

Scoil O Curnáin  
An Caislén Nua  
Co. Luimnigh

[info@courtenayschool.ie](mailto:info@courtenayschool.ie)  
069 62638



Courtenay National School  
Newcastle West  
Co. Limerick

Principal: Laura Horgan  
Deputy Principal: Annette O'Donnell

## 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 Courtenay 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;
    - 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.
    - 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*. Please see **Appendix A** of this policy.*

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

- Teachers
- The Deputy Principal
- The Principal

5. **The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, 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):

- A Whole-School Anti-Bullying policy that is a living policy, Implemented and referenced daily
- Implementation of the mandatory aspects of the SPHE Curriculum
  - The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes. CPD for staff in delivering these programmes.
  - School wide delivery of lessons on bullying from evidence based programmes, Stay Safe Programme, The Walk Tall Programme.
  - Delivery of the Garda SPHE Programmes. 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.
- School Supervision Policy
- Child Safeguarding Procedures and Practices
- School Attendance Policy
- Care and Intimate Care Needs Policy
- Ongoing professional development of staff and school leaders in relation to bullying. Engaging staff and pupils in discussion in relation to the types of bullying on a day to day basis.
- Discussion of Anti-bullying policy with pupils and sharing of policy on school website and with parents
- A living representation of the school mission statement
- Pupil Voice including monitoring of pupil wellbeing through teacher observation, assessment and monitoring
- Consistency in relation to use of “show me 5” and the incredible years approach to behaviour management
- Routine, Supervision and Structure in relation to transitions to and from the classroom
- Strategies to reduce the potential for bullying in the school toilets
- Acceptable use policy
- Wellbeing Promotion
- Digital Citizenship Education Programme for pupils and staff
- One-to-one supports for pupils who are impacted and pupils who engage in bullying behaviour
- School Completion Programme
- Anti-Racism initiatives including Anti-Racism Week
- Other Initiatives and policies developed and communicated by the In-School Leadership and Management Team – In particular AP2 (Wellbeing and SPHE, Wellbeing and PE) and AP1 (STEM Co-Ordinator)

- Friends for Life Programme
- Zones of Regulation
- Restorative Approaches
- Regular reminders at assembly
- Encouraging pupils to tell
- Supporting by-standers, victims and bullies to attend school and live their lives in line with the school mission statement and anti-bullying policy
- Staff understanding of Bullying and what to do and how to react appropriately when a child tells
- Displaying the practical tips for building a positive school culture and climate (Appendix 2 of the Anti-Bullying Procedures for Primary and Post Primary Schools)

*See Appendix B*

**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):

A culture of recording all incidents and observations of negative or bullying-type behaviour on Aladdin will be promoted by relevant teachers, recording associated pupils as well as pupils directly involved in the incidents. Relevant teachers will then monitor whether this was a once-off incident or whether a pattern of incidents has been occurring. Where a relevant teacher observes a pattern of incidents among pupils, an investigation process will commence.

Any and all allegations or reports of the potential for bullying will be investigated by relevant teachers and the Principal and/or Deputy Principal if necessary.

- i. The primary aim for the relevant teacher 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);
- ii. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- iii. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;
- iv. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- v. Parents 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;
- vi. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

- vii. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- viii. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- ix. 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;
- x. 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;
- xi. 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;
- xii. Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;
- xiii. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- xiv. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
- xv. 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;
- xvi. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
- xvii. 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. This can have a therapeutic effect;
- xviii. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix C (Taken from Appendix 3 of the Anti-bullying Procedures for Primary and Post-Primary Schools and Section 6.8.10 (iii));
- xix. 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; and
  - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
- xx. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;
- xxi. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

*See Appendix C*

**7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :**

- One-to-One support from a teacher with particular knowledge of and experience with working with pupils affected by bullying.
- If pupils require counselling of further supports the school, in consultation with the parents/guardians of that pupil will work to identify and liaise with appropriate agencies to organise same. This may be for the pupil affected by bullying or any pupil involved in identified cases of bullying
- Advice will be sought from professional agencies in relation to the identified affects on certain pupils. (For example NEPS, Primary Care Psychology, Play Therapists etc.)
- Pupils will be reassured that they have done the right thing and will be supported throughout the process.
- Strategies will immediately be put in place to reduce the potential for bullying to continue to re-occur.

