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Education & Training
Boards Ireland
*Bord Oideachais &
Oiliúna Éireann*

Broadmeadow Community

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Roll Number: 20529J

ANTI-BULLYING POLICY

BROADMEADOW COMMUNITY

NATIONAL SCHOOL



2023/2024

Principal: Miss J. Robinson

The Principal of Miss Jennifer Robinson is responsible for the implementation of this Anti-Bullying Policy.

Summary

All schools in Ireland must have a guide that explains what bullying is and what will happen in the school when a pupil or group of pupils have been bullied. Schools must follow the Education (Welfare) Act (which is part of the laws of Ireland) and the guidelines for behaviour that were written by the National Educational Welfare Board. The Department of Education and Skills, which looks after all schools in Ireland, has written a guide to help schools understand and tackle bullying called *Anti-Bullying Procedures for Primary and Post-Primary Schools* (September, 2013).

The guidelines outlined in the Anti-Bullying Policy are written in line with all current legislation. At Broadmeadow CNS we acknowledge the serious nature of bullying and therefore a whole school approach is taken to prevent this from happening and to ensure that the correct procedure is followed if we need to tackle bullying. We will ensure that all relevant communication with all those involved including children, parents and staff is completed.

Definition of Bullying

Bullying is defined as when an individual (or group) deliberately and repeatedly hurts another individual to cause harm physically, socially or mentally. (Sometimes in all ways)

Bullying may take many forms of deliberately saying or doing unpleasant or nasty things: hitting, kicking, threatening or excluding other/s in person or online. Bullying is carried out by an individual (or group) over a period of time and through one or more media outlets. Publicly posting information online about another, even on a one off occasion can be seen as bullying behavior.

It is important not to confuse bullying with isolated incidents of aggressive or antisocial behaviour, which must not be condoned. However, when the behaviour is systematic and ongoing it becomes bullying.

Types of Bullying

In the modern day the level of bullying has extended and can be vast. Below are some types of bullying that may be witnessed;

- **Name calling/Taunting-** Persistent use of inappropriate words and language to hurt another or a group. E.g. ugly, fat, big ears, cow
- **Intimidation-** Aggressive behaviour, use of voice, unkind words, body language and gestures to make somebody feel uneasy or at risk of harm.
- **Physical Aggression/Harm-** Severe harm or physical assault or intentionally inflicting pain on another. E.g. kicking, poking, pushing, shoving etc.
- **Property Damages-** Clothing, school books and other items of personal property may be defaced, broken, stolen or hidden, drawing on items belonging to school or others.

- **Extortion-** Demanding and taking money from another, demanding or stealing personal items for personal gain.
- **Cyber:** Anonymous/abusive phone calls, texts or emails, abusive website comments/blogs/pictures, inappropriate use of camera or images of others, posting online messages or comments about others, talking about others in group chats etc.
- **Racial-** Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs or ethnic background.
- **Relational-** Manipulating relationships as a means of bullying. Behaviours include: Malicious gossip, spreading rumours, isolation and exclusion, inappropriate comments about friendship and relationships.
- **Sexual-** Spreading rumours about a person's sexual orientation by any form of media, taunting or name-calling e.g. gay, lesbian. Display or circulation of sexual material aimed at intimidating.
- **Additional-** Graffiti, invasion of personal space, taunting.

Many will misunderstand the definition of 'Bullying' and it can often be used inappropriately. Some children will often find that others are simply attempting to get involved in fun, games and enjoyment through the use of engagement and language.

'Taunting' and 'Slagging' are often terms used and can be misunderstood. The Board of Management in consideration of this issue offers the following guidelines for pupils, parents and staff as a distinction between slagging and taunting:

Taunting- is the choice to intentionally harm or cause hurt when using your words either physically or online.

Slagging- 'When used effectively and in isolation this can be used for fun and enjoyment between all involved'.

