

Anti Bullying Policy Milford National School

(c.f. *Anti-Bullying Procedures for Primary and Post-Primary Schools* ; DES website: www.education.ie)

N.B. THIS DOCUMENT SHOULD BE READ IN CONJUNCTION WITH MILFORD NS CODE OF BEHAVIOUR

Introduction:

This document is primarily used for child to child peer interactions. It should be read in conjunction with the school's Code of Behaviour. Bullying between child/adult will be addressed within child protection protocols and procedures. Adult to adult interactions will be dealt with in existing employment legislation and procedures.

Milford National School community 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 targeted pupil(s). Therefore it does not tolerate bullying of any kind. Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the perpetrator(s).

The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a 'Reform, not Blame' approach. All pupils are expected to contribute to the creation and maintenance a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report. 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.

Please note that there is a separate document: *Information for Parents About Bullying* on the school website: www.milfordns.ie

Anti-Bullying Policy Milford National School

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

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

(a) 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;
- promotes respectful relationships across the school community;

See Table A

Table A: Key elements of a positive school culture and climate in Milford N.S.

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) 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;

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies) and

(i) 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 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. (c.f. www.milfordns.ie)

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. Similar behaviours may also be regarded as bullying.

N.B. Isolated or once-off incidents do not fall within the definition of bullying and will be dealt with under the school's Code of Behaviour.

General behaviours which apply to all	<ul style="list-style-type: none"> • 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 • Spreading rumours • Name calling • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Intimidation • Insulting or offensive gestures • Invasion of personal space • A combination of any of the types listed.
Cyber	<ul style="list-style-type: none"> • Denigration: Spreading rumors, 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 • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email

	<ul style="list-style-type: none"> • Abusive communication on social media/apps etc. • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear
Special Educational Needs, Disability, High Achieving	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities • Mimicking a person's disability • Setting others up for ridicule • Taunting others for being good students and high achieving

4. As this is a primary school the relevant teacher (*c.f.* *Procedures 6.8.3*) investigating and dealing with child-to-child bullying In Milford National School will normally be the class teacher.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based 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*):

Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- At least five awareness-raising programmes per year for all class groups (2nd to 6th) pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying. A variety of programmes are being piloted in 2013-2014, including Seán Fallon's *Anti-Bullying Campaign*, *Be Safe-Be Web-Wise*, *#Up2US*, *Cool Schools Programme*)
- Continued supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision also applies to monitoring student use of communication technology within the school (c.f. Supervision Policy, AUP Policy)
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, "cara" system for younger children at lunch-time and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school to be displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are notified about the Anti-Bullying Policy in the school web-site as part of the Code of Behaviour. New parents are given a copy of each and sign up to agreement of same.
- The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; International Day; parent/ pupil seminars; student surveys; regular school assemblies by teachers.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Sociograms in classes 2nd to 6th.
 - A worry box may be operated in some classes
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- A parent or guardian should make an appointment with the class teacher if they suspect that their child is being bullied. The teacher will investigate in accordance with item 6 of this policy.
- The school has an Acceptable Use Policy to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

Implementation of curricula

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes. The anti-bullying aspects of these programmes will be applied to each class level as appropriate. Extra materials from Prim-Ed and other relevant resources will be used to support programmes as required.
- Continuous Professional Development for staff at regular intervals in delivering these programmes.

- School wide delivery of lessons on bullying from evidence based programmes, e.g. Seán Fallon Anti-Bullying Campaign, Cool School Lessons, #UP2US, Stay Safe Programme, The Walk Tall Programme,
- School wide delivery of lessons on **Relational aggression, Cyber Bullying, Diversity and Interculturalism.**
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, or another expert if required, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies

- Other school policies, practices and activities that are particularly relevant to bullying are: Code of Behaviour, Child Protection Policy, Supervision of Pupils, Acceptable Use policy, Attendance, Extra-Curricular Policy-Sport etc.

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):

6.8.9. 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 (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.

The school's procedures are as follows:

Reporting bullying behaviour

- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher. (c.f. Appendix 1)
- Teaching and non-teaching staff such as secretary, special needs assistants (SNAs), care-taker must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach

Preliminary Investigation:

- In investigating and dealing with suspected bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- The relevant teacher will investigate all instances of reported or suspected bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end.
- **Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;**
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- The school, through the relevant teacher, reserves the right to ask any pupil to fill out a report of what happened as part of the investigation
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

- 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;
- It may be helpful at this stage to ask those involved to write down their account of the incident(s)

Formal Stage 1:

- In the event that bullying behaviour has taken place the pupils involved are asked to sign a “Pupil Behaviour Promise 1” (c.f. Appendix 2) that they will treat all pupils fairly, equally and respectfully including the targeted pupils.
- The relevant teacher does not apportion blame but rather treats the behaviour as a mistake that can and must be remedied. S/he emphasises that the intention is not to punish the perpetrators but to talk to them, explain how harmful and hurtful the behaviour is and to seek a promise that it will stop. If that promise is forthcoming and honoured then there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others into trouble so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.

