

St. Mary's College Dundalk



Anti-Bullying Policy.

Reviewed:

- ***November 2017.***
- ***December 2018.***
- ***November 2019.***
- ***September 2020.***
- ***August 2021.***
- ***November 2022.***
- ***13th March 2023.***

Mission Statement

St Mary's College is a Catholic Secondary School under the patronage of the Marist Fathers. The primary aim of the College through its spiritual and humanistic endeavours, is to promote and develop a sense of community where those entrusted to its care can be brought to the fullness of their human potential in accordance with the teachings of the Gospel. The College, through its academic, pastoral, and spiritual undertakings strives to provide for the holistic development and welfare of each of the students in its care.

Bullying is a priority issue identified by the staff and Parents/Guardians from which no school is immune. Under Section 23 of the Education (Welfare) Act, 2000, the management authority of the College is obliged to draw up a Code of Behaviour for students in St Mary' College. *The Child Protection Guidelines & Procedures for Primary and Post-Primary Schools* specify that an anti-bullying policy "should be an integral part of a written Code of Behaviour and Discipline in all primary and post-primary schools".

The College also has obligations in relation to harassment and sexual harassment under the Equal Status Act, 2000 to 2004. Harassment should be addressed within an overall school Code of Behaviour and Discipline. The prevention of harassment should be an integral part of a written Code of Behaviour and Discipline.

The Equal Status Acts, 2000 to 2004 prohibit discrimination on nine specific grounds: gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the travelling community. They also prohibit harassment on all of the discriminatory grounds. This includes harassment of students by Principals, teachers, or anyone in a position of responsibility in the College.

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St. Mary's College 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.

This policy addresses issues related to bullying of students, i.e. situations in which one or more students are the victim(s) of bullying. The policy applies to teachers and other College staff, parents/ guardians, students and others insofar as measures under the policy relate to them.

This policy will apply to a number of time periods/activities/situations as follows

- College time (including break times)
- Going to and from the College
- College tours/trips & extra-curricular activities
- Anytime when the college uniform is worn, including online/ via social media.
- Any place where the name of the College is used, i.e. online/ social media

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 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.
- Effective leadership.
- A school-wide approach.
- A shared understanding of what bullying is and its impact.
- Implementation of education and prevention strategies (including awareness raising measures) that
 - build empathy, respect and resilience in pupils.
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of students.
- Supports for staff.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
- On-going evaluation of the effectiveness of the anti-bullying policy.

Policy aims

- To create an atmosphere which encourages students to disclose and discuss incidents of bullying behaviour.
- To raise awareness of bullying as a form of unacceptable behaviour with College management, teachers, students, parents/guardians and the whole College community.
- To create an atmosphere that acknowledges, accommodates and respects a diversity of students across the nine grounds covered by equality legislation.
- To ensure that the College's Wellbeing Programme, Relationships and Sexuality Education, Primary to Secondary Transition Programme and Social, Personal, and Health Education Programme raises awareness of the factors associated with bullying behaviour and develops appropriate knowledge, skills and behaviours.
- To take all reasonable steps to prevent incidents of bullying behaviour in the areas of supervision and to monitor areas of College activity.
- To develop procedures for reporting and recording incidents of bullying behaviour.
- To develop procedures for investigating and dealing with incidents of bullying behaviour.
- To develop procedures to support those affected by bullying behaviour and for those involved in bullying behaviour.

- To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour.
- To evaluate the effectiveness of College policy on anti-bullying behaviour.

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 education 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.

Types of bullying behaviour involved

The Child Protection Guidelines & Procedures for Primary and Post-Primary Schools provide assistance in identifying and describing the types of behaviours involved in bullying. It is important to note, the means of bullying are constantly changing, and the following list of bullying behaviours should be considered 'living', not exhaustive, and can be expanded.

