

# Glanmire Community College

## 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 Glanmire Community College (GCC) 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.

This policy comprehends bullying that is either perpetrated by students or experienced by students in our school. The matter of intra-staff bullying is addressed in the following Education and Training Board (ETB) policies.

- **Bullying Prevention Policy – Complaint Procedure for ETB Staff.**
- **Harassment/Sexual Harassment prevention policy – complaint procedure for ETB staff.**

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students 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 students 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 students; and
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of students;
- 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,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller and other ethnic communities 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 will 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*.

The list of examples below is non exhaustive **and may include any behaviour which makes a student feel uncomfortable or unwelcome.**

#### **Examples of bullying behaviours**

<b>General behaviours which apply to all types of bullying</b>	<ul style="list-style-type: none"><li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li><li>• Physical aggression</li><li>• Damage to property</li><li>• Name calling</li><li>• Slagging</li><li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another</li></ul>
--	---

	<p>person</p> <ul style="list-style-type: none"> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The “look” or ‘filthies’</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> <li>• Any behaviour which causes a student to feel uncomfortable</li> </ul>
<b>Cyber</b>	<ul style="list-style-type: none"> <li>• <b>Harassment:</b> the sending of vicious, mean or disturbing message(s) to an individual</li> <li>• <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person’s reputation</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which is then posted online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive / offensive telephone/mobile phone calls</li> <li>• Abusive / offensive text messages</li> <li>• Abusive / offensive email</li> <li>• Abusive / offensive communication on social networks e.g. Facebook/Messenger /Ask.fm/ Twitter/You Tube or on games consoles /WhatsApp /Snapchat / Instagram ... etc</li> <li>• Abusive / offensive website comments/Blogs/Pictures</li> <li>• Abusive / offensive posts on any form of communication technology</li> </ul>
<p><b>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> </ul>

	<ul style="list-style-type: none"> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look" or 'filthies'</li> <li>• Encouraging others to ignore / target an individual or group</li> <li>• Use of terminology such as 'nerd' in a derogatory way</li> </ul>
<b>Race, nationality, ethnic background, family status and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> <li>• Stereotyping</li> <li>• Mimicing accents</li> <li>• Any name calling or labelling in a derogatory manner</li> </ul>
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation or gender identity</li> <li>• Taunting a person because of sexual orientation or gender identity</li> <li>• Name calling e.g. Gay, queer, lesbian, tranny...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> <li>• Any name calling or labelling in a derogatory manner</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<b>Special Educational Needs – this includes any Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> <li>• Targeting exceptionally able students in a negative manner</li> </ul>

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

- Class Tutors
- Year heads
- Chaplain
- Guidance Counsellors
- Deputy Principals
- Principal

Glanmire Community College deems that every staff member (both teaching and non-teaching) has responsibility for reporting any incident of Unwanted Negative Behaviour or Bullying.

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

#### **School-wide education and prevention strategies**

- The focus of the school's prevention strategy will be to build empathy, respect and resilience in students.
- The school's anti-bullying policy is discussed with students and will be made available to all parent(s)/guardian(s) through the school website.
- GCC makes it clear to all members of our school community that bullying of any kind is unacceptable, irrespective of whether it is a student, a staff member or any other person that is the subject of such behaviour. In this context, all members of the school community have a duty to bring to the attention of the Principal or Deputy Principal(s) any incident of cyberbullying or harassment that they know about or suspect.
- GCC will, in all its communications with students and their parents, commencing with the induction of the student into our school, make every effort to highlight the importance of students reporting incidents of or concerns about bullying to a member of the teaching staff on the clear understanding that these matters are being reported in confidence. This means that a student who draws concerns about bullying to the attention of a member of staff will not have his/her identity divulged in any way that might result in those against whom allegations are being made identifying the source of the report.
- The combating of bullying will depend on the extent to which students note and report bullying. In this context, the well-being of students is very much dependent on the vigilance of their fellow students and their preparedness to report concerns about bullying to the teaching staff and/or school management. All teaching staff will reinforce this point to students on an ongoing basis.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way students will gain confidence in 'telling'. This confidence factor is

