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Loreto Secondary School St Michael's

Anti-Bullying Policy

Appendix 1 template of the DES Anti-Bullying Policy Guidelines has been used to produce this policy.

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 Loreto Secondary School St Michael's 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 strongly asserts the right of every member of the school community to a safe and non-threatening school environment. It recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

(a) A positive school culture and climate which

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

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) Implementation of education and prevention strategies (including awareness raising measures) that

- ✓ build empathy, respect and resilience in pupils;
- ✓ 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)

(i) On-going evaluation of the effectiveness of the anti-bullying policy

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

•   deliberate exclusion, malicious gossip and other forms of relational bullying,

•   cyber-bullying and

•   identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

The types of behaviour which may involve bullying are constantly changing. The following list is not exhaustive and may include any inappropriate behaviour which makes a member of the school community feel uncomfortable.

Examples of bullying Behaviours

General behaviours which apply to all	- 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.
Cyber	**Denigration**: Spreading rumours, lies or gossip to hurt a person's reputation **Harassment**: Continually sending vicious, mean or disturbing messages to an individual **Impersonation**: Posting offensive or aggressive messages under another person's name **Flaming**: Using inflammatory or vulgar words to provoke an online fight **Trickery**: Fooling someone into sharing personal information which you then post online **Outing**: Posting or sharing confidential or compromising information or images **Exclusion**: Purposefully excluding someone from an online group **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety - Silent telephone/mobile phone call - Abusive/offensive telephone/mobile phone calls - Abusive/offensive text messages - Abusive/offensive email - Abusive/offensive communication on social networks e.g. Facebook/Messenger/Ask.fm/ Twitter/ You Tube, on WhatsApp/ Snapchat /Instagram or on games consoles - Abusive/offensive website comments/Blogs/pictures - Abusive/offensive posts on any form of communication technology

Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	- Spreading rumours about a person's sexual orientation or gender identity - Taunting a person of a different sexual orientation or gender identity - Name calling or labelling (e.g. Gay, queer, lesbian, tranny...) used in a derogatory manner - Physical intimidation or attacks - Threats
Race, nationality, ethnic background, family status and membership of the Traveller community	- 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 - Stereotyping - Mimicking accents - Name calling or labelling in a derogatory manner
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" • Encouraging others to ignore/ target an individual or group
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability, Academic Ability	• Name calling • Taunting pupils with general or specific cognitive and learning disabilities, physical or sensory disabilities and/or Emotional Behavioural Disorders • 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 • Targeting academic high achievers in a negative manner

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

4. A pupil or parent may bring a bullying concern to any teacher in the school. In this policy the member of staff who has responsibility for investigating and dealing with bullying is referred to as the 'relevant teacher'. The relevant teachers in this school are:

➢ Tutors
➢ Year Heads
➢ Members of the Care Team
➢ Guidance Counsellor
➢ Deputy Principal
➢ Principal

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

Education and Prevention Strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community. The school makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a pupil, a staff member or any other person that is the subject of such behaviour.

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

- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

- 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, parent(s)/guardian(s) and the wider school community.

- Effective supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- Involvement of the student leadership system in contributing to a safe school environment e.g. Peer Mediators, Senior Prefects and members of the Student Representative Council to help pupils and encourage a culture of peer respect and support.

- Development and promotion of an Anti-Bullying code for the school which will be included in student journals.

- The school's anti-bullying policy is discussed with pupils and made available to all parents/guardians.

- An annual Bullying Awareness Week during which a range of awareness raising activities address various forms of bullying. Past activities include poster/ short story/ poetry competitions; definitions of various types of bullying and their effects explained over the school PA system; awareness raising music videos shown in the school canteen during lunchtime; focused games to illustrate the effects of verbal bullying; presentations, information sheets and video clips to combat cyber-bullying; use of LGBT resources and the Stand Up Programme in lessons on Homophobic and Transphobic bullying; posting of anti-bullying messages on whiteboards in classrooms; student participation in and production of an anti-bullying music video.

- The implementation of regular whole school awareness measures, including dedicated notice boards in the school on the promotion of bullying prevention, Peer Mediation and friendship; confidential questionnaires and student surveys; weekly year group assemblies by Year Heads

etc.

- An annual Peace and Social Justice Week.
- Encouraging a culture of telling, with particular emphasis on the importance of bystanders, so that pupils will gain confidence in 'telling'. It is made clear to all pupils that when they report incidents of bullying they are behaving responsibly, but by not reporting bullying that they have witnessed, they are in fact supporting it.
- Ensuring that pupils know who to tell and how to tell, e.g.:
  - o Direct approach to teacher at an appropriate time, for example after class.
  - o Hand note up with homework.
  - o Speak to the Peer Mediation Coordinator, a Peer Mediator or a Senior Prefect
  - o Get a parent/guardian or friend to tell on their behalf.
  - o Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Encouraging parent(s)/guardian(s) to approach the school if they suspect that their daughter is being bullied.
- Ongoing review of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.
- Strict enforcement of pupils' non-use of mobile phones during school hours.
- In combating bullying, the school will take particular account of the needs of pupils with disabilities or with Special Educational Needs. This will involve improving inclusion, focusing on developing social skills, paying particular attention to pupil induction and cultivating a school culture that respects everyone and values helping one another.

