

ANTI-BULLYING POLICY

2021 - 2022

Ardgillan College

Date for review: May 2022



Gerry McGuire

Chairperson

Board of Management

9-06-2021

Date ratified by the Board of Management

Table of Contents

Introduction.....	3
Objective of this Policy.....	3
Statement of Rights and Responsibilities.....	4
Rationale.....	4
Definition of Bullying.....	5
Education & Prevention Strategies.....	7
Investigation & Follow Up Procedures.....	9
1. Procedures for reporting incidents.....	9
2. Noting and recording.....	10
3. Procedures to deal with reported incidents.....	11
Supports.....	13
Supervision & Monitoring of Pupils.....	13
Prevention of Harassment.....	14

INTRODUCTION

Ardgillan College believes in a whole school approach to managing bullying. This anti-bullying policy has been developed following consultation with students, staff and parents.

Ardgillan College delivers a six-year cycle from first year to sixth year. The college promotes a happy and caring school climate where students are encouraged and supported to reach their full potential. The emphasis is placed on quality teaching and learning, positive behaviour and the pursuit of standards of excellence in all areas of the school activities.

The core values of our philosophy are based on the concepts of “Respect”, “Teamwork” and “Excellence”. In this context we believe that every member of the college community can make an excellent contribution when they interact in a positive environment free from threats, harassment and intimidation.

This policy addresses bullying behaviour and harassment. The policy will apply at all times including, school time, school tours and extra-curricular activities.

The purpose of this policy is to protect the rights of each member of the college community and to allow them to interact in an environment free from intimidation and fear. The college will work proactively to ensure as far as it can that bullying does not take place. Bullying can be minimised and prevented by raising awareness of all in the school community about the reality of bullying and its detrimental effects. The policy identifies bullying behaviour, outlines rights and responsibilities of all members of the school’s community and provides strategies for dealing with bullying.

Ardgillan College is committed to a policy to treat all its employees equally in line with published Equal Opportunities Policies and Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work (2007).

OBJECTIVES OF THIS POLICY

The aims of this anti-bullying policy are to set out a framework within which the whole community of Ardgillan College manages issues relating to bullying and to define the college’s strategy in relation to the prevention and resolving of bullying behaviour.

The Board of Management, staff, students and parents have a responsibility to understand what bullying is. As a school we take bullying seriously. All staff, students and parents should know what the school policy on bullying is and what they should do if bullying arises. Bullying in Ardgillan College will not be tolerated.

STATEMENT OF RIGHTS AND RESPONSIBILITIES

Harassment and bullying are behaviour that is destructive to a positive working atmosphere and will not be endured. It is the right of every member of Ardgillan College to work in an environment free from any form of fear and intimidation. It is the responsibility of each and every member of Ardgillan College to ensure that bullying of any form is not tolerated and when observed or experienced, that it is reported to the appropriate person (see agreed procedures for telling, investigating, recording and responding to bullying below).

RATIONALE

This policy was developed as it is a priority for all partners involved in the school. We endeavour to provide a safe environment in the school for all students and staff.

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

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 (Appendix 3) 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**

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. It is any form of repeated, unwelcome and unacceptable conduct that could be regarded as offensive, humiliating or intimidating.

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
- 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 are dealt with, as appropriate, in accordance with the school's Code of Positive 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 may 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 Positive Behaviour.

Types of Bullying

The following are some of the types of bullying behaviour that can occur:

General Behaviours which apply to all:

- **Physical Aggression:** this behaviour includes pushing, shoving, kicking, poking and tripping people. It may also take the form of severe physical assault. While students often engage in "mess fights", they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Harassment:** based on any of the nine grounds contained in equality legislation, including: sexual, homophobic, racist.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon.
- **Name calling:** persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two

extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **Slagging**
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
- **Offensive graffiti**
- **Extortion:** demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted student not delivering on the demand). A student may also be forced into theft of property for delivery to another who is engaged in bullying behaviour
- **Insulting or offensive gestures**
- **Invasion of personal space**
- A combination of any of the types listed

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chatrooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying:

- **Denigration:** spreading rumours, lies or gossip to hurt a person's reputation
- **Harassment:** continually sending vicious, mean or disturbing messages to a person
- **Impersonation:** posting offensive or aggressive messages under another person's name
- **Flaming:** using inflammatory or vulgar words to provoke an on-line dispute
- **Trickery:** fooling someone into sharing personal information which is then posted on-line
- **Outing:** posting or sharing confidential or compromising information or images
- **Exclusion:** purposefully excluding someone from an on-line group
- **Cyber stalking:** on-going harassment that causes a person considerable fear for his/her safety, such as: silent phone calls, abusive telephone calls, texts or e-mails, abusive communications on social networks, abusive website comments, blogs or pictures

Circulating, publishing or distributing (including on the internet) material associated with Ardgillan College activities including, but not limited to, material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of discipline and may result in disciplinary action. As part of such disciplinary action, Ardgillan College reserves the right to suspend (or expel) anyone found to have been involved in cyber-bullying.

Identity Based Behaviours

- Homophobic and Transgender: spreading rumours, name calling, taunting, intimidation or threats based on a person's sexual orientation
- Race/background/nationality/membership of a community: discrimination, prejudice, comments or insults about colour, nationality, culture, social class, ethnic or traveller background. Exclusion on the basis of any of the above.
- Isolation/exclusion: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the student in public places, by passing around notes about or drawings of the student or by whispering insults about them loud enough to be heard.
- Relational bullying: relational bullying involves manipulating relationships. Behaviours include: undermining relationships, spreading rumours, breaking confidences, ignoring or "bitching". One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".
- Sexual: unwelcome or inappropriate sexual comments or touching.
- Harassment.

The means of bullying are constantly changing and types of bullying behaviour can be expanded in light of the experience of the school

EDUCATION AND PREVENTION STRATEGIES

The relevant teachers for investigating and dealing with bullying are as follows:

- **Class Teacher**
- **Class Tutors**
- **Guidance Counsellor**
- **Year Head**
- **Deputy Principal**
- **Principal**

The education and prevention strategies used by the school are as follows:

- A whole school approach involving staff, students and parents is adopted to prevent bullying in the college. The college through curricular and extra-curricular programmes provides the students with opportunities to develop a positive sense of self-worth.
- The college works to raise the awareness of bullying so that all members of the school community understand what bullying is and how it is dealt with. A high degree of vigilance is used throughout the college to ensure that bullying behaviour is identified and tackled.
- Those members of the wider community who come directly into daily contact with pupils are encouraged to play a positive role in assisting the school to counter bullying behaviour by reporting any such behaviour.

- The college encourages a culture of telling, with particular emphasis on the importance of bystanders. In this way students gain confidence in ‘telling’. It is made clear to students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- The school’s anti-bullying policy is discussed with students and parent(s)/guardian(s) are asked to read and sign an extract from the anti-bullying policy in the student journal at the beginning of each year.
- Friendship week/Random Acts of Kindness week takes place yearly and students are involved in structured activities.
- The issue of inclusion is dealt with in SPHE, CSPE, Religion & RSE.
- All subjects attempt to foster an attitude of respect for all by promoting the value of diversity, addressing prejudice and stereotyping and highlighting the unacceptability of bullying behaviour.
- The Policy is published on the college website and is available to all staff on the shared server.
- Supervision takes place before school, during morning break, in the student canteen at lunchtime and after school. All teaching and non-teaching staff are aware of the importance of noting any unacceptable behaviour.
- The college operates a Student Council and each class is assigned a student representative.
- First year students are assigned mentors who support them in the transition from primary school. The college also has a prefect system.
- The school operates an Acceptable Use of ICT and Internet Acceptable Usage and e-Learning Policy.

Implementation of curricula

- The SPHE, CSPE and the RSE programmes are implemented in the college
- Staff who deliver these programmes have opportunities for continuous professional development
- Issues relating to bullying are dealt with by tutors
- Bullying behaviour is addressed at assemblies
- Outside speakers are brought to the college

Links to Other Policies

This Anti-Bullying Policy is linked to the following college policies: Code of Positive Behaviour, Suspension & Permanent Exclusion, Child Safeguarding, Whole School Inclusion, Acceptable Use of ICT and Internet Acceptable Usage and e-Learning, SPHE, RSE.