Formal Stage 2:

- If a pupil has signed such a promise but then chooses to break that promise and continue with the bullying behaviour this can no longer be considered a “mistake”. In this event parents/guardians will be informed and requested to counter-sign their son/daughter’s promise.

Formal Stage 3:

- Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and will be referred to the Principal. A serious sanction may be imposed (See below)
- 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;

Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop, and has broken that promise, any of the following sanctions may be imposed:

- s/he may be required to sign another promise, this time counter-signed by a parent/guardian
- parents/guardians may be contacted by the relevant teacher and informed of the bullying behaviour with a view to meeting to agree a strategy whereby a promise to end the bullying behaviour would be honoured
- the case may be referred to the Board of Management and the pupil may be suspended or expelled from the school. The Appendix 3 formal record will be used.

Follow up and recording

- Incidents will be logged by the relevant (class) teachers and in instances where the behaviour has not been appropriately addressed within 20 days - (the bullying behaviour to have ceased; issues between the parties resolved as far as practicable; the relationships between the parties restored as far as practicable) the bullying behaviour will be recorded by the class teacher on the recording template in Appendix 3 of *Anti-Bullying Procedures for Primary and Post-Primary Schools*. This template will be completed in full and a copy given to the Principal and Deputy Principal.
- 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 must 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 suspected bullying behaviour are as follows:

Informal

- Staff will keep a written record of any incidents witnessed by them or notified to them.
- While all reports will be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher will inform the principal of all incidents being investigated.

Informal-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher will keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- All records will be retained by the relevant teacher and kept on file for one year unless the issue goes to Formal Stage 3.

When the recording template (Appendix 3) is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. **N.B. The Appendix 3 record will kept on the pupil's file in the school until the pupil reaches 22 years of age.**

Established intervention strategies:

- Teacher interviews
- Negotiating agreements utilising Reform Not Blame approach
- Working with parents/guardians to support school interventions
- Circle Time
- Restorative practice and resolution
- Implementation of sociogram questionnaires
- Seán Fallon Anti-Bullying campaign programme and/or similar programmes

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g. group work such as circle time
- The systematic use of teacher directed lessons to raise self esteem/ promote friendship/ develop social skills/ build emotional resilience and facilitate the development of emotional intelligence on a whole school basis.
- Discrete allocation of resource time where practicable to build self esteem
- Consultation with the relevant health professionals in relation to supporting pupils affected by bullying where appropriate.
- The consistent implementation curricular programmes (such as Stay Safe/ SPHE/ RSE/Walk Tall) on a whole school basis.
- All disclosed incidents of bullying are investigated.
- Members of the BOM are familiar with the school's policy on bullying and actively promote it on a repeated basis among staff, parents and pupils.
- Parents contribute to and support the school's policy on bullying by encouraging positive behaviour both at home and at school, by being vigilant for signs and symptoms that their child is being bullied or is bullying others, by communicating concerns to the school.
- The facilitation of a shared understanding on a whole basis that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

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.

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

14th April 2014

Reviewed by BoM on 30th September 2014

Signed: _____

(Chairperson of Board of Management)

Signed:

(Principal)

Date: _____

Date: _____

Date of next review: _____

Appendix 1

Incident Report Form	
Date:	Name:
"Let's have a look at the incident now. I need to understand your involvement. Can you help me fill in the details from your point of view?"	
What happened?	
When and where did it take place?	
Who was involved?	
What part did you play?	
Was there more than one person involved on either side?	
Were there any witnesses?	
Did this take place more than once?	
Have you been involved in anything like this before?	

What did you actually say or do?
How would someone else who witnessed the incident describe your actions?
Would you do the same thing again, or act differently?
What did you do wrong?
Do you understand what was wrong about it?
How do you feel about the situation?
What do you think is a fair action to take in this situation?
Signed : _____ Teacher Child

Appendix 2

Pupil Behaviour Contract 1

I _____ promise to:

I understand that I have received a warning and if my negative behaviour continues there will be further action taken.

Signed:

Pupil

Teacher

Date:

Pupil Behaviour Contract 2

I _____ understand that I have broken my previous promise, but I will change my behaviour in the following ways:

I understand that this is my final warning and if my negative behaviour continues there will be serious consequences for my actions.

Signed:

Pupil

Teacher

Parent(s)/Guardian(s)

Date:

Appendix 3 Template for recording Bullying Behaviour

1. Name of 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	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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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

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

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?	
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

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 of _____(date).
- 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