Slagging

- Allows the teaser and the person involved to swap roles with ease and is not intended to hurt anyone.
- When used correctly, all involved will seek enjoyment.
- Maintains the basic dignity of everyone involved
- Is innocent in motive
- Should not cause harm or upset to others.

Ethos

Our school community includes the pupils, parents, families, staff and Board of Management of Broadmeadow CNS and we want to make sure that each pupil grows and learns in a safe and happy place, where they are helped to be the best that they can be. Everybody in Broadmeadow should be allowed to be safe in school and should be treated with respect and kindness at all times. We all have to work together to make sure this happens, using information and ideas from other schools, the Department of Education and Skills, and other groups.

We believe that every child should feel excited to come to school to engage socially and academically. We regard bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of the targeted pupil(s). Therefore, it will not be tolerated. Every report of bullying is treated seriously and investigated, having due regard for the well-being of the children involved. We treat every case as an individual matter.

Restorative approaches to dealing with conflict and hurt have been proven to cease such behaviour and reduce the chances of reoccurrence, therefore this is the approach used. Providing a voice to the injured party allows the person to be empowered in dealing with this conflict. Pupils' participation in school life, in general, is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation and taught through our curriculum.

This policy was drafted by the In-School Management team, in consultation with the teaching staff. The policy was then ratified by the Board of Management. This policy is intended to inform the whole school community about Anti-Bullying procedures.

Our Aims at Broadmeadow CNS

- To raise and maintain awareness of bullying as a form of unacceptable behaviour within the school community i.e. school management, teaching and non-teaching staff, pupils and parents/guardians in order to minimize its existence.
- To foster a high degree of collective vigilance throughout the school
- To encourage children to put into practice the 'Stay Safe' motto – Say no, get away and tell someone you trust.
- To create a school ethos which promotes equality, inclusion, mutual and self-respect and which encourages children to disclose and discuss incidents of bullying behavior.
- To devise measures to prevent and deal with incidents of bullying.
- To develop procedures for noting, reporting and investigating bullying which will allow matters to be dealt with in a restorative manner.

Broadmeadow CNS Anti-Bullying Prevention Strategies

Broadmeadow CNS will take preventative measures to reduce the incidence of bullying occurring and to empower children to tell an adult they trust if they find themselves in a bullying situation. We will ensure the education of Anti-Bullying and support parents/guardians to promote the same values outside of school through clear communication, support on our website and other online channels. We will work collaboratively with all involved. Some strategies for prevention include:

- Maintaining and promoting a positive atmosphere of friendship, respect, inclusion and tolerance at all times.
- Implementing and promoting a whole-school approach to raising self-esteem and developing a positive school spirit e.g. Pupil/Star of the Week, Line of the Week etc.
- Encouraging team work through co-operative games in PE and organising collaborative lessons in other curriculum areas e.g. a class mural, science project.
- Teaching acceptance of differences and respect for everyone in line with the CNS ethos.
- Implementing a whole school approach to dealing with bullying and discipline.
- Parents, children and staff will all agree to the Anti-Bullying Policy through admission to Broadmeadow CNS and abide by this.
- Investigating all areas of bullying once brought to attention of the school.
- Use of the Multi-Faith Religious Education Programme, *Goodness Me, Goodness You*, the SPHE curriculum, including the Stay Safe programme and Circle Time to educate pupils against bullying behavior at all times in life.
- Providing up to date staff training in relation to Anti-Bullying Policy and support for staff.
- Ensuring all staff follow protocol in relation to completion of documentation, storage and sharing of information.
- Ensuring that recording of incident are kept up to date and as accurate as possible.
- Responding sensitively to pupils who disclose incidents of bullying and not making any promises of confidentiality.
- Staff will ensure that no leading questions are asked and only factual information is used to conclude any decision.
- Vigilant in monitoring pupils who are considered 'at risk' of bullying/ being bullied and intervening when necessary with the support of the DLP.
- Adhering to stringent supervision and monitoring of pupil's activities in class and in the yard, supervising all sections of the playground at break times and ensuring children are never left unsupervised at any time.
- Supporting pupils to develop empathy by discussing feelings and by trying to put themselves in the place of others through the use of the curriculum.
- Awareness building in the school regarding positive behaviour and unacceptable behaviour.
- Adhering to the whole school community taking responsibility for identifying and reporting incidences of bullying.
- Using the yard supervision notebook to record any incidents identified on yard.
- Teachers will be informed of causes of concern and that particular children need extra observation after yard/free time.
- Ensure that communication with parents/guardians is calm, informative and relevant in line with Safe Guarding Policies.

