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Anti-Bullying Policy

Introduction

Children First National Guidance 2017 outlines that bullying can be defined as repeated aggression – whether it be verbal, psychological or physical – that is conducted by an individual or group against others. Children First National Guidance 2017 describes bullying as behaviour that is intentionally aggravating and intimidating, and occurs mainly among children in social environments such as schools. It includes behaviours such as physical aggression, cyber bullying, damage to property, intimidation, isolation/exclusion, name calling, malicious gossip and extortion. Bullying can also take the form of identity abuse based on gender, sexual preference, race, ethnicity and religious factors. With developments in modern technology, children can also be the victims of non-contact bullying, via mobile phones, the internet and other personal devices.

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB (TUSLA), the Board of Management of Presentation Primary School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

Children First National Guidance 2017 and the Anti-Bullying Procedures provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to TUSLA, the designated liaison person shall seek advice from Tusla in accordance with the procedures set out in Chapter 5 of Child Protection Procedures for Primary and Post-Primary Schools 2017.

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

(a) A positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- 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-**

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- effective supervision and monitoring of pupils;

(f) Effective supervision and monitoring of pupils**(g) Supports for staff****(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and****(i) On-going evaluation of the effectiveness of the anti-bullying policy.**

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* and **Appendix 1** of this document

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

All class teachers
Deputy Principal
Principal

Any teacher may act as a relevant teacher if circumstances warrant it.

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

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- 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.
- 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 all parent(s)/guardian(s) of incoming pupils are given a copy as part of the Code of Behaviour.
- The school's anti-bullying policy will also be available to view in Parent's Room, secretary's office and on school website.
- The implementation of regular whole school awareness measures may include:
 - Friendship Week (Children will be taught strategies to help resolve conflict e.g. SALT- Stop, Ask, Listen. Talk)
 - Questionnaires/surveys in senior classes
 - Agreed whole school time-tabling of lessons on anti-bullying
 - Assemblies
- The implementation of NEPS programmes e.g. Friends for Life, Zippy's Friends, Get Up Stand Up, Incredible Years
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. 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.
- Anti-bully or Niggle box? Worry Box
- Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Administer a confidential questionnaire to pupils in senior classes.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

Implementation of curricula

- The full implementation of the SPHE, RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programme. These may include:
 - Stay Safe Programme
 - Walk Tall Programme
 - Prim-Ed Anti- Bullying- Identify, Prevent, Cope
 - Anti-bullying Campaign.ie
 - Be Safe-Be Web Wise
 - HTML Heroes
 - Prim- Ed Cyber-Bullying Programme
 - Friends for Life
 - Get UP Stand UP
 - Time to Talk
 - Zones of Regulation
 - Making the Link and Beyond (PDST)
 - Social Skills programme “Stop, Think, Do”
- Delivery of the Garda SPHE Programmes. These lessons delivered by the Community Guard, cover issues around personal safety and cyber-bullying
- Delivery of appropriate programmes by School Completion Programme e.g. Roots of Empathy
- 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, PDST Information Booklet).

Links to other policies

- Code of Behaviour
- Child Safeguarding Statement
- DEIS Plan
- Special Educational Needs
- ICT and Acceptable Use Policy
- Health and Safety

6. The school’s procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

Procedures for Investigating and Dealing with Bullying

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

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to the relevant teacher in the school.
- A suspicion of bullying should be raised with the relevant class teacher first and then if necessary with the Principal.
- Parents are encouraged to make an appointment to speak with relevant class teacher if they suspect that their child is being bullied.
- 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;
- Questions to be asked when responding to challenging behaviour include:
 - What happened?
 - What were you thinking at the time?
 - What have your thoughts been since?
 - Who has been affected by what you did?
 - In what way have they been affected?
 - What do you think needs to happen next?
- Questions to be asked when responding to those harmed include:
 - What happened?
 - What were you thinking at the time?
 - What have your thoughts been since?
 - How has this affected you / others?
 - What has been the hardest thing for you?

- 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)
- 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 may 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 will afford parent(s)/guardian(s) the 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.
- 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

- 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 relevant teacher must use the recording template at **Appendix 2** 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 **Appendix 2** is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.
- The relevant teacher may consult with the Principal or Deputy Principal at any stage in relation to a case.

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - SALT Conflict Resolution Programme
 - Circle Time activities
 - SPHE Programmes e.g. Walk Tall, Zippy's Friends,
 - NEPS - Friends for Life, Incredible Years, Get Up. Stand Up etc.
 - Barnardo's Roots of Empathy programme
 - Art Therapy
 - Nurture Room
 - The National Educational Psychological Service (NEPS)
- 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 relevant 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. This policy was reviewed and updated by the Board of Management in June 2021.

