



Anti-Bullying Policy

Of Firhouse Educate Together National School

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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 Firhouse Educate Together National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

Firhouse Educate Together National School acknowledges that bullying is an issue for all schools and the wider community of which schools are part of and does not tolerate or condone bullying of any form or at any level within the school community. The Board of Management is committed to ensuring that all members of the school community, students, staff and parents are enabled to act effectively to deal with bullying. This policy guides action and organisation within the school and the school community for preventing and responding to bullying as well as raising awareness and understanding of bullying.

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; and 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; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

The wording of this Policy defines bullying in the child to child form. However, all incidents of bullying – child / child, child / adult, adult /adult and adult / child including identity based bullying and cyber-bullying will be subject to sanction under the Code of Positive Behaviour policy.

Our Aim is to Raise Awareness:

Firhouse ETNS is committed to helping staff, students and their parents to understand their role in preventing bullying. This will be addressed at staff meetings, in class circle time and at class level parent meetings at beginning of each school year and at Parents' Guardians' Teachers' Association meetings. School assemblies will also address the subject of bullying and its prevention at least once a term with an emphasis on our school being a "safe telling school".

Bullying may be verbal or physical and may be inflicted by an individual or a group. It may also be done consciously or unconsciously. A bully/bullies may deliberately set out to isolate/exclude or victimise or may cause such hurt without doing so consciously or being aware of the pain/trauma they are inflicting.

Whether the bullying is conscious or not it needs to be brought to both parties attention. Sometimes children may misinterpret what is happening to them and may at times be unaware that what is happening to them is bullying.

Firhouse ETNS does not tolerate bullying in any of its manifestations from anyone in the school community - child or adult- towards anyone else- child or adult, including identity based bullying and cyber-bullying. When bullying occurs it will be dealt with by all the powers involved in the running of the school (Staff/Principal/Board of Management).

The anti-bullying co-ordinator in the school has responsibility for ensuring awareness meetings described above are held and that the content of such meetings / classes along with all instances of bullying are logged and a database kept securely in the school as well as providing copies for display in the school and on the school's website. This role is currently undertaken by the Principal.

By fully implementing this policy, we in Firhouse ETNS aim to empower all students in our school to have the confidence to report bullying concerns, knowing they will be listened to and supported when they do so. All children's concerns will be taken seriously and investigated. All staff are aware of not condoning any form of bad behaviour. Children will be told clearly by their teacher(s) when is a good time to talk about concerns of bullying so as to ensure the protection of the person raising the concern (whose name is noted as they sign to take responsibility, but not reported).

Definition of Bullying: The Department of Education and Skills' guidelines define bullying as 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 / circulation of material which would be contrary to school policies and ethos via social media, texting, digital device etc

- 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 or aggressive behaviour, whether personal, identity based or on-line, 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 Positive 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 Positive Behaviour.

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

Bullying may take many different forms such as Physical Aggression, Damage to Property, Theft of Property, Extortion, Intimidation, Abusive Telephone Calls, Isolation, Name Calling, Writing Notes, Emailing or Texting, circulation of material which would be contrary to school policies and ethos via social media, texting, digital device etc. As a form of aggressive behaviour it is hurtful and deliberate. It is persistent over time and makes it difficult for those being bullied to defend themselves. It is important not to confuse bullying with isolated incidents of aggressive or anti- social behaviour, which must not be condoned. However, when the behaviour is systematic and ongoing it becomes bullying. Support can be offered to all parties involved.

Specific Examples of Types of Bullying:

Please note this is not an exhaustive list.

- Physical Aggression: includes pushing, punching, kicking and other forms of physical assault
- Damage to property: results in damage to clothing, school books and other learning material, interference with or pilfering of contents of schoolbags etc.
- Extortion: Demands being made for money often accompanied by threats.
- Victims may also be forced into theft on behalf of the bully.
- Intimidation: Victims may be intimidated by use of aggressive body language and tone of voice.
- Raised eyebrows in a classroom when a contribution is made by the victim.
- E-bullying / Cyber-bullying: Abusive telephone calls or text messaging is a form of intimidation and bullying as is circulation of material which would be contrary to school policies and ethos via social media, texting, digital device etc
- Isolation: The isolation, exclusion, and/or ignoring of a victim by a group or individual, often accompanied by a campaign of writing insulting remarks either in the form of note or graffiti.
- Name Calling: Persistent name calling of a hurtful, insulting or humiliating nature, often referring to physical appearance or academic ability, and repeatedly directed at one individual.
- Teasing: When good-natured banter extends to personal remarks about appearance, clothing, personal hygiene or involves references of an uncomplimentary nature to members of one's family, it assumes the form of bullying.