Therefore, the following are some of the types of bullying behaviours that can occur amongst students:

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment - based on any of The Nine Grounds* in the Equality legislation. See page 5. • Physical aggression • Damage to property – this can be damage to clothing, mobile phones, school books, interference with a student’s personal locker etc. Personal items may be defaced, broken, stolen, hidden etc. • Name calling – Persistent name calling, directed at the same individual(s) which hurts, insults or humiliates • ‘Slagging’ and/or Name Calling • The production, display, or circulation of written words, photos, pictures or other materials (including digitally/via social media) aimed at intimidating another person. • Offensive graffiti • Extortion – Demands for money may be made, often accompanied by threats • Intimidation – This may be based on the use of very aggressive body language with the voice being used as a weapon, and/or facial expressions conveying aggression and/or dislike • Isolation/exclusion and other relational bullying – When a person is deliberately isolated, excluded, or ignored by some/all of the class group. • Insulting or offensive gestures/non-verbal communications i.e. ‘the look’. • Invasion of personal space • A combination of any of the types listed
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration – Spreading rumours, lies or gossip to damage 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 reaction/fight • Trickery – Misleading/duping someone into sharing personal information which is then posted online • Outing – Posting or sharing confidential or compromising information, photos or graphics (including digitally/via social media) • 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 calls • Abusive telephone/mobile calls • Abusive communications - text messages/emails/social networking messages • Abusive website comments/blogs/pictures/graphics/photos • Abusive posts on any form of communication technology

Identity Based Behaviours – Including any of the nine discriminatory grounds mentioned in the Equality Legislation. <i>See page 5.</i>	
<i>Homophobic and Transgender</i>	<ul style="list-style-type: none"> • Spreading rumours about a person’s sexual orientation • Taunting a person of a different sexual orientation or gender identity. • Name calling, e.g. gay, queer, lesbian etc. used in a derogatory manner • Physical intimidation or attacks • Exclusion on the basis of any of the above
<i>Race, nationality, ethnic background and membership of the travelling community</i>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about ethnicity, nationality, culture, social class, religious beliefs, or traveller background • Exclusion on the basis of any of the above
<i>Relational</i>	<p>This involves manipulating relationships as a means of bullying. Such behaviours include, but are not limited to:</p> <ul style="list-style-type: none"> • Isolation and exclusion • Malicious gossip • Ignoring • Excluding from the group • Spreading rumours • Breaking confidence • Talking in ‘whispers’ or otherwise, so the victim can hear • Insulting or offensive gestures/non-verbal communications i.e. ‘the look’. • Use of terminology in a derogatory manner e.g. Nerd; Teachers pet etc. • Making false allegations • Being complicit in making false allegations
<i>Sexual</i>	<ul style="list-style-type: none"> • Unwelcome or inappropriate and/or repeated sexual comments or touching • Harassment • Unwelcome or inappropriate and/or repeated sexual communications (eg. Sexting)
<i>Special Educational Needs & Disabilities</i>	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some students vulnerabilities and/or limited capacity to recognise and/or defend themselves against bullying • Taking advantage of some students vulnerabilities and limited capacity to understand social situations and social cues • Mimicking/ mocking a person’s disability ore learning needs • Setting others up for ridicule

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

All members of the College community have an obligation to report incidents of bullying. Students may report an incident of bullying in the following ways:

- Approaching a member of staff, the Year Team(s), the Year Head, Guidance Counsellor(s), Chaplain, Deputy Principal(s), and Principal. Outside of school, students may report to a parent or trusted adult.
- The following information has been pinned up in key locations around the college campus, i.e. outside Senior Management Offices, Year Head Classrooms/Office, Guidance Counsellor Offices, Bathrooms, General Purpose Area etc.

**If I am concerned about bullying,
to whom do I speak?**

- Mr Craven
- Ms Brady
- Ms White
- Ms Reynolds
- Your Year-Head
- A member of your Year-Team
- Any staff member in the college.

- Via a note from a student or Parent/Guardian handed to any of the above.
- Via a phone call by a parent/guardian or student to any of the above.

Incidents of bullying behaviour which are drawn to the attention of the any of the above, will be dealt with by the relevant member(s) of staff Year Team(s), the Year Head, Student Support Team, Deputy Principals, Principal.

Non-teaching staff, i.e. secretaries and ancillary staff, are encouraged to report any incidents of bullying behaviour witnessed by them, to an appropriate member of staff, as listed above.

