

Anti-Bullying Policy



St Aidan's Comprehensive School

Approved: _____
Chairperson Board of Management

Date: _____

Contents

	Pages
Cover	1
Contents	2
Policy	3 - 17
Total	17

Appendices

<i>Appendix 1</i>	<i>Mission, Ethos, Aims of school</i>
<i>Appendix 2</i>	<i>Section 2. Anti-Bullying Procedures for Primary & Post Primary schools (2013)</i>
<i>Appendix 3</i>	<i>Reflection paper – Am I a bully</i>
<i>Appendix 4</i>	<i>Cyber Bullying Advise to Students – Cyber Bullying Policy</i>
<i>Appendix 5</i>	<i>Definition of Nine Ground and Discrimination (Equal Status Act 2000)</i>
<i>Appendix 6</i>	<i>Advise for Schools Sexual Orientation</i>
<i>Appendix 7</i>	<i>Schools for Health in Ireland Framework</i>
<i>Appendix 8</i>	<i>Anti- bullying Charter</i>
<i>Appendix 9</i>	<i>Bullying Questionnaire Form</i>
<i>Appendix 10</i>	<i>Anti Bullying Pamphlet for Parents/Students</i>
<i>Appendix 11</i>	<i>Class Observation Form</i>
<i>Appendix 12</i>	<i>Bullying Behaviour Recording/ Report Form</i>
<i>Appendix 13</i>	<i>Schools Complaints Procedure</i>
<i>Appendix 14</i>	<i>Serious Incident Protocol</i>
<i>Appendix 15</i>	<i>Child Protection and Procedures</i>
<i>Appendix 16</i>	<i>Survey Student, Staff, Parent</i>
<i>Appendix 17</i>	<i>Review Checklist</i>
<i>Appendix 18</i>	<i>Written Notification of Review</i>
<i>Appendix 19</i>	<i>Contact for External Agencies</i>

Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the NEWB, the Board of Management of St Aidan's Comprehensive has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour. This policy is aligned with the Mission Statement, Ethos and the aims of St. Aidan's Comprehensive School (Appendix 1). The policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013. (Appendix 2)

2. 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) A positive school culture and climate 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

(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 students; and
- explicitly addresses the issues of cyber-bullying and identity-based bullying including, homophobic and transphobic bullying
- effective supervision and monitoring of students

(f) Effective supervision and monitoring of students

(g) Supports for staff

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

(i) Ongoing evaluation of the effectiveness of the anti-bullying policy

3. What is Bullying Behaviour?

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*. (Appendix 2)

Examples of bullying behaviours

General behaviours which apply to all types of bullying (Appendix 3)	<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
---	--

	<ul style="list-style-type: none"> • 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 (Appendix 4)</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumours, 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: Purposely 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/YouTube/Snapchat or on games consoles

	<ul style="list-style-type: none"> • 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). (Appendix 5)	
Homophobic and Transgender (Appendix 6)	<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...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,
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 students vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some students vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule
--	---

All incidents of bullying should be reported to the 'relevant' teacher and must be recorded in writing in line with GDPR guidelines. If the matter is ongoing/ serious it must be reported to the Year Head.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (See Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

Refer to section 6.8.4 in the Procedures.

<p>The relevant teachers in this school are:</p> <ul style="list-style-type: none"> • Any teacher may act as a relevant teacher if circumstances warrant it • Tutors • Year Head • Chaplain • Care Team/Student Support Team personnel • Guidance counsellor • Deputy Principal • Principal

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*):

Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and to highlight the unacceptability of bullying behaviour
- The fostering and enhancing of the self-esteem of all our students through both curricular and extracurricular activities. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- The school is a Health Promoting and this has a focus on developing positive mental health and well being. (Appendix 7)
- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on students lives and the need to respond to it-prevention and intervention.
- An annual 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 teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include students parent(s)/guardian(s) and the wider school community
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school
- Involvement of the student council in contributing to a safe school environment e.g., Buddy system, mentoring and other student support activities that can help to support students 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 common areas of the school
- The school's anti-bullying policy is discussed with students and all parent(s)/guardian(s) are given a copy as well as the Code of the Behaviour of the school at induction
- The implementation of regular whole school awareness measures e.g., a dedicated notice board in the school and on the promotion of friendship, and bullying prevention; Friendship Week, Parent(s)/Guardian(s) seminars; student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc Brochure for Parents (Appendix 8,9,10)
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way students will gain confidence in "telling". This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly
- Ensuring that students know who to tell and how to tell, e.g.

