

# **GLASNEVIN NATIONAL SCHOOL**



## **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 Glasnevin National 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.

2. 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**

- 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;

**See Appendix 1**

**(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;

**(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*. **See Appendix 2**

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

- The Class Teacher (initially)
- The Principal thereafter if necessary

5. The education and prevention strategies at the appropriate and relevant level for each class, (including strategies specifically aimed at cyber- bullying, homophobic and transphobic bullying) that will be used by the school are as follows :

### **School-wide approach**

A school-wide approach to the fostering of respect for all members of the school community. This is central to our Code of Behaviour.

- 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.
- 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.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- School wide awareness raising 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 is included in student journals P.6 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) the policy is available to view on the school website and thereafter it will be given to new entrants as part of the Code of Behaviour.
- 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.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher in the school.
  - Anti-bully or Bug Box?
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Administer a confidential questionnaire to pupils.
  - 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 that their child is being bullied. The protocol should be developed in consultation with parents.
- An Acceptable Use Policy in the school includes the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

### **Implementation of curricula**

- The anti-bullying module of the SPHE programme as it applies during each school year, particularly the relevant exercises from the “*Walk Tall*” and “*Stay Safe*” programmes (see appendix 4 attached)
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based 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 in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let’s 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 Programmes at primary level. These lessons, delivered by Community Gardai, 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, see booklet).
- **FUSE Programme DCU 3<sup>rd</sup> to 6<sup>th</sup> Classes** - is the first research-based Anti-Bullying and Online Safety Programme designed to comply with UNESCO’s Whole Education Approach to tackle bullying and online safety in schools. It is based on 25 years of research on bullying prevention and intervention and is designed to support the wider SPHE/RSE/Wellbeing curricula in schools. FUSE consists of a suite of student-led workshops and resources which FUSE teachers can deliver in the classroom.

#### **School Policies that help prevent bullying:**

- Code of Behaviour
- Child Protection Policy
- Supervision of Pupils
- Acceptable Use of Internet Policy

**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 :**

**1. 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 report a bullying incident to any teacher in the school.

- All reports will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such 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 happened?
  - What were you thinking at the time?
  - Who has been affected?
  - In what way?
  - What needs to be done to make things right?
  -

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 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.

- 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**

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:

- While all reports, will be investigated and dealt with by the relevant teacher, the relevant teacher will use his / her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

#### **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.

#### **Formal Stage 2**

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour 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.

The recording template at Appendix 3 will be completed in full and retained by the teacher in question and a copy provided to the Principal. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 3 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case. Notes / Records will be stored in accordance with the School's Data Protection Policy.

7. The school's programme of support for working with pupils affected by bullying is as follows:

A programme of support for pupils who have been bullied will be based on our prevention strategies. Such pupils may need counselling and / or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

A programme of support for those pupils involved in bullying behaviour will be part of our school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

#### 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.

#### **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 adopted by the Board of Management on 4/4/2022.  
First adopted in 2013.

11. This policy has been made available to school personnel, is 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.

12. At least once in every school term the Principal will provide a report to the Board of Management setting out:

- The overall number of bullying cases reported (by means of the bullying recording template in Appendix 3) to the Principal or Deputy Principal since the previous report to the Board and;
- Confirmation that all of these cases have been, or are being, dealt with in accordance with the school's Anti-Bullying Policy and the Anti-Bullying Procedures for Primary and Post-Primary schools.

13. 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, be readily accessible to parents and pupils on request 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.

**See Appendix 4**



Signed: Revd David Oxley \_\_\_\_\_  
(Chairperson of Board of Management)

Signed: Olive Walsh \_\_\_\_\_  
(Principal)

Date: 4/4/22

Date: 4/4/22

Date of next review: March /April 2023

## **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 round 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

## Appendix 2

## Examples of bullying behaviours

### General behaviours which apply to all types of bullying

- 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.