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:

School-wide Approach

- *The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptable nature of bullying behaviour.*

- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Professional development with specific focus on the training of relevant teacher(s).
- Supervision and monitoring of classrooms, corridors, school grounds, sports grounds, school tours and extracurricular activities. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council in contributing to a safe school environment e.g. 6th Year Mentoring/Prefects, Faoi Ainm Muire and other student support activities that can help to support students and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying Code for the school to be included in school journals and displayed publicly in classroom and within the College.
- The implementation of regular whole school awareness measures e.g. classroom and notice board promotion for bullying prevention and friendship, Stand-up/Friendship Week, year assemblies etc.
- Encourage a culture of telling, with particular emphasis on the importance of by-standers. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales, but are behaving responsibly.
- The College will endeavour to ensure all students complete an information module to create further awareness of online bullying.
- Parents/Guardians are invited to information evenings, talks and courses, that at their core, aim to promote students wellbeing and healthy development throughout the school year e.g. 'Open' Evenings, Parent-Teacher Meetings, Incoming First Year Evenings, and Junior Cert Options Evening etc.
- A Senior Buddy System is in place, whereby senior students are paired with incoming First Year students, at the beginning of the academic year. Training is provided for these senior buddies on how to be a positive role model and buddy.

Inclusion of Anti-Bullying Education in the Curriculum

- Social, Personal and Health Education is timetabled as part of the Junior Cycle core curriculum. SPHE provides students with opportunities to develop the skills and competencies to care for themselves and others, and to make informed decisions about their health, personal lives and social development. The issue of bullying is dealt with in each of the three years of the SPHE programme.
- St Mary's College embeds the FUSE programme in Junior Cycle SPHE an initiative launched by the National Anti-Bullying centre in DCU.

- Opportunities are taken to educate students on bullying and anti-bullying when they arise in other subjects, activities and extracurricular activities, e.g. Transition Year Programme, LCVP Programme, Sporting activities, Wellbeing etc.

Publishing & Promoting the Anti-Bullying Policy

The Anti-Bullying Policy should be read in conjunction with The School Plan and The Code of Behaviour and Discipline. *The Anti-Bullying Policy is promoted via the following methods:*

- Promotion through the Parents' Council
- Promotion through the Student's Council
- Promotion through the Colleges 'Acceptable Use Policy'
- Promotion on Induction Day for incoming First Years
- Publication on the College's website
- Promoting competitions to raise awareness etc.
- Promotion through Wellbeing, SPHE, Religion classes etc.
- Promotion through sports and other extra-curricular activities
- Organising anti-bullying awareness activities

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:

Guidelines for reporting and dealing with incidents of bullying

The College community is encouraged to report all incidents of bullying behaviours and/or harassment. All reports of bullying are investigated. All cases of bullying will be recorded. All records are maintained in accordance with relevant data protection legislation.

In the case of a complaint regarding a staff member, this should be referred immediately to the Principal.

The primary aim for any member of staff of the College, when dealing with incidents of bullying is to resolve the issue, and restore, as far as is practicable, the relationship of the parties involved, rather than apportion blame.

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:

When a student/parent/guardian reports an incident of bullying to a member of staff, that staff member should:

- Listen to the student and establish the facts of the incident. The student may be requested to give a written report.

- The staff member should exercise his/her professional judgement regarding the incident, remain calm and unemotional, and approach the matter with a problem solving attitude. When analysing incidents the staff member should seek answers to questions of what, when, where, who and why.
- Liaise with the relevant parties – subject teachers, Year Head, Member of the Year Team, and up to the Principal if necessary.
- Incidents should be investigated away from the classroom environment to ensure the privacy of all involved. Decide the level at which the behaviour will be investigated. For example, whether to speak with students separately or together, or to report the behaviour immediately to the Principal or a Deputy Principal(s).
- All interviews should be conducted with sensitivity and due regard for the rights of the student. Students who are not directly involved can provide useful information in this way.
- Keep thorough records and reports using Contact Form (below).
- Draw up a plan to deal with the issue:
 - A discussion with all parties involved in the incident(s)
 - Facilitation of a meeting between both/all parties, where appropriate
 - Inform and involve Parents/Guardians if deemed necessary
 - Meet with Year Head/Year Team, Student Support Team, Deputy Principal(s) or Principal if needed.
 - Discreet/Direct monitoring of situation.
- It must be made clear to all involved (each student and their respective parents/guardians) that where disciplinary action is required, that this is a private matter between the student being disciplined his/her parents/guardians and the College.
- Outline a fair outcome if appropriate: e.g. an apology, return of property etc.

Follow up and recording:

In determining whether a bullying case has been adequate and appropriately addressed the teacher must, as part of his/her professional judgement and may include the following factors:

- 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) of the school’s Deputy Principals or Principal.
- Follow-up meetings with the relevant parties involved should be arranged separately;

Outcome

- Should a complaint be proven true, action will be taken dependent on the seriousness of the situation.
- Appeal from any disciplinary decision in this respect may be made in writing to the Principal within five days of verbal communication of the decision.

- 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 and advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Confidentiality

- All information is to be confidential.

Sanctions

Sanctions may include:

- Withdrawal of privileges e.g. participation on College trips, membership of sports teams, participation in College events
- A 'contract' of good behaviour
- Suspension
- Expulsion
- Other sanctions as are deemed appropriate and contained within the College Code of Behaviour.

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

All in-school supports and opportunities will be provided for students affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

- Buddy/peer mentoring system
- Year team support
- Student support team
- Counselling with Careers Guidance counsellor or school Chaplain

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

Links to other Policies

Admissions Policy

Within the context of the Department of Education and Skills regulations and programmes, the rights of the Trustees and the Board of Management as set out in the Education Act, 1998 (Section 15(1), (2), and the funding and resources available, the College supports the following principles:

- Inclusiveness, particularly with reference to the enrolment of students with a disability or other special educational need(s).
- Equality with respect to maximum access and participation in the College.
- Respect for the diversity of beliefs, languages, traditions and ways of life in society.

Code of Behaviour and Discipline Policy

In the classroom:

- Good order, courtesy and respect for all
- Safe and pleasant environment for all
- Positive climate, conducive to learning, which enables the teacher to proceed uninterrupted with lesson.
- Disrespect and defiance to any member of staff, permanent or substitute, will be viewed as a very serious breach of discipline.
- Any attempt to intimidate or threaten a teacher physically, verbally or by any other means will be viewed as a most serious breach of discipline.
- Students should never poke fun at or ridicule any student in their class or any student entering their classroom on a message.

ICT Provision and Acceptable Use Policy

Students are responsible for good behaviour on the internet, just as they are in the classroom or on a College corridor.

- The use of ICT is promoted in the College and is understood to play a valuable role in our students' education.
- All students must sign the College's ICT Provisions and Acceptable Usage Policy.
- Inappropriate use of ICT by students may lead to serious sanctions, up to and including expulsion.
- All students must adhere to the terms, guidelines and addendums of St Mary's College 'Acceptable Use Policy'.

Implementation Arrangements, Roles and Responsibilities

All members of the College community have the responsibility for implementing the whole policy. The Management Team/Student Support Team will inform relevant staff members of any issues related to bullying.

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.

Supervision and Monitoring measures

- Adequate supervision by staff on College related activities
- Consultation with Student Council to identify areas of concern
- Teachers involved in supervisory roles
- Bullying and anti-bullying awareness is highlighted through the roles of Principal, Deputy Principal(s), Guidance Counsellor(s), Chaplain, Year Head, Members of Year Teams, programme coordinators and subject teachers.
- Bullying and anti-bullying awareness is highlighted through Wellbeing - SPHE, RE, CSPE and Learning Support subjects
- St Mary's College does not allow students to use mobile phones during the school day or any type of other recording equipment

It is important to note:

- All ICT usage is supervised by a member of the teaching staff.
- Students are informed on internet usage, and parents/guardians must read and sign a form acknowledging that both they and their child are aware of the terms of usage.

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 13th March 2023.

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, Board of Management.

Date: 13-03-2023

Appendix 1: Template for Recording Bullying Allegation

Name of pupil being bullied and class group

Name _____ Class _____

1. 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	

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

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2. Type of Bullying Behaviour (tick relevant box(es) *

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

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

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

4. Brief Description of bullying behaviour and its impact

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5. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 2: Checklist for annual review of the anti-bullying policy and its implementation

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

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

Signed _____ Chairperson, Board of Management

Signed _____ Principal

Appendix 3: 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:

- 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].
- 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: _____

Signed _____ Principal Date: _____