<ul style="list-style-type: none"> • Direct approach to teacher at an appropriate time
<ul style="list-style-type: none"> • Hand note up with homework
<ul style="list-style-type: none"> • Make a phone call to the school or to a trusted teacher in the school
<ul style="list-style-type: none"> • Anti-bully box
<ul style="list-style-type: none"> • Get a parent(s)/guardian(s) or friend to call on your behalf
<ul style="list-style-type: none"> • Administer a confidential questionnaire once a term to all students
<ul style="list-style-type: none"> • Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place

- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect their child is being bullied. The protocol should be developed in consultation with parents
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that access to technology within the school is strictly monitored, as is the policy on the use of mobile phones by students
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g., GLEN www.glen.ie, Belong To www.belongto.org

Implementation of curriculum

- The full implementation of the SPHE and CSPE curricula and the RSE Stay Safe Programmes
- Continuous Professional Development for staff in delivering these programmes
- School wide delivery of lessons in bullying from evidence bases programmes, e.g. Cool School Lessons, #UP2US, Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend indeed), **Cyber Bullying** (#UP2US, Be Safe-Be web wise, Think Before you Click, Lets Fight it Together, Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack) **Diversity and Interculturalism**, Yellow Flag Programme.
- Delivery of the Garda SPHE Programme. With lessons, delivered by community Gardaí, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils regarding programme implementation and the development of skills and strategies to enable all students to respond appropriately

- The school will implement the advice in “Sexual Orientation advice for schools” (RSE Primary, see booklet)

Links to other policies

- Other school policies, practices and activities that are particularly relevant to bullying, are the Code of Behaviour, Child Safeguarding policy, Acceptable Use policy, Attendance, Outdoor Activities Policy etc.

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

6.8.9 Procedures for Investigating and Dealing with Bullying

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

The school’s procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including students, parent(s)/guardian(s)) understand this approach from the outset

Reporting bullying behaviour

- Any student 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 administrative staff, SNA’s, bus escorts, caretakers, cleaners/canteen staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, by the relevant teacher

Investigating and dealing with incidents: Style of approach (see section 6.8.9)

- 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 students 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. Students 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)
- 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 students
- Where the relevant teacher has determined that a student 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 student being bullied; The student(s) may be referred to the school Support Services
- It must also be made clear to all involved (each set of students and parent(s)/guardian(s) that 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 relevant teacher must inform the Year Head of all incidents being investigated (Appendix 11, 12)

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 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 should 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 a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, they must be referred, as appropriate, to the school's complaints procedures (Appendix 13)
 - 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
 - If the school has serious concerns in relation to managing the behaviour of a student, the advice of the National Education Psychological Service (NEPS) will be sought.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in 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 must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved.
- The relevant teacher must inform the Year Head of all incidents being investigated

Formal Stage 1- determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate 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.
- Having spoken to the parties involved and resolving the issue the 'relevant' teacher should check back with the parties within 7 days to ensure bullying behaviour has ceased.
- At the year end, these notes should be given to the Year Head to be placed on student files.

Formal Stage 2- Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

- a) In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred: and
- b) Where the school has decided as part of the anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. This includes:
 - Sexual Harassment
 - Assault
 - Physical Aggression
 - Cyberbullying of a serious nature
 - Long-term exclusion
 - Persistent Homophobic Bullying

This list is not exhaustive

These must be recorded and reported immediately to the Principal. These are in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. These records are kept by the Year Head, placed on student file and retained as per retention schedule.

Established intervention strategies

- Teacher interviews with all students
- Negotiating agreements between students 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
- Referral to Student Support Services
- Referral to external agencies

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%20Ken%20Rigby.pdf)

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

Serious incidents of Bullying will be referred to Tulsa (Child and Family Services)

7. The school's programme of support for working with students 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 students 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
 - Tutor/Year head system
 - Care team/Student Support Team
 - Well-Being Programme

- If students require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the student affected by bullying or involved in the bullying behaviour
- Students should understand that there are no innocent bystanders and that all incidents of bullying must be reported to a teacher

8. Supervision and monitoring of Students

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.

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.

St. Aidan's reserves the right to apply its anti-bullying policy in respect of bullying that occurs at a location, activity, function or programme that is school related if in the opinion of the Principal/Deputy Principal and/or the Board of Management the alleged bullying has created a hostile environment at school for the victim, has infringed on the rights of the victim at school and/or has materially or substantially disrupted the education process or the orderly operation of the school.