**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.

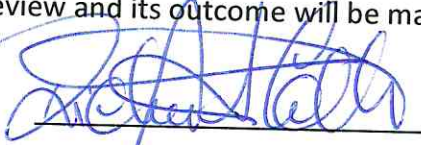
**9. Prevention of Harassment**

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 adopted by the Board of Management on \_\_\_\_\_.

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). 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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:



(Chairperson of Board of Management)

Date:

23/9/24

Signed:

23/9/24

(Principal)

Date:



Date of next review:

June 25

# APPENDIX A – ANTI-BULLYING POLICY

## Types of bullying

### Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*

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

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in ‘mess fights’, they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: “Do this or I won’t be your friend anymore”(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.
- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person’s sexuality, appearance etc.
- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.
- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.



- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

### EXAMPLES OF BULLYING BEHAVIOURS

#### Ongoing, repeated incidence of:

- harassment, homophobic bullying, racist bullying etc.
- Identity-based bullying on the grounds of gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community
- Discrimination or exclusion based on any of the above
- Homophobic and Transgender (Name calling e.g. Gay, queer, lesbian...used in a derogatory manner, Physical intimidation or attacks, Threats Name calling e.g. Gay, queer, lesbian...used in a derogatory manner)
- 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" - Smirking
- Invasion of personal space
- A combination of any of the types listed.

#### Cyber-Bullying:

- **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

### **Relational**

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

- 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 of terminology such as 'nerd' in a derogatory way

### **Sexual**

- Unwelcome or inappropriate sexual comments or touching
- Harassment

### **Special Educational Needs, Disability**

- 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 B – ANTI-BULLYING POLICY

### Practical tips for building a positive school culture and climate.

Appendix 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*

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

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

## APPENDIX C – ANTI-BULLYING POLICY

### Procedures for Investigating and Dealing with Bullying

Section 6.8.9 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*

A culture of recording all incidents and observations of negative or bullying-type behaviour on Aladdin will be promoted by relevant teachers, recording associated pupils as well as pupils directly involved in the incidents. Relevant teachers will then monitor whether this was a once-off incident or whether a pattern of incidents has been occurring. Where a relevant teacher observes a pattern of incidents among pupils, an investigation process will commence.

Any and all allegations or reports of the potential for bullying will be investigated by relevant teachers and the Principal and/or Deputy Principal if necessary.

- I. The primary aim for the relevant teacher 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);
- II. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- III. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;
- IV. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- V. Parents 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;
- VI. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- VII. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- VIII. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- IX. 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;
- X. 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;
- XI. 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;
- XII. Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;
  - XIII. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
  - XIV. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
  - XV. 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;
  - XVI. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
  - XVII. 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. This can have a therapeutic effect;
  - XVIII. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix C (Taken from Appendix 3 of the Anti-bullying Procedures for Primary and Post-Primary Schools and Section 6.8.10 (iii)) **See below**;
  - XIX. 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:
    - a. Whether the bullying behaviour has ceased;
    - b. Whether any issues between the parties have been resolved as far as is practicable;
    - c. Whether the relationships between the parties have been restored as far as is practicable; and
    - d. Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
  - XX. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;
  - XXI. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.



## Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

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

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

Signed   
Chairperson, Board of Management

Date 23/9/24

Signed   
Principal

Date 23/9/24





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

To: Courtenay NS School Community

The Board of Management of Courtenay NS 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 23/9/24 [date].
- This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed   
Chairperson, Board of Management

Date 23/9/24

Signed   
Principal

Date 23/9/24