The relevant teachers for investigating and dealing with bullying are as follows:

Principal: Niamh Byrne

Deputy Principal: Heather O'Doherty

Assistant Principal 1: Triona Ní Léanacháin

Roles and Responsibilities: All members of the school community have a role to play in the prevention of bullying. The school's anti-bullying policy will be regularly reinforced by the class teacher(s) through the Stay Safe programme, the S.P.H.E. programme, the Learn Together Curriculum, the Friends First programme, the Stop Think Do programme, Amnesty's Right Start programme, the Arts and/or Circle Time. However it is important that parents also regularly remind their children of what is appropriate behaviour and of their need to comply with the school's Code of Positive Behaviour and Anti-Bullying Policy.

The Board of Management is responsible for:

- ensuring that all members of the school community are enabled and
- empowered to deal effectively with bullying
- providing time and resources for the implementation of the policy
- ensuring that adequate supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise

School Staff will:

- foster an atmosphere of friendship, respect, understanding and tolerance where students' self esteem will be developed through:
 - celebrating individual differences, achievements
 - acknowledging and rewarding good behaviour and manners
 - providing opportunities for success throughout the curriculum and school
- help students to develop empathy by discussing feelings and trying to put themselves in the place of others
- base relationships with students on mutual respect and trust to ensure students will have confidence in the school staff
- develop respectful relationships with parents
- be vigilant, respond sensitively and caringly to students who disclose incidents of bullying and investigate all disclosed incidents of bullying
- record and log all instances of bullying
- co-ordinate meetings for whole school community so as to empower all concerned
- discuss the school's Anti-Bullying Policy and Code of Positive Behaviour with the students and use behavioural management strategies which focus on problem solving and enable students to take an active role in finding a solution to problems.
- use the formal curriculum of the school to educate all students against bullying behaviour. Anti-bullying issues may be raised through the Learn Together Programme, the Social, Personal and Health Education Programme, the Stay Safe Programme, the Friends First programme, the Stop Think Do programme, Amnesty's Right Start programme, the Arts and/or Circle Time.

The Staff of our school, conscious of the need for a positive working environment, will encourage the involvement of the wider school community in the achievement of these ends through a 'whole school' approach whereby every individual is involved in the development of a school environment where each person is respected and valued. As a 'telling school' with a 'no blame' restorative approach our school will address the needs of all those affected by bullying: the victim, the perpetrator and the bystander. By identifying and addressing the needs of each individual involved in each bullying situation, Firhouse Educate Together N.S., with the cooperation of the whole school community, will be proactive against all forms of bullying.

As pupils model their behaviour on that of adults, all staff will be careful to act as good role-models and not misuse their authority. Moreover, they will be fair, firm, clear and consistent in their disciplinary measures.

The Code of Professional Conduct for Teachers published by the Teaching Council, which makes explicit the values and standards expected of teachers in their daily work with pupils, will be followed at all times.

The Principal supports a school culture and climate that celebrates difference, as the key to good practice, and recognises the important role of all leaders within the school in stimulating a school-wide approach to preventing and tackling bullying. She undertakes along with other leaders in the school, including all teachers, to engender an ethos under which bullying is unacceptable and to ensure that practical steps are taken to challenge and respond to bullying. The Principal will also involve both staff and pupils in developing and implementing a vision of the school where diversity is accepted and celebrated.

Students: The students will:

- be tolerant of and have mutual respect for each other
- report incidents of bullying to their parents and teacher(s)
- use positive behaviour and discourage negative behaviour
- solve difficulties without resorting to aggression
- share, be kind, caring, and understanding towards others

Parents and Guardians Parents and Guardians will:

- encourage positive behaviour and discourage negative behaviour both at home and at school
- encourage children to solve difficulties without resorting to aggression
- encourage children to share, be kind, caring, and understanding towards others
- watch out for signs and symptoms that your child is being bullied or is bullying others and act on these signs and symptoms
- discuss the school's anti-bullying policy with their child
- support the school in its efforts to prevent and treat bullying
- develop respectful relationships with school staff
- inform the class teacher about any suspicions of bullying

Strategies for the Prevention of Bullying: Supervision: 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.