The following Prompt Questions may be useful in considering this aspect of the policy:

- Are there agreed appropriate monitoring and supervision practices in the school?
- Have bullying danger spots been identified?
- Have parents and students been consulted in the identification of these danger spots?
- How will the student support/care structures (including year heads, class tutors, SPHE, Guidance, RE, CSPE, Learning Support teachers) support measures to counteract bullying behaviour?
- How will students, in particular senior student, be involved as a resource to assist in counteracting bullying? In this regard, has a mentoring/buddy system been considered?
- How will the student council be involved?
- In relation to Acceptable Use Policy in the school are the following issues addressed:
 - Are all internet sessions supervised by a teacher?
 - Does the school regularly monitor students internet usage?
 - Have students been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
 - Have students been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication that have been approved by the school?

(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of bandwidth which is been provided for educational purposes only).

School Programme for working with students affected by bullying

Victim/Perpetrator – on-going support from relevant teacher, tutor, Year Head, Student Support Team and on-going communication with Parents/ Guardians

Parents of victim – on-going communication to ensure issues are resolved

Parents of Perpetrator – on-going communication and support and acceptance of the behaviour will be initial focus. Following this, parents will be asked to co-operate with the school in working with the student(s) to change behaviours and attitudes. Counselling will be offered.

Friends of the Perpetrator – on-going support through Tutor, SPHE, CSPE, RE classes

Resolving Issues – Sanctions

The resolution and possible sanctioning in relation to issues arising will be dealt with in the following manner:

- **Minor Incidents Where Guilt Is Admitted.**
These issues to be dealt with through Tutor / Year Head System and be quickly resolved by agreement between alleged victim and alleged perpetrator of the act.
- **Major Incidents Where Guilt Is Admitted:**
Consultation with Parents / Deputy Principal / Principal also to possibly include support from out of school agency e.g. services of Behavioural Therapist working with the HSE, reports to Túsla.
- **Major /Minor Incidents Where There is Denial:**
- Cases will arise from time to time where there is complete denial of involvement. Whether or not there is an admission of involvement it is critically important that an agreement and undertaking be reached regarding immediate and future behaviour of all parties.
- In extreme cases of Bullying, permanent exclusion may be the appropriate sanction and this behaviour will be reported to Túsla. (Appendix 14,15)

It shall be made clear that:

- The specific behaviour will cease immediately and student involved are made aware of the school policy on bullying and a definition of bullying
- There may be disciplinary implications involved.
- Agreement will be sought about not taking revenge against persons who may have reported alleged bullying incidents.
- Measures will be taken to ensure safety of alleged victim and to supervise the behaviour of others as deemed necessary. A case discussion involving school management and other relevant personnel will decide on possible sanctions.
- If bullying behaviour continues management may have to choose between suspension or referral of offender for clinical / psychological assessment or apply both. An assessment will point to whether the young person has psychological difficulties contributing to the behaviours, and whether anger management training might be a useful next step.
- The possibility of counselling for the student will be discussed with parents.
- The provision of support for alleged perpetrator by counselling in school by Chaplain /Guidance counsellor and/or outside agencies (as listed above) as appropriate.

Bullying of another:

Following resolution of initial incident/ if alleged bully targets another, sanctions imposed should reflect lack of alleged bully's reform.

On-going evaluation of the effectiveness of the anti-bullying policy

The effectiveness of the school's anti-bullying policy will be subject to review in the light of incidents of bullying behaviour encountered. (Appendix 16) The school will make provision for periodic examination of the prevention and intervention strategies in place using surveys of students, staff and parents.

Data gathered from the Reporting Templates (*Appendix 7*) will be regularly (at least once in every school year) collated and analysed with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis will be retained and be made available to the Board of Management annually. Appropriate responses to any issues identified will be drawn up and implemented.

The implementation and effectiveness of the anti-bullying policy will be included as an agenda item for staff meetings to ensure that concerns about the policy or the welfare of individual students can be shared and effectively addressed.

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 students 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.

10. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and Patron if requested.

11. This policy and its implementation will be reviewed (Appendix 17) 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 (where one exists).(Appendix 18) A record of the review and outcome will be made available, if requested, to the Patron and Department.

12. A list of Emergency Contact numbers is available (Appendix 19)

13. Retention of Records

- Litigation in relation to a school's duty of care may be initiated some years after a student has left the school.
- As a result, files on very serious incidents will be retained indefinitely.
- Records will be stored in a safe and secure place.

Signed: _____

(Chairperson of Board of Management)

Signed: _____

(Principal)

Date: _____

Date: _____

Date of next review: _____