of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

- Ensuring that students know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher in the school.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
  - Confidential email
- Encouraging parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- The school is committed to exploring the potential of the *Schools for Health in Ireland Framework* to assist in ensuring that our school is inclusive, welcoming of diversity and addresses these issues effectively in the interests of all members of our school community.
- It is recognised that there is potential within the teaching of all subjects and within extracurricular activities 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.
- Prevention and awareness raising measures will also deal explicitly with cyber-bullying through educating students about appropriate online behaviour, how to stay safe while on-line and also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and support staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the Student Council in contributing to a safe school environment e.g. mentoring and other student support activities that can help encourage and develop a culture of peer respect and community.
- Development and promotion of a student friendly Anti-Bullying code for the school to be included in student journals and displayed publicly in classrooms and/or in common areas of the school.
- GCC will adopt a school-wide approach (involving management, staff, parents, students and members of the wider community with a connection to the school) to prevent and combat bullying. In this context, the school is committed to engaging with parents. The school will consult and involve parents in the development of policies and practices to combat bullying. It will also use relevant information evenings to ensure parents understand the way the school deals with bullying, and to provide them with reliable information on how they may contribute towards combating bullying.

- Where necessary the school will seek the assistance of and work with NEPS, the HSE and the Gardaí, as appropriate, to combat bullying – identify the perpetrators and support the victims.
- In combating bullying, the school will take particular account of the needs of students with disabilities or with SEN. This will involve improving inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a school culture that respects everyone and values helping one another.
- Our school is committed to continuous professional development to build our capacity to combat bullying. This session will provide opportunities to further develop our awareness of bullying, building an understanding of what bullying is and providing guidance on how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved. A clear focus of all staff development around combating bullying will be the enablement of all staff to implement this policy and the *Anti-Bullying Procedures for Primary and Post-Primary Schools* consistently and effectively.
- Ongoing review of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the students' use of mobile phones.
- While, when investigating and dealing with bullying the primary focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame), the school nevertheless reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the school's Code of Behaviour, against those who bully others.

### **Implementation of curricula**

- There is school wide delivery of lessons on bullying and associated relational issues through our SPHE programmes
- G.C.C. recognises that 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. Also, that the Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. The school will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited. Students will be provided with opportunities to understand the causes and effects of bullying, the issue of identity-based bullying and in particular homophobic and trans-phobic bullying.
- The School's RSE and SPHE programme will specifically address the issue of bullying with each year group, each school year.

### **Links to other policies**

School policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protection policy, supervision of students, Acceptable Use policy, Attendance, Sporting activities.

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*):

### **Procedures for Investigating and Dealing with Bullying**

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved. The school has the right to investigate all bullying incidents with a view to resolution. The cooperation of all parties involved is imperative to the successful resolution of any bullying investigation. All involved (including students, parent(s)/guardian(s)) should understand this approach from the outset.

#### **Reporting bullying behaviour**

- Any student or parent(s)/guardian(s) may bring a bullying incident to the attention of any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by a relevant teacher.
- All members of staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a relevant teacher;

#### **Investigating and dealing with incidents: Style of approach**

- In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement, in consultation with the class tutor and year head, to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and students 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;
- Investigations will be conducted with sensitivity and with due regard to the rights of all students concerned;
- If a group is involved, each member should be interviewed individually at first. Subsequent to this the relevant teacher may deem it necessary to meet with the group involved. **At all times a restorative approach is taken to resolve the issue.** Each member of a group will be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
- It is appropriate to ask those involved to write down their account of the incident(s)



- Where the relevant teacher has determined that a student has been engaged in bullying behaviour, it should be made clear to him/her how s/he 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 student being bullied;
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken by reference to the school's code of behaviour policy. The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the student(s);
- Where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parent(s)/guardian(s) and the school;

### **Follow up and recording**

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable;
  - Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principals
  - These steps may be repeated.
- Follow-up meetings with the relevant parties involved should be arranged with a view to engaging in restorative justice.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

### **Recording of bullying behaviour**

- It is imperative that all recording of bullying incidents must be done in an objective and factual manner.
- The school's procedures for noting and reporting bullying behaviour are as follows:

#### **Informal - pre-determination that bullying has occurred**

- All staff must keep a written record of any incidents witnessed by them or notified to them. All records will be kept securely. All incidents must be reported to the relevant teacher (class tutor or year head)
- The relevant teacher will carry out an initial investigation into any reports of alleged bullying behaviour.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same (**Appendix 1**)
- The relevant teacher must inform the Principal/Deputy Principal(s) of all incidents being investigated.

### **Formal Stage 1 - determination that bullying has occurred**

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records, which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

### **Formal Stage 2 - (Appendix from DES Procedures)**

- The relevant teacher must use the recording template at **Appendix 2** to record the bullying behaviour in the following circumstances:
  - In cases where s/he considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after s/he has determined that bullying behaviour occurred; and
  - Where it has been decided by the relevant teacher that the bullying behaviour is of such a serious nature it must be recorded and reported immediately to the Principal or Deputy Principal(s).
  - When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal/Deputy Principal(s).

### **Possible intervention strategies may include:**

- Teacher interviews with all students involved, including bystanders who must recognise that there are no innocent bystanders, and that all incidents of bullying behaviour must be reported to a teacher
- Negotiating agreements between students and following these up by monitoring progress.
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach where applicable
- Restorative interviews
- Restorative conferencing / mediating
- Peer mediation where suitable training has been given

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

GCC will put in place a programme of supports for students who have been bullied. This programme will involve the following elements.

Students who have been bullied will be:

- offered appropriate counselling; and
- provided with opportunities to participate in activities that help to support their self-esteem and to develop their social skills and to build their resilience, including such activities as the Meithel Programme and "Big Brother/Big Sister".

Students who have been involved in bullying behaviour will be:

- provided with counselling to help them to learn other ways of meeting their needs without violating the rights of others; and
- Will be encouraged to participate in activities that help to develop their social skills and build their self-esteem.

Students who observe incidents of bullying behaviour will be encouraged to discuss them with their teachers and their parents and to avail of counselling where they feel it may assist them to cope effectively with what they have experienced.

## 8. Supervision and Monitoring of Anti-Bullying

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 implementation and effectiveness of the College's anti-bullying policy will be an agenda item for staff meetings, when necessary, to ensure the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.
- Data gathered through the reporting templates (Appendix 1 & 2) will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement the information gathered through other means such as bullying surveys, student focus groups and/or parental feedback.
- At least once in every school term, The Principal will provide a report to the Board of Management setting out the following.
  - the overall number of bullying cases reported (by means of the bullying recording template (Appendix 2) since the previous report to the Board.
  - confirmation that all cases referred via the recording template (Appendix 2) 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 Board of Management' meetings will record the Principal's

report but in doing so will not include any identifying details of the students involved.

## 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 students or staff or the harassment of students 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.

10. This policy was adopted by the Board of Management on \_\_\_\_\_ [date].

11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. 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 and provided to the Parents' Association (Appendix 4). 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)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_

**Glanmire Community College Anti Bullying Policy**  
**Appendix 1 – Form 1 Relevant Teacher - Anti Bullying Information Recording Template**

**Incident Report**

**Teacher** \_\_\_\_\_

**Class** \_\_\_\_\_

**Date** \_\_\_\_\_

**Time** \_\_\_\_\_

**Name of Students:**

---

---

---

---

---

**Details of Incident:**

---

---

---

---

---

**Action Taken:**

---

---

---

---

---

**Suggestions for follow-up:**

---

---

---

---

---

**Signed** \_\_\_\_\_

## Glanmire Community College Anti Bullying Policy Appendix 2 – Form 2: Bullying Incident Report Template

**1. Name of student being bullied and class group**

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Class: \_\_\_\_\_

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


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

Student concerned	
Other Student	
Parent/Guardian	
Teacher	
Other	

**4. Location of incidents. (tick relevant box(es))\***

School Grounds	
Classroom	
Corridor	
Toilets	
Locker Area	
Other	

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

--

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

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

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

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

**8. Brief Description of bullying behaviour and its impact**

--

**9. Details of actions taken**

--

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principals/Guidance Counsellor \_\_\_\_\_

## Glanmire Community College Anti Bullying Policy Appendix 3 – Annual Review Checklist

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 and examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements for 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 of 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 \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_

**Glanmire Community College Anti Bullying Policy**  
**Appendix 4 – Notification of Annual Review of Policy**

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

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ wishes to inform you that:

- The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting on \_\_\_\_\_ [date].
- This review was conducted in accordance with the checklist set out in Appendix IV of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_