Promoting a Positive Environment

Broadmeadow CNS will promote a positive learning environment and place huge emphasis that bullying behaviour is unacceptable. Some of the ways this will be achieved are outlined below;

- Dealing with all reports of bullying with immediate effect and modelling a zero tolerance policy.
- All children, staff and parents will agree to the Anti-Bullying Policy and abide by this at all times.
- Ensuring a common understanding among staff, pupils and parents on what bullying behaviour is through discussion and providing information is created and maintained.
- Anti-Bullying and Friendship Week celebrated annually.
- Using both the formal and informal curriculum to emphasise behaviour that is unacceptable.
- Organising additional school or class events to promote a positive school ethos.
- Promoting awareness.
- School council will promote awareness and events across the academic year.
- Demonstrating resolution strategies and modelling forgiveness and reconciliation.
- Encouraging children, staff, parents and the extended community to look out for each other.
- Encouraging parents to inform teachers of any difficulties, worries and concerns and to talk with their children.
- For the school and parents to work in partnership in relation to bullying behaviour and anti-bullying.
- Modelling the whole school ethos of inclusion and respect.

Dealing with Reported Incidents of Bullying

At Broadmeadow CNS all reports of bullying, no matter how big or how small, will be noted, investigated and dealt with by teachers and where required SLT. Reports can be made by other staff members such as caretakers, SNA's etc but the report and investigation must be supported by a teacher or SLT where required. This method enables all pupils to understand that Bullying is not acceptable and to ensure they gain confidence in 'telling' and 'sharing' knowing it will be actioned. This confidence factor is of vital importance. We aim to reinforce the importance of speaking out about incidents of bullying in our school. Pupils are taught the difference between tattling and telling: **Tattling is what you do to get someone into trouble: telling is what you do to get someone out of trouble.** Pupils are advised that it is the teacher's job to deal with bullying and that all incidents should be reported to him/her. Pupils are informed of the process and their involvement as the teacher sees fit once the report has been made. Staff will ensure that the children are aware of the difference between bullying and isolated incidents that can be dealt with amicably through talk and mediation.

Protocol and Procedures- Teachers will:

- Investigate the “what, where, when, who and why” of the incident and record with accuracy.
- All reported incidents will be investigated outside the classroom to avoid public humiliation of the victim or the pupil engaged in bullying behaviour. A quiet space may be used.
- Talk to all members involved and gain a written account of events, this will be signed by the child/person involved.
- If the bullying incident occurs in the yard, the teacher on duty will record it and will inform the class teacher and the principal.
- Consult with the bullying co-ordinator or SLT to help deal with incidents if required.
- Teacher will discuss any issues with parents/guardians if required to gain more information in relation to addressing the reported incident.
- Meetings may be held with parents, guardians and children were required to address the incident reported.
- All involved will resume a decision in relation to the report and action will be taken in relation to resolution.
- Any allegation will be dealt with sensitively. Teachers are expected to support the esteem of each party involved. Teachers will take a calm, unemotional problem-solving approach and set an example in dealing effectively with a conflict in a non-aggressive manner.
- Consequences will be in line with the incident.
- All incidents will be kept by the Principal in a ‘Incident Report’ folder. These will be kept for the duration of the pupil’s education within the school.
- In instances involving allegations of bullying of teachers or school personnel by pupils the situation will be referred to the Principal and SLT for investigation and the procedures outlined above will be followed.
- In circumstances where the incident involves the school Principal, the matter will be referred to the Board of Management for investigation.

