Scoil Aiséirí Chríost

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 Scoil Aiséirí Chríost 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 of Scoil Aiséirí Chríost recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

   A. A positive school culture and climate which

   - is welcoming of difference and diversity and is based on inclusivity;
   - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
   - promotes respectful relationships across the school community;

   B. Effective leadership;
   C. A school-wide approach;
   D. A shared understanding of what bullying is and its impact;
   E. Implementation of education and prevention strategies (including awareness raising measures) that-

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

   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.

Refer to Appendix 2 Practical tips for building a positive school culture and climate.

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: Cyberbullying can be understood as the use of Information and Communications technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else.
- Physical: pushing, hitting, shoving, punching, kicking, poking and tripping.
- Verbal: Name calling which hurts, insults or humiliates.
- Emotional: Threats of persistent hurtful remarks regarding sensitive areas i.e. appearance, dress, progress, colour, culture and disability.
- 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*.

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
	- Denigration: Spreading rumours, lies or gossip to hurt a person's reputation - Harassment: Continually sending vicious, mean or

Cyber	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 calls • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks/all social media platforms e.g. Facebook/Ask.fm/Twitter/You Tube or on games consoles – not an exhaustive list • 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 **Gender Neutral** **Gender Fluid**	• 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, membership of the Traveller Community and or other minority groups	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	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 or terminology such as 'nerd' in a derogatory Way • Deliberately denigrating a person

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

4. The relevant teachers for investigating and dealing with bullying in Scoil Aiséirí Chriost are as follows:

Principal

Deputy Principal

All class teachers and all support teachers.

Any teacher may act as a <u>relevant teacher</u> if circumstances warrant it.

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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 Scoil Aiséirí Chríost are as follows.

School – wide approach:

• A school wide approach to the fostering of respect for all members of the school community
• The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour
• The fostering and enhancing of the self-esteem of all our pupils through both curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions
• Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it – prevention and intervention
• School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community.
• Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching staff and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring pupil use of communication technology within the school as per AUP
• Involvement of pupils in the Buddy system, mentoring, Lunchtime Pals and other

pupil support activities that can help to support pupils and encourage a culture of peer respect and support
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are made aware they may access a copy of the schools anti-bullying policy at any time if they so wish
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in "telling". The 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:-
  - ✓ Direct approach to teacher at an appropriate time, i.e. after class
  - ✓ Hand note up with homework
  - ✓ Get a parent/guardian or friend to tell on your behalf
  - ✓ Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place
- New pupils are monitored as to how they are settling in
- Scoil Aiséirí Chríost has a code of behaviour, supervision policy, mobile phone policy and acceptable use policy in place

Implementation of curricula:
- The full implementation of the SPHE, Stay Safe, RSE and Wellbeing programmes take place in Scoil Aiséirí Chríost according to school policy
- Scoil Aiséirí Chríost will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of strategies to enable all pupils to respond appropriately

Links to other policies:
- Code of Behaviour
- Child Protection Policy
- Best Practice in Child Protection
- Acceptable Use Policy
- Critical Incident Policy
- Dignity at Work Policy

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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:

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 that 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 pupils, parent(s)/guardian(s)) understand this approach from the outset.

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

Investigating and dealing with incidents: Style of approach:

- 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), pupils and teachers 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 when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from 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(s) 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 has 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 parents or the school Principal or Deputy Principal.
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

<u>Recording of bullying behaviour:</u>

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.
The school's procedures for noting and reporting bullying behaviour are as follows:-

<u>Stage 1</u>
- 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 regarding same, including Parents/Guardians.
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The relevant teacher will use her Behavioural/Bullying Incidents Log Book to record bullying incidents and to record action steps taken by the school and home to resolve such difficulties.

<u>Stage 2 Appendix 3</u>

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 in extreme certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 3 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. At the end of every school year all **original** recording templates (Appendix 3) will be collected and stored centrally in the Principal's office.

<u>Intervention Strategies:</u>

- Teacher interviews with all pupils concerned
- Negotiating agreements between pupils and following these up by monitoring progress
- Working with parent(s)/guardian(s) to support school interventions to bring about successful resolutions
- No Blame Approach;
  - ✓ Interview the victim and the perpetrator
  - ✓ Interview others involved
  - ✓ Explain the problem
  - ✓ Share responsibility
  - ✓ Encourage pupils to identify solutions
  - ✓ Meet again if necessary
- Circle Time
- Restorative interviews
- Restorative conferencing
- The Method of Shared Concern

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

- All in school supports and opportunities will be provided for the pupils affected by bullying or involved in bullying behaviour to participate in activities designed to raise self-esteem, to develop friendships and social skills and build resilience.
  - ✓ Care Team supports/T.A.C. (Team around Child)
  - ✓ Group work such as Circle Time
  - ✓ Behavioural support programmes
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. (NEPS, HSE, Springboard). This may be for the pupil affected by bullying and/or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- The school's Code of Behaviour may be used as a support if deemed necessary to promote and consolidate acceptable behaviours.

8. **Supervision and Monitoring of Pupils**

The Board of Management of Scoil Aiséirí Chríost 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 of Scoil Aiséirí Chríost 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 of Scoil Aiséirí Chríost on _____.

11. This policy has been made available to school personnel, is published on the school website, 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. This policy and its implementation will be reviewed by the Board of Management of Scoil Aiséirí Chríost 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.

Refer to Appendix 4 Checklist for annual review of the school's anti- bullying policy and its implementation.

Signed: _____   Signed: _____
       (Chairperson of Board of Management)   (Principal)

Date: _____   Date: _____

Appendix 2 – Practical tips for building a positive school culture and climate

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

- Model respectful behaviour to all members of the school community at all times
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages
- Catch them being good – notice and acknowledge desired respectful behaviour by providing positive attention
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN
- Give constructive feedback to pupils when respectful behaviour and respectful language are ignored
- 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 phones and internet use. Follow up and follow through with pupils who ignore the rules
- Actively involve parents and /or 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 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 council/pupil committees
- Well Being Initiatives
- Growth Mindset/Formative Assessment Developments

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

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

9. Details of actions taken

Signed: _____ (Relevant Teacher) Date: _____

Date submitted to Principal/Deputy Principal _____

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

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

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

Signed: _____   Date: _____
        Chairperson, Board of Management

Signed: _____   Date: _____
        Principal

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

To: _____

The Board of Management of _____ wishes to inform you that:

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ (date).

- o This review was conducted in accordance with the checklist set out in **Appendix 4** of the *Department's Anti-Bullying Procedures for Primary And Post-Primary Schools*

Signed: _____   Date: _____
    Chairperson, Board of Management

Signed: _____   Date: _____
    Principal

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 *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	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?	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?	N/A
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	N/A ·

Signed: *Nora Doolan*   Date: 06/12/2021
Chairperson, Board of Management

Signed: *Teresa O Sullivan*   Date: 06/12/2021
Principal

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

To: _____

The Board of Management of _Scoil Aiséirí Chríost_ wishes to inform you that:

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _06/12/2021_ (date).

- o 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: _Nora Doolan_   Date: _06/12/2021_.
Chairperson, Board of Management

Signed: _Teresa O'Sullivan_   Date: _06/12/2021_
Principal

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

To: _The Parents._

The Board of Management of _Scoil Aiséirí Chríost_ wishes to inform you that:

o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _14/12/'22_ [date].

o 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 _Nora Doolan_   Date _14/12/'22_
Chairperson, Board of Management

Signed _Rachel Uí Fhlannabhra_   Date _14/12/22_
Principal