Implementation of curricula

- The full implementation of the SPHE and RSE Programmes:
  - o The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
  - o The RSE programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying.
- Continuous Professional Development for staff in delivering these programmes.
- Lessons which educate pupils about appropriate online behaviour and how to stay safe while on-line.
- Delivery of the Garda SPHE Programme by Community Gardaí, covering issues around personal safety and cyber-bullying.
- Themes such as prejudice, equality and gender roles are addressed through a variety of mediums in English, French and German classes.

- History and Geography address exploitation, colonisation and dictatorships.
- CSPE explores human rights and the interdependence of communities globally.
- Religious Education focuses on tolerance, respect for difference and empathy.
- Physical Education fosters cooperation and teamwork.

Links to other policies

This Anti-Bullying Policy conforms to our school ethos and strengthens it. Other relevant school policies will be reviewed to ensure that they are consistent with this central policy and with one another, within the framework of the overall school plan. The following policies may be among those considered for review:

- Admissions Policy
- Attendance Policy
- Child Protection Guidelines
- Code of Behaviour
- Critical Incident Policy
- Dignity in the Workplace
- Guidance and Counselling
- Health and Safety Policy
- Induction for new staff and pupils
- Internet Safety: Acceptable Use Policy
- Policy on Illegal Substances
- S.E.N. Policy
- SPHE/RSE Policy

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

While the principal focus is on the restorative approach, the school nevertheless reserves the right to take disciplinary action, where such is warranted, in accordance with the school's code of behaviour, against those who bully others.

The school also reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the school community and it impinges on the work or happiness of a pupil in the school, even when the bullying acts are committed outside of the school.

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, must be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers and 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) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;.
- 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;

- Teachers should take a calm, unemotional problem-solving approach. 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, if appropriate. At the group meeting, each member should be asked for her account of what happened to ensure that everyone in the group is clear about each other's statements;

- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied;

- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, her parent(s)/guardian(s) and the school;

- False accusation of bullying of one member of the school community against another will be regarded as a very serious example of misbehaviour under this policy.

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased;

- Whether any issues between the parties have been resolved as far as is practicable;

-Whether the relationships between the parties have been restored as far as is practicable;

-Any feedback received from the parties involved, their parent(s)/guardian(s)s 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.

Recording of bullying behaviour

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:

Informal pre-determination that bullying has occurred

- 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.

- The relevant teacher should inform the principal of all incidents being investigated if appropriate.

Informal determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties

involved.

- These written records will be given to the Year Heads of the individuals concerned and retained by them in a file designated for this purpose and referenced in the individual student(s) file(s).

Formal-Appendix 3 (From DES Procedures)

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 the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

Certain serious behaviours that must be recorded and reported immediately to the Principal, in accordance with the school's code of behaviour.

When the recording template at **Appendix 3** is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. These records will be accessible to the Principal, Deputy Principal and Year Heads and will be retained for five years after all those involved in the bullying incident(s) have left the school.

Possible intervention strategies may include:

- Teacher interviews with all pupils involved, including bystanders who witnessed the incident(s)
- Negotiating agreements between pupils and following these up by monitoring progress.
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Restorative interviews
- Restorative conferencing / mediating
- Implementing sociogram questionnaires
- Peer mediation with fully trained Peer Mediators

The school reserves the right, in accordance with Section 6.3.5 of the DES *Anti-Bullying Procedures for Primary and Post-Primary Schools* to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where the school authorities deem bullying behaviour to be potentially abusive (see sections 6.8.12, 6.8.13 and 6.8.14 of the DES *Anti-Bullying Procedures for Primary and Post-Primary Schools*) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

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 the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

  - Pastoral care system

  - Senior Leadership and Peer Mediation systems

  - Tutor/Year Head system

  - Care team

- If pupils require counselling or further supports the school will endeavour to provide same in school or to liaise with the appropriate agencies in order to best meet the needs of the pupil(s) concerned. This may be for the pupil affected by bullying 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.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and
Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention
where possible.

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality
legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or
staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including
transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of
the Traveller community.

10. This policy was adopted by the Board of Management on _____ [date].

11. This policy has been made available to school personnel, published on the school website 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 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 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.

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

 Date: _____   Date: _____

Date of next review: _____

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 absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
  - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 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))*		4. **Location** of incidents (tick relevant box(es))*	
Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		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 _____
* Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 4 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 Loreto Secondary School, St Michael's, 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