INVESTIGATION AND FOLLOW UP PROCEDURES

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

- In investigating and dealing with bullying, the (relevant) teacher exercises his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parents and students are required to co-operate with any investigation and assist the college in resolving any issues and restoring, as far as practicable, the relationship of the parties involved as quickly as possible.
- All interviews are conducted with sensitivity and with due regard to the rights of the parties concerned. If a group are involved, where possible, each member will be interviewed individually at first. Thereafter, where appropriate, all parties may be met as a group.
- When analysing incidents of bullying behaviour, the relevant teacher seeks answers to questions of what, where, when, who and why.
- 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 is contacted at an early stage to inform them of the matter and explain the actions being taken.
- The school will 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 students;
- Where the relevant teacher has determined that a student has been engaged in bullying behaviour, it is made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts are made to try to get him/her to see the situation from the perspective of the student being bullied;
- In any situation 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;

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:

1. Procedures for reporting incidents

Who to tell?	<ul style="list-style-type: none">• Teacher/ Tutor/ Year Head/ Deputy Principal/ Principal.• Any member of staff with whom the student feels comfortable.• Student council class representative
How to tell?	<ul style="list-style-type: none">• Direct approach to teacher at an appropriate time, e.g. after class• Hand up note with homework• Get a parent or friend to contact the school and speak on your behalf by phoning the school and asking to speak to the Teacher / Tutor / Year Head / Deputy Principal / Principal.

2. Noting and recording

The recording of bullying incidents is done in an objective and factual manner.

Informal- pre-determination that bullying has occurred

- Staff keep a written record of any incidents witnessed by them or notified to them (Bullying Investigation Report Appendix 2). All incidents are reported to the relevant teacher.
- While all reports, including anonymous reports of bullying are investigated and dealt with by the relevant teacher, the relevant teacher keeps a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher informs the tutor/ year head/ deputy principal, principal of incidents being investigated.

Informal-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher keeps 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-determination that bullying has occurred

The relevant teacher will use the recording template at **Appendix 1** 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. These behaviours include serious incidents and persistent bullying,

Records of bullying (Appendix 1) will be maintained by the Principal/Deputy Principal.

3. Procedures to deal with reported incidents

(i) Initial report/ disclosure of bullying behaviour.

Action taken by	Procedure	Support and /or sanction <i>may</i> include
<p>Tutor or teacher</p> <p>Details recorded on Bullying Investigation Report (Appendix 2)</p>	<p>Speak to students concerned separately and try to resolve the issue. Student may be asked to write their own account of what happened.</p> <p>Class teacher / tutor/ year head/deputy principal/principal may follow up by speaking with the victim and bully, bystanders or others involved.</p> <p>Parents may be contacted</p> <p>Some situations can be resolved through facilitation by teacher/ tutor/ year head. This may involve bringing two parties together to talk through the difficulty and implement strategies for the future.</p>	<p>Challenge the behaviour as being unacceptable.</p> <p>Serious talk with student(s) re: effects of their behaviour.</p> <p>Verbal warning. Student(s) involved spoken to and procedures and sanctions explained.</p> <p>Seek verbal agreement re: future behaviour.</p> <p>Outline a fair outcome <i>if appropriate</i>: e.g. an apology, return of property etc.</p> <p>Refer to care team</p>

(ii) Where bullying behaviour persists/serious incident of bullying.