Appendix 1 shows the form to be completed by staff in the event of any type of Bullying.

Additional Cyber-Bullying Notes

- All technology devices should remain at home.
- Any reported cases of Cyber-Bullying will be dealt with if affecting school and home life.
- Isolated incidents outside of school should be dealt with at home. School staff may be able to offer support if requested by a parent/guardian.
- Evidence in the form of screen shots, messages and or emails may be requested to form part of the report.

Confirmed Cases of Bullying/Cyber-Bullying

If after thorough investigation and reports it has been found that a Bullying case has been confirmed then the following steps are taken:

Minor Cases/ First Instance

- The bully is given a verbal warning and will be advised regarding the inappropriateness of their behaviour, particularly from the victim's point of view. Parents of both the victim and the bully will be made aware of the incident by the class teacher.
- Time will be taken away from the bully such as yard, golden time etc. and a letter of apology will be written.
- Relevant staff, parents/guardians will be notified of the pupils involved and will monitor the situation.

Serious Cases/Persisting Cases

- Parents/guardians will be informed by the school Principal or SLT.
- A meeting with the parents of the bully, the class teacher, Principal may be appropriate at this stage. Ways of dealing with the situation will be discussed and the Principal will explain the actions being taken and the reasons for them, referring them to the school policy. They will discuss ways in which they can reinforce or support the actions taken by the school.
- A written report will be created for the bully. Behaviour will be monitored daily by all involved, both in school and at home. This will monitor all behaviour, both positive and negative. This process will show partnership between all involved, in turn to support the child.
- The Principal will arrange to meet separately with the parents of the victim of bullying with the investigating teacher. The child who is the victim of bullying may attend all or part of this meeting.
- Follow-up meetings may be arranged with the two parties involved separately with a view to possibly bringing them together at a later date if the victim is ready and agreeable where required.
- Should the above interventions fail and the bullying continue, a programme of appropriate sanctions may be implemented by the Principal in consultation with the parents/guardians and Board of Management.
- Possible suspension, time away from class or school may be implemented where required.
- Suspension for any period of time will be reported in writing by the Principal to the Chairperson of the Board of Management.
- Parents of a pupil who has been suspended will be expected, with the support of the school, to seek whatever help is deemed appropriate.
- In very serious incidents where the school fears for the safety of a pupil, the Gardaí will be informed.
- If the above procedures fail to overcome the problem, the parents of the bully may be asked to find an alternative school placement for their child.

Throughout the process, the victim is assured of ongoing support and encouraged to report any further incidents.

Bullying involving Staff/School Personnel

At Broadmeadow CNS we have the highest level of confidence in all of our staff in relation to their code of conduct. However, a teacher or member of staff may unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour in the following ways:

- Using sarcasm, insults or demeaning language when addressing pupils, making negative comments about a pupil's appearance or background.
- Humiliating directly or indirectly, a pupil who is particularly academically weak or outstanding or vulnerable in other ways.
- Using any gesture or expression of a threatening or intimidatory nature or any form of degrading physical contact or exercise.

As with the above definition of bullying, bullying can only be defined with continuous use of the above statements. An isolated incident would not be classified as bullying.

We do however understand that , while bullying usually involved repeated behaviour, a once off incident involving an adult and a pupil can, if it is sufficiently serious, constitute bullying.

- Reasonable and essential correction and behaviour arising from the management of the conduct, behaviour and performance of pupils at Broadmeadow CNS or in the interests of safety, health and welfare of pupils does not constitute bullying. All requirements in relation to behaviour are outlined in our Code of Behaviour Policy and we ask you to familiarise yourself with this document.

