Scoil Bhailenóra

Anti-Bullying Policy

The aim of this policy is to prevent bullying, build resilience, and to aid restoration of relationships in so far as practicable where hurt has occurred

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

Contents

School Details:

Name: Scoil Bhailenóra

Address: Ballinora, Waterfall, Co. Cork

Telephone: 021-4871664

Email: oifig@ballinorans.ie

Roll Number: 18428 O

Principal: Mr. Luke Foley

Chairperson: Mr Barry O'Sullivan

Start Time:	
08:55 am	1st & 2nd class
09:00 am	Infants & 3rd to 6th
End Time:	
13.40 pm	Infants
14:35 pm	1st & 2nd class
14.40 pm	3rd to 6th class

The board of management provides supervision for pupils from 08:40 on school days. Pupils are expected to remain in their designated areas for this period.

Please note that no responsibility is accepted for pupils arriving before 08.40am or for supervising pupils after 13.40/ 14.35/14:40 (see above table).

General Information:

Scoil Bhailenóra is under the patronage of The Bishop of Cork and Ross.

Scoil Bhailenóra follows the curricular programmes prescribed by the Department of Education and Science, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998).

Rationale

Scoil Bhailenóra 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). An 'Anti-Bullying Team,' made up of staff members, exists to cultivate an environment free from bullying.

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. It is how we ensure pupils feel a sense of ownership of their school and continually re-establish the culture of the school.

Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation. Furthermore, it cultivates a sense of active citizenship and justice in our pupils.

The Ethos of the School

Scoil Bhailenóra is a Catholic School. This ethos needs to be enlivened by persons in our school community. Our school aims to respect all its pupils and staff members, as well as parents and the local community. Fairness, concern, compassion, and forgiveness are all gospel values that we model for pupils. The pupils are regularly reminded of the Golden Rule, to treat others as they would like to be treated.

Mark 12:31, Luke 10:27 - "...Love your neighbour as yourself... "

The Anti-Bullying Policy recognises and endeavours to adopt the values that are set out in the ethos of the school. It attempts to support and sustain a harmonious environment in which potential is nurtured through the co-operation between staff, pupils, parents, board members and all other relevant parties.

Aims of the Policy

In keeping with the philosophy of our school, as stated above, the policy on countering bullying behaviour:

- seeks to raise a greater awareness of bullying among the school community, including staff, management, parents and children
- aims to help create an ethos and atmosphere within the school whereby bullying of any type is seen as unacceptable behaviour by all, including potential perpetrators and victims
- aims to prevent bullying occurring by raising awareness and empathy
- aims to create a situation whereby bullying behaviour is dealt with effectively, fairly, and in a manner which will benefit the victim through the acquisition of skills to counter bullying behaviour and which will benefit the bully by helping him/her through guidance and discussion, to see the anti-social, counter-productive nature of this type of behaviour.

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

- A positive school culture and climate which –
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a nonthreatening environment; and
  - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that –
  - Build empathy, respect and resilience in pupils; and
  - Explicitly address the issues of cyber-bullying and identity-based bullying;
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy

Definition of Bullying

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 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.

Procedures to Prevent Bullying
The 'Relevant Teacher(s)' for investigating and dealing with bullying in this school is as follows:
- Class Teacher
- SET teacher
- Assistant Principals
- Ms Mollie Farrell, (Acting) Deputy Principal
- Mr Luke Foley, Principal
- Any other teacher assigned the role by the principal

As per the code of behaviour and the grievance procedure, all incidents begin with the class teacher being

reported to so s/he can investigate.

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:

- The anti-bullying module of the SPHE programme as it applies during each school year,
- Awareness-raising exercises during October for each class group (*e.g. for Infants, 1st & 2nd class school-designed resources; for 3rd – 6th class from the 'Awareness-Raising' strand of the Anti-Bullying Campaign, via its website*), pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
  - -Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
  - -Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
  - -Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.

- Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is f parents/guardians).

School-wide approach

- Developing an understanding for pupils of what bullying is and how to respond appropriately.
- Bullying is to be reported, as there is no such thing as an innocent by-stander. The first instance of bullying is considered a mistake which must be learned from, and not repeated.
- Developing resilience in pupils.
- Staff and senior pupils modelling appropriate interactions.
- 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.
- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- 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 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. Buddy system, mentoring, Lunchtime Pals 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 parent(s)/guardian(s) have access to a copy as part of the Code of Behaviour of the school.
- The implementation of regular whole school awareness measures e.g. the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual student surveys; regular school or year group assemblies by principal, deputy principal, etc.
- 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.
  - Make a phone call to the school or to a trusted teacher in the school. o Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Administer a confidential questionnaire once a term to all pupils.

- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- The full implementation of the SPHE curriculum and the Walk Tall, RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes.
- School wide delivery of lessons on Relational aggression
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardaí, 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
- List school policies, practices and activities that are particularly relevant to bullying, e.g. Admissions and Participation, Code of Behaviour, Child Protection policy, Acceptable Use policy.
- The INTO's *Working Together* Document will address bullying issues pertaining to staff members and adults in the school community while we formulate a Dignity in the Workplace Policy.

Procedures for Dealing with Instances of Bullying

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, (*e.g. the six step approach available from the 'Dealing with Incidents' section of the Anti-Bullying Campaign website*) are as follows:

- The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end and restoring the relationship(s) (Investigation Form, Appendix 2).
- The Relevant Teacher informs the Principal/ Deputy Principal on the day that s/he becomes aware of the allegation.
- The School, through the 'Relevant Teacher' reserves the right to ask questions or to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved or may have witnessed bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying

therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.

- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a factual report, to include the findings of the investigation, the steps taken and the outcome of the intervention, as well as any other relevant factual information.

- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed. Depending on the findings, parents may be requested to countersign their daughter/son's promise or it may elevate to the code of discipline. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely in 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 countersigned by a parent/guardian;
  - Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
  - Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.
  - The case may be referred to the Board of Management and the pupil may be expelled from the school.

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 (Appendix 2, Investigation Form). Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher
- 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
- The relevant teacher must inform the principal 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 factual 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 (Appendix 2, Investigation Form).
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2-Appendix 3 (From DES Procedures)
The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.

Established intervention strategies
- Teacher interviews with pupils, a large group may have to be interviewed to get as complete a picture as possible.
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires

Programme of Support
The school's programme of support for working with pupils affected by bullying is as follows:
- Bullied pupils:
  - Ending the bullying behaviour,
  - Facilitating a school culture that fosters respect for bullied pupils and all pupils,
  - Facilitating a school culture that fosters empathy towards and support for bullied pupils,
  - Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
  - Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
  - Where the Educational Psychologist can offer support, make adequate counselling facilities available to pupils who need it in a timely manner,

- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Implementing a 'buddy system' in the school (*if applicable*),

- Bullying pupils:
  - Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
  - Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
  - Where the Educational Psychologist can offer support, make adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
  - Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
  - Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
  - In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
  - In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
  - Prepare the pupil for life by raising an awareness that everybody must be respected and continuously hurting/harming others will have negative consequences for all involved.

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.

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.

Ratification and Review

The policy was reviewed by the Board of Management

Communication

The policy has been made available to school personnel via the school website (ballinorans.ie).

This policy will be made available to the Department of Education and Skills and the patron (Bishop Gavin) if requested.

Signed:

Barry O'Sullivan   *Luke Foley*

Barry O'Sullivan   Luke Foley

Chairperson of Board of Management   Principal

Date: 26/09/24   Date of next review: September 2025

Appendix 1

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

- **Repeated aggressive behaviour/attitude/body language, for example:**
  Shouting and uncontrolled anger
  Personal insults
  Verbal abuse
  Offensive language directed at an individual
  Continually shouting or dismissing others
  Public verbal attacks/criticism
  Domineering behaviour
  Open aggression
  Offensive gestures and unwanted physical contact

- **Intimidation, either physical, psychological or emotional, for example:**
  Treating in a dictatorial manner
  Ridicule
  Persistent slagging
  Deliberate staring with the intent to discomfort
  Persistent rudeness in behaviour and attitude toward a particular individual
  Asking inappropriate questions/making inappropriate comments re: personal life/family
  Asking inappropriate questions/making inappropriate comments re: social life or schoolwork