11. This policy has been made available to school personnel and is published on the school website. It is also available on request. A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and is available on request. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: *Terence White*
Chairperson of Board of Management

Date: *08/12/2021*

Appendix 1

Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology

Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian, faggot ...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

Appendix 2 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, corridors
 - 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.

Appendix 3**Presentation Primary School - Incident Report Form**Source of report: Parent ☐ Pupil ☐ Staff- Member ☐ Survey ☐ Other ☐

Date: _____ Name of Reporting Person: _____

Details of Alleged Incident

Time: _____ Day: _____ Date: _____

Location of incident: Yard ☐ Classroom ☐ Corridors ☐ Cloakrooms ☐ Toilets ☐ Other ☐

Targeted Pupil: _____ Class: _____

Alleged Perpetrator: _____ Class: _____

Behaviour Reported

<u>General</u>	<u>Relational</u>	<u>Race, nationality, ethnic background and membership of Traveller community</u>
Physical Aggression <input type="checkbox"/>	Malicious gossip <input type="checkbox"/>	Comments or insults about:
Damage to Property <input type="checkbox"/>	Isolation and exclusion <input type="checkbox"/>	Colour <input type="checkbox"/>
Name calling <input type="checkbox"/>	Ignoring <input type="checkbox"/>	Nationality <input type="checkbox"/>
Teasing/ Slagging <input type="checkbox"/>	Excluding from the group <input type="checkbox"/>	Culture <input type="checkbox"/>
Writing nasty notes <input type="checkbox"/>	Taking someone's friends <input type="checkbox"/>	Social class <input type="checkbox"/>
Writing nasty graffiti <input type="checkbox"/>	away <input type="checkbox"/>	Religious beliefs <input type="checkbox"/>
Extortion <input type="checkbox"/>	" Bitching" <input type="checkbox"/>	Ethnic / Traveller Background <input type="checkbox"/>
Intimidation <input type="checkbox"/>	Spreading rumours <input type="checkbox"/>	Exclusion based on above <input type="checkbox"/>
Insulting or offensive gestures <input type="checkbox"/>	Breaking confidence <input type="checkbox"/>	<u>Homophobic and Transgender</u>
Giving "The Look" <input type="checkbox"/>	Talking aloud so victim can hear <input type="checkbox"/>	Spreading rumours <input type="checkbox"/>
Invasion of personal space <input type="checkbox"/>	The "Look" <input type="checkbox"/>	Taunting <input type="checkbox"/>
	Use of terminology e.g. nerd/swot in a derogatory way <input type="checkbox"/>	Name calling e.g. gay, lesbian, faggot <input type="checkbox"/>
<u>Cyber</u>		Physical Intimidation <input type="checkbox"/>
Spreading rumours, lies or gossip <input type="checkbox"/>		Threat <input type="checkbox"/>
Sending nasty /disturbing messages <input type="checkbox"/>		<u>Sexual</u>
Using inflammatory or vulgar words to provoke an online fight <input type="checkbox"/>		Unwelcome or inappropriate: Comments <input type="checkbox"/>
Posting personal information about another <input type="checkbox"/>		Touching <input type="checkbox"/>
Posting confidential/ compromising info/images <input type="checkbox"/>		
Purposefully excluding someone from an online group <input type="checkbox"/>		
Silent telephone/mobile phone calls <input type="checkbox"/>		

Abusive text messages	<input type="checkbox"/>	
Abusive email	<input type="checkbox"/>	
Abusive communication on social networks e.g. Facebook	<input type="checkbox"/>	
Abusive website comments/ Blogs / Pictures	<input type="checkbox"/>	
<u>Special Educational Needs Disability</u>		
Name calling	<input type="checkbox"/>	
Taunting others because of their disability/ learning needs	<input type="checkbox"/>	
Taking advantage of “vulnerabilities”	<input type="checkbox"/>	
Mimicking a person’s disability	<input type="checkbox"/>	
Setting others up for ridicule	<input type="checkbox"/>	

Details of Incident:

Action Taken in Response to Incident Report

Date:	

Date submitted to Principal/Deputy Principal _____

APPENDIX 4 CHECKLIST FOR ANNUAL REVIEW OF THE ANTI-BULLYING POLICY AND ITS IMPLEMENTATION

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes//No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff , including new staff?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	

Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal

NOTIFICATION REGARDING THE BOARD OF MANAGEMENT'S ANNUAL REVIEW OF THE ANTI-BULLYING POLICY

To: _____

The Board of Management of Presentation Primary School 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 _____ June 2021.
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal