



# Anti-Bullying Policy

## 1. Introduction

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 Gaelscoil na Ríthe 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. Preventing and Tackling Bullying

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**
  - i. is welcoming of difference and diversity and is based on inclusivity;
  - ii. encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
  - iii. promotes respectful relationships across 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-**
  - i. build empathy, respect and resilience in pupils; and
  - ii. explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- 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. What is, and what is not 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 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 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.
- Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*, available on [www.education.ie](http://www.education.ie)



#### 4. Relevant Teacher/s

- A pupil or parent may bring a bullying concern to any teacher in the school.
- Individual teachers will take appropriate measures regarding reports of bullying behaviour in accordance with this, the school's anti-bullying policy.
- Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.
- In these procedures, the member of teaching staff who has responsibility for initially investigating and dealing with bullying will normally be the class teacher.
- However, the Príomhoide should be notified of all allegations of bullying.
- In some instances the Príomhoide Ionad or Príomhoide may become immediately involved in the investigation.

#### 5. Education and Prevention Strategies

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

##### a. School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community. (NB School Rules, especially 'Meas ar a chéile' – 'Respect for Each other')
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering & enhancing of the self-esteem of all our pupils through curricular & extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal & 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.
- An audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
- Professional development with specific focus on the training of the relevant teachers.
- 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 students in contributing to a safe school environment e.g. Buddy system, mentoring 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 included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and is available on the school website (or in written format if requested through the school office).
- 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; annual Friendship Week and parent(s) / guardian(s) seminars; annual/termly/monthly student surveys; regular school assemblies.
- Encouragement of 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 is 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.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - As an open, telling school, gather information from pupils periodically.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.



- There is a clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied i.e. Contact and inform the school. Meeting arranged with teacher, filling in usual request for meeting form so that full information is available to the teacher, assisting effective investigation
- Adherence to the Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones. (See school Mobile Phone Policy)
- Supports currently being used in the school include Walk Tall, Stay Safe, Prim-Ed series on Bullying, Webwise and Internet Safety Day

**b. Implementation of curricula**

- The full implementation of the SPHE, RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes, when available.
- Implementation of the Friends for Life Programme (Rang 5) and Fun Friends (Naíonáin Mhóra)
- Delivery of the Garda SPHE Programmes. These lessons, delivered by Community Gardaí in Rang 5, 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.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary manual).

**c. Links to other policies**

- Code of Behaviour
- Child Protection policy
- Acceptable Internet Use policy
- School Tours.

**6. Procedures for investigation, follow-up, recording and intervention**

**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). The school's procedures must be consistent and 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 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:**

**Reporting bullying behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

**Investigating and dealing with incidents:**

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- 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;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;



- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member 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 also be appropriate or helpful to ask those involved to write down their account of the incident(s), anonymously if needed.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

### **Follow up and recording**

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable;
  - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- 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 (cf Home/School Communication Policy on school website.)
- 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 bullying behaviour are as follows:

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

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents are also to be recorded on Aladdin, a cloud based school administration system that we use here in Gaelscoil na Ríthe .
- 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 and Deputy Principal of all incidents being investigated. All incidents are brought to the attention of all members of staff by using Aladdin, our online administration system. **Staff must acknowledge they have read the online post by reply.**

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

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

- The relevant teacher must use the recording template at **Appendix 2** to record the bullying behaviour in the following circumstances:
  - in cases where 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
  - in all lesser periods, where behaviours from the 'List of Bullying Behaviours' have occurred, the school's administration system Aladdin will be used and its contents shared amongst all staff. The school's Code of Behaviour will provide sanctions etc.
- When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained.

#### **Established intervention strategies**

- Teacher interviews with all pupils
- 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) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires

The Procedures mention the following intervention strategies and reference Ken Rigby;

[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools\\_Ken\\_Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools_Ken_Rigby.pdf)

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

### **7 Supporting pupils affected by bullying**

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.
  - Pastoral care system
  - Buddy / Peer mentoring system
  - Care team / Student Support Team
    - Group work such as circle time and Friends for Life



- 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.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher

### **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. Adoption, Communication and Implementation of Policy**

- This policy was adopted by the Board of Management in 2014.
- This policy has been made available to school personnel, published on the school website, is otherwise readily accessible to parents and pupils on request, and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.
- 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.



## Appendix 1 Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils 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 pupils 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 pupils 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 pupils 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 pupil 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 pupils 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 pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of a student council.



**Appendix 2 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		Parent		Other	
Other pupil(s)		Teacher			

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

\_\_\_\_\_

5. Location of incidents -tick relevant box(es)

Playground		Corridor		Other	
Classroom		Toilets			

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

Physical aggression		Isolation/Exclusion		Cyber-bullying		Malicious gossip	
Damage to property		Name calling		Intimidation		Other (specify)	

Other (specify): \_\_\_\_\_

7. Brief Description of bullying behaviour and its impact

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Details of actions taken

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_

(Relevant Teacher 1)

\_\_\_\_\_

(Relevant Teacher 1)

Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal

\_\_\_\_\_





**Appendix 3 Examples of bullying behaviours – this list is not exhaustive**

<p><b>General behaviours which apply to all types of bullying</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The “look”</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person’s reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<p><b>Identity Based Behaviours</b>  <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p><b>Homophobic and Transgender</b></p>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person’s sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<p><b>Race, nationality, ethnic background and membership of the Traveller community</b></p>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>



<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> <li>• Use or terminology such as 'nerd' in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> </ul>

#### Appendix 4 Overview of Interventions

The following methods of intervention are based upon an analysis of the major alternative and supplementary strategies being used to address cases of bullying encountered in schools.

- Each has its own rationale and appropriate areas of application, depending on the nature of the case. This could vary widely, for instance in terms of severity, group involvement and whether there has been any provocation.
- Each has its unique strengths and limitations regarding its use in specific cases.
- Training in the application of each of the methods is needed, some more than others.
- It is important to recognise that the methods are NOT alternatives to taking considered proactive steps to prevent bullying from occurring, such as good classroom management, class discussions of bullying, social skills training, promoting positive bystander behaviour, developing peer support. Such steps can reduce the number of cases that occur.
- Each method assumes a whole school approach and a well informed understanding of the reasons why each may be used in particular circumstances.

#### DESCRIPTIONS

The following is a brief description of the methods:

- Direct Sanctions approach

This approach makes use of disciplinary procedures or penalties as a punishment and/or a deterrent to prevent further bullying. These may include verbal reprimands; meetings with parents; temporary removals from class; withdrawal of privileges; school community service; detentions and internal exclusion in a special room; short-term exclusion; and permanent exclusion

Can be used: In serious cases, and in instances of repeated non-compliance

- Strengthening the target

This involves systematically helping the victim to deal more effectively with the person or persons who might seek to bully him or her.



Can be used: In cases of low level (usually verbal) banter when it is believed the victim can be trained to cope by acquiring more appropriate social and verbal skills.

- Mediation

This is a process in which pupils in conflict, including bully/victim conflicts, are invited to take part in a session with a mediator, a staff member or peer mediator, to help resolve their differences without any compulsion.

Can be used: When students in dispute both want help from a mediator. (Children who bully only rarely want to seek mediation.)

- Restorative Practice

This involves getting the perpetrator to reflect upon his or her unacceptable behaviour, experience a sense of remorse and act to restore a damaged relationship with both the victim and the school community. It may take place

- (i) at a meeting with just the bully and the victim
- (ii) with a group or class of students involved in bullying behaviour or
- (iii) at community conference attended by those involved in the bullying plus significant others such as parents.

Can be used: In cases in where the perpetrator can be induced to become sincerely remorseful and act restoratively.

- Support Group Method

This is a non-punitive strategy used with groups of students who have engaged in bullying someone. Once identified by the victim, the 'bullies' meet with the teacher and other students, who have been selected because they are expected to be supportive of the victim (who is not present). Knowledge of the distress experienced by the victim is shared with the group and each member is required to accept responsibility and say how he or she will help that person. The outcome is monitored.

Can be used: In cases of bullying by groups where the perpetrators are prepared to cooperate at a meeting with a teacher plus other students and assist in putting things right.



### Appendix 5 Board of Management Review

An Bord Bainistíochta 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.

<b>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>?</b>	
<b>Has the Board published the policy on the school website and provided a copy to the parents' association?</b>	
<b>Has the Board ensured that the policy has been made available to school staff (including new staff)?</b>	
<b>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?</b>	
<b>Has the Board ensured that the policy has been adequately communicated to all pupils?</b>	
<b>Has the policy documented the prevention and education strategies that the school applies?</b>	
<b>Have all of the prevention and education strategies been implemented?</b>	

#### Notification regarding An Bord Bainistíochta's annual review of the anti-bullying policy

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

Bord Bainistíochta Ghaelscoil na Ríthe 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: \_\_\_\_\_

(Cathaoirleach an Bhoird Bhainistíochta)

Dáta: \_\_\_\_\_

Signed: \_\_\_\_\_

(Príomhoide)

Dáta: \_\_\_\_\_

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