- **Interference with property, for example:**
  Stealing/damaging books or equipment
  Stealing/damaging clothing or other property
  Demanding money with menaces
  Persistently moving, hiding or interfering with property Marking/defacing property

- **Undermining/Public or Private Humiliation, for example:**
  Condescending tone

Deliberately withholding significant information and resources
Writing of anonymous notes
Malicious, disparaging or demeaning comments
Malicious tricks/derogatory joke,
Knowingly spreading rumours
Belittling others' efforts, their enthusiasm or their new idea,
Derogatory or offensive nicknames (name-calling)
Using electronic or other media for any of the above (cyber bullying,
Disrespectfully mimicking a particular individual in his/her absence Deliberately
refusing to address issues focusing instead on the person

- **Ostracising or isolating, for example:**
Deliberately marginalising an individual
Deliberately preventing a person from joining a group
Deliberately preventing from joining in an activity, schoolwork-related or recreational
Blaming a pupil for things s/he did not do

Appendix 2   Investigation Form

Date of complaint _____

Received by _____   Made by _____

Date(s): _____ Time: _____

Teacher(s): _____ Class: _____

Factual details of incident reported/witnessed:

Action taken by relevant teacher to identify and prevent bullying

Date   Action

                   1.

                   2.

                   3.

                   4.

Signed: Teacher: _____

              Date: _____

Tick to indicate that Principal/deputy Principal was informed ☐

Appendix 3 Template for recording of bullying behaviour

1. **Name of pupil allegedly being bullied and class group**

Name _____Class_____

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

_____
_____
_____
____ _____

| 3. **Source** of bullying concern/report (tick relevant box(es))* | 4. **Location** of incidents (tick relevant box(es))* |

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
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**

Date	Action	By Whom
<mark>Date of Follow up call:</mark>		

Signed _____ (Relevant Teacher)   Date
_____

Date submitted to Principal/Deputy Principal _____
initialled by 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*?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes

Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	Yes

Signed _*Barry O'Sullivan*_____   Date __26/09/24_____
Chairperson, Board of Management

Signed _*Luke Foley*_____   Date ___26/09/24_____
Principal

Appendix 5 Steps for Pupils/Parents/Staff Reporting Bullying

- Report concern to the relevant class teacher – email, phone call or arrange a meeting.

- Give the teacher time to investigate and ascertain the facts.

- Teacher will phone or arrange a meeting to follow up.

- If dissatisfied, as per the grievance procedure, the concern will elevate to the principal.

At no point can any staff member discuss one child's sanction with another child's parent.

Each side will be listened to. *Audi alteram partem.*

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

To: _Bishop Fintan Gavin_____

The Board of Management of Scoil Bhailenóra 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 ___26/09/24_____ [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 ___*Barry O'Sullivan*_____   Date ___26/09/24_____
Chairperson, Board of Management

Signed ___*Luke Foley*_____   Date ___26/09/24_____
Principal

Appendix 6
Contract – To be printed on school paper letterhead

Date   /   /

I admit that my behaviour has repeatedly hurt another person or their feelings. I am sorry and I promise that this will not happen again.

Signed   Witnessed

_____   _____

Pupil   Class teacher

Appendix 7 -

Questionnaire taken from Break Through the Cloud of Bullying Programme

**Scoil Bhailenóra
Anti-Bullying Campaign**

Scoil Bhailenóra

Regular Class Survey
I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying others I should tell a teacher. **I know that anyone who bullies others but who then signs a promise to stop and keeps that promise will not be punished and will not be in trouble so everyone can "live happily ever after."**
Your Name (Block Letters): _____ Class/Year: _____
Name any pupils(s) in your class that you know get called names or get teased, hurt or badly treated than most others:
_____   _____ Does this involve . . . Calling them names   Making fun of them   Going at their stuff Not letting them join in   Pushing them   Hitting or Kicking
Any other ways someone is mean to them: _____
_____
Name any other pupils who know about this even though they may not be doing it:
_____

Have you ever treated them this way?   Often
                                                                         Sometimes
                                                                         Never

Name any pupil(s) in your class that you know regularly treat(s) them this way:
_____

_____

Do you think some pupils are more mean to you than to others in your class?

Yes   No

Name others who know about this: _____

What I have written above is true.

Name: _____ **Date:** ___ / ___ / ___