School activities will be supervised and monitored at all times where practicable, with emphasis on those occasions when situations of bullying are more likely to occur, such as assembly time, yard time, play time and dismissal time. Inclusivity is proactively encouraged at all times.

The following actions will 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 the pupils 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 as well as language that is belittling of pupils with a disability or additional need.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote the 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 when using mobile phones, laptops etc and the internet.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Guardians' Teachers' 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 specifically teach school rules in pupil friendly language in the classroom and in common areas.
- All staff 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 school.
- Monitor the hot spots which tend to be in the playground / school yard / outdoor areas / changing areas, corridors and other areas of unstructured supervision.
- Monitor hot times which tend to be times where there is less structured supervision such as when pupils are in the playground / school yard or when moving classrooms.
- Support the work of the Student Council.

Curriculum:

- The Stay Safe Programme will be taught in accordance with the SPHE policy
- Time will be devoted to discussion on bullying at each class level, with particular emphasis being placed on re-affirming the children's sense of self-esteem. These lessons will be revised each year, and will be covered during SPHE or our Learn Together Programme whether or not there is evidence of instances of bullying (the Friends First programme, the Stop Think Do programme and Amnesty's Right Start programme are also in use in the school)
- Respect for all regardless of their racial, religious, sexual including LGBT, marital, socio-economical, special needs or minority grouping status will be taught and discussed with children at a level appropriate to their age
- Students will be encouraged and helped to say "No" to bullying behaviour and to report experiences of bullying
- Students will be taught that there is a difference between telling tales and asking for help

Recording and Evaluation: All instances of bullying will be documented accurately and then evaluated by staff at staff meetings, and more often if required, to establish the level, prevalence and type of bullying taking place and the effectiveness of response and actions taken. Such evaluation will inform thinking on our school's welcoming of diversity and openness to difference as well as to note the increase or decrease of episodes, especially in relation to the physical bullying of boys and ultimately to devise ways to improve our approach.

Staff education and training on new ideas to combat bullying: Firhouse Educate Together have shown their interest in new ideas and learning new skills in relation to working with bullying by:

- Attending a workshop with Andrew and Sharon of ISPC in 2013 to reflect on the school's anti-bullying policy and updated responses to tackling bullying.
- Shared responsibility in a 'telling school' with a 'no blame' approach is our preferred response which includes support for all involved in instances of bullying.
- Regular reflection and discussion on our skills and record in preventing and tackling bullying in the school environment will take place termly at designated staff meetings.

Disclosure: To empower us to help, the student must **TELL** someone (Parent(s), Teacher(s), Principal, other member of Staff, other student or member of the Board of Management- all are here to help). We aim to create a school ethos that makes this the norm and where reporting an incident is something a child will instinctively do. Also anyone aware of bullying should tell someone they feel comfortable telling. This will allow an investigation to take place by the Principal, a teacher or teachers. Any issue will be dealt with as quickly as possible. Students will be encouraged to disclose and discuss incidents of bullying behaviour. The difference between 'telling tales' about incidents of a minor nature and telling to 'stay safe' will be thoroughly explained.

Procedures for the Reporting of Incidences of Bullying:

- Bullying incidents should initially be reported to the class teacher(s) and/or the supervising teacher for investigation
- This reporting may be done by the student, parent or another student
 - All reported incidents which are serious or are part of a pattern of behaviour will be documented, investigated and be dealt with as per agreed procedures
 - If unhappy with the response from class teacher(s), the matter should be brought to the attention of the Principal
 - If unhappy with the response from the Principal, the matter should be brought to the attention of the Board of Management

Procedures for Dealing with Instances of Bullying:

- A. All alleged incidents of bullying will be recorded in an incident book which will be retained in the school.
- B. Students will be informed that by reporting incidents of bullying they are acting responsibly.
- C. A calm unemotional problem solving approach will be used to deal with bullying.
- D. Alleged incidents of bullying will initially be dealt with by the class teacher(s). Answers should be sought to questions of What, Where, When, Who and Why.
- E. On being informed of an alleged incident of bullying, the teacher(s) will first interview the victim/s and discuss the feelings which the victim/s experienced because of the alleged bullying behaviour. An interview will then take place with the alleged perpetrator(s). Members of a group should be met individually and as a group. Having discussed the negative impact which bullying has on both perpetrator/s and victim/s responsibility will be placed on all individuals within the

group to resolve the difficulty and to take appropriate steps to ensure that it does not happen again.

- F. The teacher(s) will inform the Principal and contact the parents of the children involved.
- G. When the teacher(s) has (have) formed the opinion that bullying has occurred, and by implication that the standards of behaviour required in our school have not been met, s/he will follow the strategies for managing behaviour as set out in the Firhouse ETNS Code of Positive Behaviour.
- H. Any student who is involved in retaliation against a student who reports bullying will be subject to the Firhouse ETNS Code of Positive Behaviour sanctions.
- I. Any member of the school community who is unhappy with the process should refer to the Firhouse ETNS Grievance Policy.
- J. The needs of all concerned, the victim, the perpetrator and the bystander, will be addressed and individual support, training and education to help each of them understand our combined responsibility to be proactive against bullying will be initiated within the school, in consultation with their parents.
- K. As self-esteem is a major factor in determining behaviour, FETNS will provide pupils with opportunities to develop a positive sense of self-worth. Raising of self-esteem and resilience in both the victim of bullying and the perpetrator as well as potential bystanders (all individuals in the school) will be supported through discussion, mediation, circle time and mentoring as appropriate with an emphasis on understanding the causes and effects of bullying, learning assertive problem solving skills and developing tolerance of different perspectives.
- L. Behaviour Contracts, when deemed useful, will be drawn up for individuals involved in bullying incidents and reviewed weekly with child's chosen mentor on the staff. Parents may be involved in this process.
- M. Sanctions as listed in the school's Code of Positive Behaviour may be used for instances of bullying.

Effective practice includes prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, kindness, respect and resilience in pupils.

Strategies specifically aimed at bullying of pupils with disabilities or with additional needs are: FETNS will support the needs of pupils with disabilities or with any additional needs, by ensuring all the services that provide for such pupils work together. A proactive approach will be undertaken to improve inclusion, focusing on developing social skills, paying attention to key moments in school days such as break and yard times as well as more major events such as transitioning from primary to post-primary. The raising of self-esteem and celebration of difference will be monitored carefully with all students. A good school culture which has respect for all and helping one another as central will be actively promoted.

Strategies specifically aimed at cyber-bullying are: To address cyber-bullying FETNS strives to prevent it happening in the first place. Prevention and awareness raising measures focus on educating pupils about appropriate online behaviour, how to stay safe while on-line and also about developing a culture of reporting any concerns about cyber-bullying and/or the circulation of material which would be contrary to school policies and ethos via social media, texting, digital device etc. The importance of a school-wide approach and the role of parents is highlighted. FETNS is aware of the scope for cyber-bullying to occur as a result of access to technology from within the school and aims to prevent same by having students sign an online behaviour contract, which is developed and discussed in each class.

Strategies aimed at identity-based bullying: Initiatives and programmes focused on developing pupils' awareness and understanding of LGBT and of bullying, including its causes and effects, dealing explicitly

with the issue of identity-based bullying and in particular homophobic and transphobic bullying. Firhouse ETNS will include LGBT posters on notice boards, discussions with parents about specific statements of welcome and respect for LGBT members of the school community, teaching about LGBT issues through the Learn Together programme, the Social, Personal, Health Education (SPHE) resource *Growing Up LGBT* and participating in LGBT awareness events so as to address homophobic and transphobic bullying.

Firhouse Educate Together N.S.'s programme of support for working with pupils affected by bullying is as follows:

Prevention of Harassment:

The Board of Management confirms that Firhouse Educate Together N.S. 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.

Effects / Indications of Bullying:

Children who are being bullied may develop feelings of insecurity and extreme anxiety resulting in greater vulnerability accompanied by a reluctance to talk about what is happening to them, leading to behavioural changes and lowering of academic performance.

The following are typical examples

- Reduced ability to concentrate
- Poor or deteriorating school work
- Fear of going to or returning from school
- Loss of confidence and self esteem
- Aggressive behaviour
- Depression

Advice for Parents Effects of Bullying: Bullying can affect students in many different ways. When students are bullied their lives may be made miserable. They may suffer physical injury. They may be unhappy about coming to school. They may lose self-confidence and self-esteem, and blame themselves for the bullying behaviour towards them. Some children may exhibit stressful symptoms such as stomach aches and headaches, nightmares or panic attacks. (This form of unhappiness is likely to affect their concentration and learning).

If bullying behaviour is unchallenged other students can learn that it is an effective way of controlling others and getting what they want.

Indications of Bullying Behaviour – Signs and Symptoms: The following signs/symptoms may suggest that a student is being bullied:

- Anxiety about travelling to and from school – requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school.
- Unwillingness to go to school, refusal to attend, mitching.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illnesses (eg headaches, stomach aches).

- Unexplained changes either in mood or behaviour. It may be particularly noticeable before returning to school after weekends or more especially after long school holidays.
- Visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting.
- Spontaneous out of character comments about either students or teachers.
- Possessions missing or damaged.
- Increased requests for money or stealing money.
- Unexplained bruising, cuts or damaged clothing.
- Reluctance and/or refusal to say what is troubling her/him.

Those signs do not necessarily mean that a student is being bullied. If repeated or occurring in combination, these signs warrant investigation in order to establish what is affecting the child.

What to do if your child is being bullied.

- Discuss the experience with your child to find out the precise details of what has happened.
- Reassure her/him what to do next – he may be able to suggest strategies for dealing with it.
- Encourage him/her to tell his teacher(s)
- Contact the school as soon as possible.
- Follow-up to ensure that the matter is dealt with and resolved.

What to tell your child to do if someone they know is being bullied.

- Tell the teacher(s) (privately if necessary).
- Tell his/her parents – they will contact the school.
- Talk to the person who is being bullied – you may be able to help him/her.
- Reject bullying behaviour among your friends – tell them that it is wrong to bully.
- Help the bullied person to get away from the situation.
- Know and follow the school code of discipline.

What to tell your child to do if he/she is being bullied.

- Tell the teacher(s) immediately.
- Help the teacher(s) to investigate it.
- Tell the bully to stop.
- Tell your parents when you get home.
- Tell a friend about what is happening.

References:

- This policy is based on the DES guidelines ANTI-BULLYING PROCEDURES FOR PRIMARY AND POST-PRIMARY SCHOOLS September 2013. It aims to produce a safe and caring environment in which all children can develop to their full potential.
- ISPCC 'Shield My School - Self-Evaluation Tool to Combat Bullying'.
- 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
- Stay Safe and Walk Tall Programmes
- Learn Together Curriculum
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. (Health Board)
- Investigating and Resolving Bullying in Schools. The Cool School Programme. (Health Board)
- Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership. Phone: 053 23994
- Anti-Bullying Unit. Trinity College. Dr. Mona O Moore.

- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino.

Link: [DES-Anti-Bullying-Procedures-for-Primary-and-Post-Primary Schools.pdf](#)

- Anti Bullying Procedures for Primary and Post Primary Schools - Appendix 1 Template anti-bullying policy
- Anti Bullying Procedures for Primary and Post Primary Schools - Appendix 2 Practical tips for building a positive school culture and climate
- Anti Bullying Procedures for Primary and Post Primary Schools - Appendix 3 Template for recording bullying behaviour
- Anti Bullying Procedures for Primary and Post Primary Schools - Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

This policy was adopted by the Board of Management in 2013 and the latest review has taken place in 2018- 2019 school year including input from all members of our school community.

This policy has been made available to school personnel, is published on the school website and has been provided to the Parents' Guardians' Teachers' Association. A copy of this policy will be made available to the Department of Education and Skills and the Patron if requested.

This policy will be reviewed annually by the Board of Management. 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' Guardians' Teachers' Association. A record of the review and its outcome will be made available, if requested, to the Patron and the Department of Education and Skills. Any parent who would like, at any time, to propose amendments/addenda to this policy should send their suggestions, in writing, to the Board of Management for consideration.

This original policy was drawn up in 2013 by staff members Collette, Triona and Agnieszka with one of our parents Sharon and colleague Andrew who are both facilitators with the ISPCC. The most recent review by our Board of Management has taken place in 2018-2019 in collaboration with parents for their input before being ratified. Any contentious aspects of this policy will be addressed as they arise to ensure the anti-bullying policy for Firhouse Educate Together N.S. is continuously supported and accepted by the whole school community. All parents are asked to sign agreement with this anti-bullying policy.

A copy of the Anti-Bullying Policy along with the school's Code of Positive Behaviour policy are displayed in the staff room and in reception area at main door of school and each teacher has a copy of each in their classroom. This policy is also available on our website www.firhouseetns.ie.

Reviewed by Board of Management: April 2022

Date of Next Review: January 2023

A copy of the policy is shared with teachers and is available for parents on the school website.

Signed _____
Francis Fullen: Chairperson, Board of Management

Date: _____

Signed: _____
Niamh Byrne: Principal

Date: _____