In the context of allegations or suspicions of bullying by a staff member, the primary goal is to protect the pupils within the school. Therefore, investigations and written reports may need to take place. The following procedure will be followed:

- Any allegation will be dealt with delicately and support provided for the parties involved at all times.
- The staff member will be treated fairly which includes the right not to be judged in advance of a full and fair enquiry.
- Only those who need to be involved and aware of the matter will be involved.
- Confidentiality will remain at all times.
- All complaints about a staff member will be directed in the first instance, to the staff member in question, if possible, and then if necessary to the Principal or SLT. Where it has not been possible to agree a framework for resolution at this level, the matter should be referred in writing by both parties to the Board of Management for investigation if they feel the need to draw a conclusion.
- In the case of a complaint against the Principal, the matter should be raised with the Principal, if possible, or referred to the Board of Management in line with the procedures outlined above.

- Where it is found on investigation that staff members have been subject to malicious or false allegations, disciplinary measures will be taken, when deemed necessary by the Board of Management.
- In the case of Parent/Visitor to the school – child bullying, the complaint should be referred in the first instance to the child’s class teacher and subsequently to the Principal or SLT if the matter unresolved.

The Board of Management also recognises the potential for teachers and school personnel to be bullied by pupils by means of physical assault, damage to property, verbal abuse, taunting, cyber bullying, threats to people’s families etc. Therefore, you will be directed to our Code of Behaviour Policy for action taken.

Roles and Involvement in Implementation and Development of the Policy

Every member of the school community at Broadmeadow CNS have a role to play in the prevention of bullying at our school. Everyone needs to recognise that any pupil or adult can be a victim of or a perpetrator of bullying behaviour.

Role of School Principal

- To formulate a draft policy in consultation with the teaching staff, students, parents and present to the BOM and monitor this.
- To implement the policy and to support other teaching staff in their implementation of the policy.
- To apply for and acquire such resources as are available in accordance with government policies.
- To appraise the policy with regard to its suitability and the effectiveness of its implementation and to make recommendations for improvement where appropriate and share where needed.
- To ensure that all recording of bullying is taken seriously and kept up to date and relevant.
- To direct and provide parents to all relevant policies to share with their child.
- To monitor Bullying within the school and deal with this as they see fit in order to minimise this.
- Completion of **Appendix 2** across BOM meetings. This must be completed a minimum of 3 times per year.
- Complete and share **Appendix 3** with the BOM in the event of a reported bullying case.

Role of Teachers/SNA’s/Supplementary Staff

- To promote and implement all school policies with full effect at all times.
- To review and appraise this policy with regard to its suitability and the effectiveness of its implementation and to make recommendations for improvement where appropriate.
- To bring any concerns about children, special needs curricular matters and

information, school safeguarding etc. to the attention of the principal, deputy principal or special needs teacher.

- To engage with the restorative practice system in school and on yard.
- To promote positive engagement/social interaction and play at yard time.
- To work closely with parents/guardians and keep them informed through regular contact, parent/teacher meetings, written records, school reports and by meeting parents from time to time as required to support the needs of the child.
- To work closely with school management and BOM to ensure all needs are met in the best way possible.
- To complete all relevant documentation.

Appendix 1 shows the form to be completed by staff in the event of any type of Bullying.

Role of the Pupil

- To sign a contract to co-operate fully with the school in the implementations of all school policies that apply to them.
- To offer suggestions for improving the service to students through the use of student council and other school organisations that may become available.
- To abide by all school rules and school ethos to ensure the best education and school environment for themselves and others.
- To abide by a no bullying policy everyday within school and without.
- To fully co-operate with staff, parents, guardians or others staff members when required and ensure they are truthful at all times, even if in the wrong.

Role of the Parent/Guardian

- To support all school policies and to co-operate fully with the school in its implementation of these.
- To engage effectively and within an appropriate manner with all staff if you have any questions or concerns in relation to any reported bullying issues or matters concerning you or your child.
- To engage with all letters, emails and social media platforms in relation to bullying reports.
- To respond to all that is required within a timely manner.
- To attend any meetings that you may be asked to attend in relation to bullying matters involving your child.
- To play a key partnership role to ensure the best for your child at Broadmeadow CNS.
- To ensure that all records kept on file are kept up to date and in line with all GDPR requirements and other legislation.

Role of BOM

- To ensure that an admission policy is in place and that it is reviewed on a

regular basis in line with legislation.

- To appraise this policy with regard to its suitability and the effectiveness of its implementation and to make recommendations for improvement where appropriate.
- To work closely with the Principal and all school staff.
- To analyse all information gathered in a bullying case before making a decision.
- To discuss findings with the Principal to share to those involved and only meet with parents, children in extreme cases. (This will be extremely rare)
- To address any written reports in relation to Bullying in a timely manner, ensuring all relevant investigations have been completed.
- Completion of **Appendix 2** across BOM meetings. This must be completed a minimum of 3 times per year.
- To share and discuss **Appendix 3** with the BOM in the event of a reported bullying case.

Template for Recording Bullying Behaviour- Appendix 1

Name of pupil being bullied and class group

Name _____ Class _____

Name(s) and class(es) of pupil(s) engaged in bullying behaviour

Source of bullying concern. (tick as relevant) Location of incidents (tick as relevant).

Pupil concerned	Playground	
Other pupil	Classroom	
Teacher	Corridor	
Other	Toilets	

Name of person(s) who reported the bullying concern

Type of Bullying Behaviour (tick as relevant)

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

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

Homophobic _____ Disability/SEN Related _____ Racist _____

Membership of the Travelling community _____ Other _____

Brief description of bullying behaviour and its impact

Details of actions taken

Signed: _____ (relevant teacher)

Date: _____

Date submitted to Principal/ Deputy Principal: _____

Checklist for annual review of the Anti-Bullying Policy and its implementation- Appendix 2

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 Bridid Manton 03/10/23

Chairperson, Board of Management

Signed Jennifer Robinson 03/10/23

Principal

Template for Reporting Bullying Behaviour to Board of Management- Appendix 3

Name of pupil being bullied and class group

Name _____ Class _____

Name(s) and class(es) of pupil(s) engaged in bullying behaviour

Source of bullying concern. (tick as relevant) **Location** of incidents (tick as relevant).

Pupil concerned	<input type="checkbox"/>	Playground	<input type="checkbox"/>
Other pupil	<input type="checkbox"/>	Classroom	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Other	<input type="checkbox"/>	Toilets	<input type="checkbox"/>

Name of person(s) who reported the bullying concern

Type of Bullying Behaviour (tick as relevant)

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic _____ Disability/SEN Related _____ Racist _____

Membership of the Travelling community _____ Other _____

Brief description of bullying behaviour and its impact

Details of actions taken

Signature: _____

Chairperson, Board of Management.

Date: _____

**Notification regarding the Board of Management's
Annual Review of the Anti-Bullying Policy.**

To: _____

The Board of Management of Broadmeadow CNS 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 of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools**, which is incorporated into the school's policy.

Signed _____ Date _____

Principal

Signed _____ Date _____

Chairperson, Board of Management

This policy was;

Ratified by the Board of Management on _____ Date

Signed _____

Chairperson, Board of Management

Reference Section:

- Code of Practice on the Prevention of Workplace Bullying HAS, 2002.
- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website www.irlgov.ie/educ
- Working Together. Procedures and Policies for Positive Staff Relations. INTO, 2000
- Education Act, 1998 Section 15 (2(d) (DES website).
- Education Act 2007.
- Education (Welfare) Act 2004.
- Employment Equality Acts 1998 and 2004.
- Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008.
- Safety, Health and Welfare at Work Act 2005.
- Stay Safe and Walk Tall Programmes.