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### Cyber

- **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

- 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
- 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

### Race, nationality, ethnic background and membership of the Traveller community

This involves manipulating relationships as a means of bullying. Behaviours include:

### Relational

- 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

<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
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<b>Special Needs, Disability</b>	<b>Educational</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>
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## Appendix 3 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	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

### 7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

### 8. Brief Description of bullying behaviour and its impact

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### 9. Details of actions taken

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Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

**\* Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

## Appendix 4 – Prevention/Awareness Raising

Classes	Walk Tall	Stay Safe
Junior Infants	Kind or not so Kind	Friendship What is Bullying?
Senior Infants		How can we stop Bullying
1 <sup>st</sup> Class		Friendship What is Bullying Exclusion
2 <sup>nd</sup> Class	Bullying (Cope – Tell)	Effects of Bullying Class Agreement
3 <sup>rd</sup> Class	What is Bullying? The Effects of Bullying What we think of Bullying Witnessing Bullying A Bully-Free Zone Standing up to Bullying	Friendship What is Bullying? Other types of Bullying
4 <sup>th</sup> Class	Dealing with Bullying	Cyber-Bullying Coping with Bullying Class Agreement
5 <sup>th</sup> Class	Bullying Name Calling	Friendship What is Bullying Other types of Bullying
6 <sup>th</sup> Class	Bullying Name Calling	Cyber-Bullying Coping with Bullying Class Agreement

## **Appendix 5 – Continuous Professional Development CPD - Staff Communications**

- **All teachers implement the Walk Talk, Stay Safe, RSE programmes (See appendix 4/Page 4) as part of SPHE which is part of the curriculum – in staff training/Webinars occur during Croke Park Hrs**
- **The senior teachers participated in the DCU – Fuse - Anti - Bullying Programme this year and attended a training webinar for this programme**
- **PDST – Professional Development Service for Teachers also provide staff training – we have availed of this, Deirdre Lavelle visited the school and spoke to individual teachers and the whole staff after school during C.P. Hrs about SPHE**
- **Our SET Team / SEN Coordinator/CLASS Hrs – work with small groups revising the SPHE programmes and also using other programmes e.g. Weaving Well -Being, Stop-Think- Do – Social Skills Training, Mindful Matters, Class Dojo etc.**
- **We use split yard times, therefore the Juniors – Infants to 1<sup>st</sup> class are on a separate yard time from the seniors – 3<sup>rd</sup> to 6<sup>th</sup> class – we have found this very beneficial with regards to behaviour and close supervision of relations between pupils**
- **Daily communication occurs between teaching staff ( Teaching Principal/Teaching Deputy Principal/SET) and SNAs monitoring behaviour on yard and reporting of issues and incidents – which are also recorded on the Aladdin School Data Base**
- **Pupils with complex needs check- in with class teachers and SNAs after each yard – SET is also involved with this initiative**
- **Outside agencies visit the school when required – Garda – Fire Safety – Halloween, Sticks and Stones – Anti – Bullying Programme, Online Safety programmes, Barnardos Online Safety Programme.**
- **Teachers can choose to attend Summer Courses covering areas within the SPHE curriculum**



- **Appendix 6 Checklist for annual review of the anti-bullying policy and its implementation**

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

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Yes
Has the Board published the policy on the school website and provided a copy to the parents’ association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Research Fuse Programme - Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal’s periodic report to the Board?	Yes
Has the Board received any complaints from parents regarding the school’s handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school’s handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school’s handling of a bullying case been initiated or completed?	No
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	Yes – SET
Has the Board identified any aspects of the school’s policy and/or its implementation that require further improvement?	Yes – appendix 5
Has the Board put in place an action plan to address any areas for improvement?	Yes – continue

Signed Revd David Oxley                      Date 4/4/22  
Chairperson, Board of Management

Signed Olive Walsh                      Date 4/4/22  
Principal

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

To: Whom it may concern,

The Board of Management of Glasnevin N.S. – Roll No - 14980Q 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 4/4/22.
- 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 Revd David Oxley                      Date 4/4/22  
Chairperson, Board of Management

Signed Olive Walsh                      Date 4/4/22