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of the targeted pupil(s). Therefore it does not tolerate bullying of any kind. Every report of bullying is treated seriously and investigated, having due regard for the well-being of the children involved.

The immediate priority, should a bullying incident occur, is ending the bullying, resolving the issues and **restoring the relationships** involved insofar as is practicable. Restorative approaches to dealing with conflict and hurt have been proven to cease such behaviour and reduce the chances of reoccurrence. Providing a voice to the injured party allows the person to be empowered in dealing with this conflict.

Pupils' participation in school life, in general, is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

This policy was drafted by the In-School Management team, in consultation with the teaching staff of Citywest & Saggart. The draft policy was placed on the school website for parental feedback. The policy was then ratified by the Board of Management. This policy is intended to inform the whole school community about Citywest & Saggart's Anti-Bullying procedures.

Full Compliance

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the National Education Welfare Board (NEWB), the Board of Management of Citywest & Saggart CNS 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.

Aims of Anti-Bullying Policy

The main aims of this anti-bullying policy are as follows:

- To create a positive school culture and climate that is inclusive and welcoming of difference;
- To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour;
- To raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers, etc.) that bullying is unacceptable behaviour;
- To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation;
- To provide procedures for investigating and dealing with bullying behaviour;
- To provide procedures for noting and reporting bullying behaviour;
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;
- To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour; and
- To facilitate the ongoing evaluation of the effectiveness of the school's anti-bullying policy.

SECTION 1

Key Principles of Best Practice

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

- Positive school culture and climate:
  - 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;
  - 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):
  - build empathy, respect and resilience in pupils;
  - Explicitly address the issues of cyber-bullying and identity-based bullying including 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)
- On-going evaluation of the effectiveness of the anti-bullying policy.

Definition of Bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:
Bullying is an unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is <u>repeated</u> 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 <u>public</u> message, image or statement on a <u>*social network site*</u> or another <u>*public forum*</u> 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.

Please see Appendix 1 for additional information on different types of bullying.

SECTION 2

Our Education & Prevention Strategies

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

School-wide approach

Respect:

- We model respectful behaviour at all times.
- We explicitly teach pupils what respectful language and behaviour looks like in class and around the school.
- We reward respectful behaviour by providing positive attention and through our assemblies.

Inclusion:

- We explicitly teach the use of inclusive language.
- We highlight and explicitly teach school values and expectations in pupil friendly language throughout the school environment as well as modelling these.
- Human Rights fortnight will raise awareness of children's rights and responsibilities. This will be held each school year. The children will be educated about the 9 Grounds of Discrimination throughout their eight years in Citywest & Saggart, i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.
- We promote the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.

Well-being:

- We foster and enhance 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.
- The Friendship Code for the school is displayed publicly in classrooms and in common areas of the school. These will be discussed regularly at assembly.
- Whole staff professional development on our Anti-Bullying policy through staff induction training will be provided every September.
- We provide school-wide awareness-raising and training in relation to bullying during Friendship Week, to include pupils and parent(s)/guardian(s).
- We explicitly teach programmes that foster children's well-being and teach the emotions - Weaving Wellbeing, Wellbeing Wednesdays, Friends for Life and Zippy's Friends.

Communication:

- Non-teaching and ancillary staff will report issues to relevant teachers.
- Staff will monitor student use of communication technology within the school in accordance with our AUP.
- From first-class onwards, class surveys on bullying behaviour will be completed by the children throughout the school year.
- Through the Stay Safe programme and Walk Tall, children are taught to identify 5 safe people in the school environment that they can speak to if they need to.
- Parents can approach any member of the teaching staff but are encouraged to go directly to their child's class teacher. Parents who suspect their child is partaking in bullying behaviour are also encouraged to engage with their child's class teacher and to work collaboratively with them to resolve the situation.
- The Acceptable Use Policy in the school includes the necessary steps to ensure that access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

- The school's Anti-Bullying Policy and Code of Behaviour are available online on the school's website and in the school office for all parent(s)/guardian(s) to view. The Anti-Bullying Policy & code of behaviour will be discussed throughout the year with the pupils, in class and at assemblies.

Implementation of curricula
- The full implementation of the SPHE curriculum.
- School-wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, The Walk Tall Programme.
- School-wide delivery of Goodness Me, Goodness You!
- 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.
- The school will look at its 'hidden curriculum' to ensure that it is inclusive of minority groups e.g. books in the library, displays and images, textbooks used, etc.

Other relevant policies/plans
- Code of Behaviour
- Child Protection Policy
- Acceptable Use Policy
- Supervision of Pupils Policy
- Attendance Policy
- Complaints procedures for parent

Assessing the impact of our Strategies
- Surveys will be conducted with all classes on occasions throughout the year (linked with feedback on Child Protection)
- Informal discussions with pupils during and after intervention programmes
- Feedback from parents on programmes (Stay Safe)
- Feedback from the Student Council on programmes
- The monitoring of bullying cases by the Board of Management

SECTION 3

Roles & Responsibilities

Principal/BOM

- Principal should act as the anti-bullying coordinator (as DLP) and the deputy principal in their absence
- Liaise with staff members on anti-bullying procedures
- Ensure correct record keeping and reporting of bullying incidents to the BOM
- Ensure the implementation of prevention strategies across the school.
- Consider trends of bullying incidents across the school year

Staff member

- Inform the principal of alleged/confirmed bullying incidents.
- To report suspected bullying incidents to the relevant class teacher
- Class teacher is responsible (or other relevant teacher) for the investigation of the alleged bullying incident
- Liaise with the principal for advice on the matter
- Discuss the incidents around bullying with the relevant persons in a formal manner

Role of Parents

- Report suspected bullying incidents to any teacher/staff member in the school without taking matters into their own hands
- Ensure their child understands the contents of the Anti-bullying Policy and helps them adhere to it
- Cooperate with investigations into alleged bullying incidents
- Assist in the restoration of relationships and to assist in the rectification of incidents
- Discuss the incidents around bullying with the relevant persons in a formal manner
- Monitor their child's access and usage of online platforms

Role of Pupils

- Look out for each other
- Don't be a bystander
- Respect each other
- Make sure everyone is included
- Ensure everything is fair
- Tell an adult if we see someone bullying another child

Our Procedures for Investigating Bullying Behaviour

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

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

This policy applies to activities and events that take place:
- During school time (including break times)
- Going to and from school

- School tours/trips
- Extra-curricular activities
- Online interactions which have an impact on relationships within our school

Citywest & Saggart CNS reserves the right to take action against bullying perpetrated outside school time and/or during extra-curricular activities which spill over into the school.

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

1. **Dealing with Incidents**
    - All staff will keep a written record of any incidents witnessed by them or notified to them. Teacher yard books are used to record incidences that occur during playtime. These and classroom incidences are then formally recorded on Aladdin. If more than one pupil is involved, the note will be linked to each party. The teacher uses his/her professional judgement to decide which incidents merit recording.
    - All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
    - In investigating and dealing with incidents, **the relevant teacher in consultation with the Principal or other member of school management will exercise his/her professional judgement to determine whether bullying has occurred** and/or how best the situation might be resolved.
    - The relevant teacher will inform the principal of all incidents being investigated.

2. **Formal Stage 1: When Bullying has occurred**
    - *All record-keeping for Formal Stage 1 is recorded in the 'Anti-Bullying Record' on Aladdin (Appendix 2). This document will be linked to all pupils involved.*
    - If a parent becomes aware of a bullying issue that is occurring in the school, it should be reported immediately to the relevant teacher. Parents are asked not to attempt to deal with this situation themselves. Once the incident is reported to the school, the procedures outlined in this policy will be followed.
    - If it is established by the relevant teacher that bullying has occurred, the relevant teacher will keep an 'Anti-Bullying Record' which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
    - The parent(s)/guardian(s) of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school will give parent(s)/guardian(s) an opportunity for discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
    - When an incident of bullying occurs, teachers should take a calm, unemotional problem-solving approach.
        - Where possible, incidents will be investigated outside the classroom situation to ensure the privacy of all involved;
        - All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned;
        - When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
        - If a group is involved, each member will be interviewed individually at first. Pupils who are not directly involved can also provide very useful information in this way;
        - Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
        - Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

- o If the teacher feels that the child is capable, he/she will be asked to write down their account of the incident(s);
- o Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- It will also be made clear to all involved (each set of pupils and parent(s)/guardian(s)), that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.
- A system of support will be put in place for those both affected by the bullying and those who initiated the bullying behaviour. Please see Section 4 of this policy.

3. **Follow up**
   - 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.
   - In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, as part of his/her professional judgement, take the following factors into account:
     - o Whether bullying behaviour has ceased;
     - o Whether any issues between the parties have been resolved as far as is practicable;
     - o Whether the relationships between the parties have been restored as far as is practicable;
     - o Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school principal or deputy principal.

4. **Formal Stage 2-**
   - The relevant teacher will use the recording template **Appendix 2** on Aladdin to record the bullying behaviour in the following circumstances:
     - o In cases where he/she considers that the bullying behaviour has not been effectively or adequately addressed within 20 school days after he/she has determined that bullying behaviour occurred and began the implementation of Formal Stage 1; or
     - o When the following bullying behaviours are identified:

       - ❖ Posting or endorsing a derogatory comment online about any member of the school community;
       - ❖ Sending group text messages or group private messages which are hurtful to another child;
       - ❖ Endangering the health and safety of a child through physical aggression.

Parent(s)/Guardian(s) Rights
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) will be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Bullying as part of a Continuum of Behaviour
- It is also important to note that bullying behaviour may escalate to serious physical or sexual assault or

harassment. To ensure that any such cases are dealt with appropriately, the school's code of behaviour will be enforced and referral will be made to relevant external agencies and authorities where appropriate. In cases where the 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.

Referral of Serious Cases to the HSE

- *Children First National Guidance for the Protection and Welfare of Children 2011* (Children First) and the *Child Protection Procedures for Primary Schools* provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school will consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".
- Serious instances of bullying behaviour will, in accordance with the *Children First* and *the Child Protection Procedures for Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.
- The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person will seek advice from the HSE Children and Family Social Services.

SECTION 4

The School's Programme of Support

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore, various approaches and intervention strategies may be used. These can include:

- Whole class lessons on respectful behaviour
- Check-ins with link teachers nominated by the children
- Restorative circles and conferences
- Close monitoring of interactions by the teachers and SNAs

Pupils involved in bullying behaviour 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. They may need to learn other ways of meeting their needs without violating the rights of others.

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

- In-school supports and opportunities will be provided through activities designed to raise self-esteem, to develop friendships and social skills and build resilience e.g.
  - Buddy / Peer mentoring system
  - Supportive Adult
  - Care team / Student Support Plan
  - Group work such as circle time

- If pupils require counselling or further supports, the school will endeavour to liaise with the parents regarding these needs. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Pupils should understand that all incidents of bullying behaviour must be reported to a teacher.

SECTION 5

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.

The following Prompt Questions may be useful in considering this aspect of the policy:

- Are there agreed appropriate monitoring and supervision practices in the school?
- Have bullying danger spots been identified?
- Have parents and pupils been consulted in the identification of these danger spots?
- How will the student support/care structures (including year heads, class tutors, SPHE, Guidance, RE, CSPE, HSCL, Learning Support teachers) support measures to counteract bullying behaviour?
- How will pupils, in particular, senior pupils, be involved as a resource to assist in counteracting bullying? In this regard, has a mentoring/buddy system been considered?
- How will the student council and school clubs be involved?
- In relation to the Acceptable Use Policy in the school are the following issues addressed:
    - Are all Internet sessions supervised by a teacher?
    - Does the school regularly monitor pupils' Internet usage?
    - Have pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
    - Have pupils been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school?

(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only).

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.

Availability of this Policy

This policy has been made available to school personnel, published on the school website, made available in the school office and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

Communication of the policy

This policy will be communicated in the following way:

Staff

The staff will receive induction at the beginning of the year and will be heavily involved annually in its review and improvement.

Parents

- A narrated PowerPoint will be communicated to parents annually during 'Friendship Week.
- Parents will receive guidance if their child is involved in a bullying incident
- New parents enrolling their child will be directed to our Anti-Bullying Policy annually.