Action taken by	Procedure	Support and /or Sanction may include
Class teacher / tutor/ year head	<p>Incident investigated by the class tutor/year head.</p> <p>Principal/Deputy Principal informed</p> <p>Parents informed</p> <p>Interviews may be held</p> <p>Proceedings are recorded on Incident Report Form (Appendix 1)</p>	<p>Serious talk with student with regard to behaviour and future behaviour.</p> <p>Detention</p> <p>Meeting with parents</p> <p>Mediation</p> <p>Circle time</p> <p>Monitor future behaviour.</p> <p>Use of prefects</p> <p>Communicate with DDLETB/ Counsellor</p> <p>Referral to Child Psychologist/HSE Children and Family support Services/Garda Juvenile Liaison Officer.</p> <p>Contact with other Support Agencies e.g. Anger Management</p>
Deputy Principal/ Principal involved The incident may be referred to the Board of Management at the discretion of the Principal.	<p>Parents and student meet with Deputy Principal/ Principal</p> <p>Feedback to year head/class tutor.</p> <p>A record of proceedings is kept in incident file</p>	<p>Detention/Suspension/other agreed sanction from school's Code of Positive Behaviour.</p> <p>The Deputy Principal/Principal may set conditions regarding student's future behaviour.</p> <p>Parental support</p> <p>Mediation</p> <p>Use of prefects</p> <p>Counselling</p>

		Referral to Child Psychologist/Garda Juvenile Liaison Officer. Contact with other support agencies e.g. anger management
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Follow up

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, as part of his/her professional judgement, take the following factors into account:
 - 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) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable.
- Where bullying behaviour continues the college will impose appropriate sanctions from the Code of Positive Behaviour
- 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.

SUPPORTS FOR STUDENTS AFFECTED BY BULLYING

The following programme of supports are used by the college

1. Students who have been bullied: these students are monitored and on a regular basis and regular communication takes place between the college and their parents. Counselling is also available to students who have been bullied. Students may also be given the opportunity to engage in esteem building activities, such as Leadership and Effective Communications workshops.
2. Students involved in bullying behaviour: these students may need counselling to help them to learn other ways of meeting their needs without violating the rights of others. Learning strategies are employed to enhance the feelings of self-worth and tutors and the pastoral care team assist these students on an on-going basis.
3. Students who observe instances of bullying behaviour: It is made clear to all students that when they report incidents of bullying, they are not telling tales but behaving responsibly. Students are encouraged to discuss these matters with tutors and teachers.

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 HARRASSMENT

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 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.

Appendix 1

Formal determination of bullying that bullying has occurred

Bullying Incident Report Form

1. Name of student being bullied and class group

Name: _____ Class _____

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

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

Student concerned	<input type="checkbox"/>
Other student	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	Cyber-bullying	<input type="checkbox"/>
Damage to Property	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	Malicious Gossip	<input type="checkbox"/>
Name Calling	Other (specify)	<input type="checkbox"/>

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 alleged bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 2

Informal pre-determination that bullying has occurred

Bullying Investigation Report Form

Name(s) of student(s) alleged bullied:	Class:
Name(s)/Class(es) of those reported as engaging in alleged bullying:	
Name(s) of person(s) who reported alleged bullying concerns:	
Location:	
What Happened/Type of Bullying:	
Witnesses:	
Actions Taken:	
Signed:	Date:

Appendix 3

Building a Positive School Culture and Climate

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve students in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to students when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach students about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in students friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get students to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
Hot times again tend to be times where there is less structured supervision such as when students are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 4

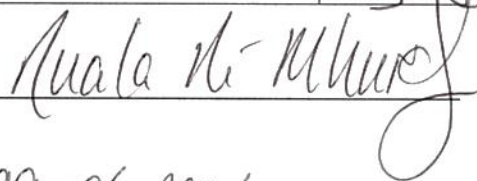
Checklist for annual review of the anti-bullying policy and its implementation

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 <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	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?	N/A
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Yes ongoing
Has the Board put in place an action plan to address any areas for improvement?	Yes ongoing

Signed 
Chairperson, Board of Management

Date 9-06-2021

Signed 
Principal

Date 09-06-2021

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

To: _____

The Board of Management of Ardgillan Community College 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 9-06-2021 [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 [Signature] Date 9-06-2021
Chairperson, Board of Management

Signed [Signature] Date 09-06-2021
Principal

Appendix 5

Class Observation Form

Teacher: _____ Class: _____ Date: _____

Time	Name of Student(s)	Behaviour	Directed Towards

BULLYING IS UNACCEPTABLE AND WILL NOT BE TOLERATED IN OUR COLLEGE



Ardgillan College
Anti-Bullying Charter

BULLYING IS NOT TOLERATED
IN OUR SCHOOL

*Students, Teachers and Parents treat
each other with respect*