Children

- SPHE progammes and lessons
  Links to our patrons curriculum GMGY
- Social stories for individual children
- Explicit conversations about the Anti-bullying Policy at Assembly and during friendship week
- Home links with parents

Review of this Policy

- The implementation and effectiveness of the anti-bullying policy will be included as an agenda item for all senior management meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.
- The effectiveness of the school's anti-bullying policy will be subject to continuous review in light of incidents of bullying behaviour encountered. The school will annually review the prevention and intervention strategies in place and identify any significant behavioural trends that may benefit from early intervention.
- Data from Appendix 2 template for recording and reporting bullying to the school principal or deputy principal will be 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 will be retained and made available to the Board of Management. Appropriate responses to any issues identified will be drawn up and implemented.
- This policy and its implementation will be reviewed by the Board of Management once in every school year using the checklist in Appendix 3. Written notification that the review has been completed using Appendix 4 will be made available to school personnel, published on the school website, displayed in the school foyer and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Policy Title: Anti-Bullying Policy

Ratified by the Board of Management on 9th March 2023

Signed:

Conor Mc Guckin

Chairperson

Mike Byrne

Principal

Appendix 1   Examples of Bullying Behaviour

The list of examples below is not exhaustive

General behaviours which apply to all types of bullying	• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name-calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • Invasion of personal space • A combination of any of the types listed.
Cyber	• **Denigration**: Spreading rumours, lies or gossip to hurt a person's reputation • **Harassment**: Continually sending vicious, mean or disturbing messages to an individual • **Impersonation**: Posting offensive or aggressive messages under another person's name • **Flaming**: Using inflammatory or vulgar words to provoke an online fight • **Trickery**: Fooling someone into sharing personal information which you then post online • **Outing**: Posting or sharing confidential or compromising information or images • **Exclusion**: Purposefully excluding someone from an online group • **Cyberstalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/YouTube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology

Identity-Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	- Spreading rumours about a person's sexual orientation - Taunting a person of a different sexual orientation - Name-calling e.g. Gay, queer, lesbian...used in a derogatory manner - Physical intimidation or attacks - Threats
Race, nationality, ethnic background and membership of the Traveller community	- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background - Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: - Malicious gossip - Isolation & exclusion - Ignoring - Excluding from the group - Taking someone's friends away "Bitching" - Spreading rumours - Breaking confidence - Talking loud enough so that the victim can hear - The "look" - Use or terminology such as 'nerd' in a derogatory way
Sexual	- Unwelcome or inappropriate sexual comments or touching - Harassment

Special Educational Needs, Disability	- Name-calling - Taunting others because of their disability or learning needs - Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying - Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. - Mimicking a person's disability - Setting others up for ridicule

Name of pupil being allegedly bullied:
Class/teacher:
Names of pupils allegedly engaged in the bullying behaviour:

Location of incidents:
Name of person recording this report:
Type of bullying behaviour (Tick relevant):

Physical	
Damage to property	
Isolation/exclusion	
Name calling	
Cyber	
Intimidation	
Malicious gossip	
Identity based- (Specify homophobic, racist, disability, ethnicity, other)	
Other (Specify)	

What happened? Full description of the events (What, when, where)

Who has been affected and how?

Additional notes from eyewitnesses/other sources (Attach additional notes where needed)

Actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 3

Checklist for the 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*?	
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 the school's handling of a bullying case been initiated or completed?
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?

Has the Board identified any aspects of the school's policy and/or its implementation that
require further improvement?

Has the Board put in place an action plan to address any areas for improvement?

Signed _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal

Appendix 4

Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of Citywest & Saggart CNS wishes to inform you that:

o   The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].

o   This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed _____   Date _____
Chairperson, Board of Management

Signed _____   Date _____
Principal

Appendix 5 – Anti-bullying/ Friendship Code

The following code was developed by the pupils of the school and chosen by the school's student council.

- Always be there for your friend by helping them

- Treat each other the way you would like to be treated

- Be honest and respectful

- Be understanding, listen to them and accept them for who they are

- Be able to compromise

You don't have to be friends with everyone, but you should try always to be friendly