

Scoil Bhríde



Anti- Bullying Policy

1. Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Scoil Bhríde 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. Rationale

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

- A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
 - promotes respectful relationships across the school community
 - raises awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers etc.) that bullying is an unacceptable behaviour
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that
 - build empathy, respect and resilience in pupils
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying
- Effective supervision and monitoring of pupils
- Supports for staff

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the Anti-Bullying Policy

3. Definition of Bullying

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
- 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. A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender, including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

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

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

Types of bullying behaviour that can occur amongst pupils as set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* are as follows:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in ‘mess fights’, they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or the entire class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".
- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.
- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults, or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.
- **Slagging:** This behaviour usually refers to the good-natured banter which goes on as part of the normal social interchange between people. However, when this slagging extends to very personal remarks aimed again and again at the one individual about appearance, clothing, and personal hygiene or involves references of an uncomplimentary nature to members of one's family, particularly if couched in sexual innuendo, then it assumes the form of bullying. It may take the form of suggestive remarks about a pupil's sexual orientation.
- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, school books and other learning material. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

4. The relevant teachers in Scoil Bhríde who have responsibility for investigating and dealing with bullying are the class teachers with the Principal/Deputy Principal.

- Any teacher may act as a relevant teacher if circumstances warrant it.

4 (a) Impact and Indicators of Bullying Behaviour

Impacts of bullying behaviour

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

Indicators of bullying behaviour

The following signs and symptoms may suggest that a pupil is being bullied:

- (i) Anxiety about travelling to and from school
- (ii) Unwillingness to go to school, refusal to attend, truancy
- (iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school
- (iv) Pattern of physical illnesses e.g. headaches, stomach aches
- (v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays
- (vi) Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting
- (vii) Spontaneous out-of-character comments about either pupils or teachers
- (viii) Possessions missing or damaged
- (ix) Increased requests for money or stealing money

- (x) Unexplained bruising or cuts or damaged clothing
- (xi) Reluctance and/or refusal to say what is troubling him/her

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

4(b) Characteristics associated with Bullying

It is important to recognise that any pupil can be bullied or can engage in bullying behaviour.

The pupil who engages in bullying behaviour

- A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. “Prejudice-based” or “identity-based” bullying can be a significant factor in bullying behaviour.
- Pupils who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline. They may lack any sense of remorse convincing themselves that the other person deserves the treatment they are receiving.
- Pupils who engage in bullying behaviour can be attention seeking: setting out to impress bystanders and responding to the reaction their behaviour provokes. They can lack the ability to empathise. They can appear unaware or indifferent to the other person’s feelings. It is of note that pupils who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem.
- However, it must also be recognised that pupils who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others.
- It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves.

The pupil who is bullied

- Any pupil through no fault of their own may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As pupils can be particularly quick to notice differences in others, pupils who are perceived as different in some way can be more prone to encounter such behaviour. However, the pupils who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil’s continuing response to the verbal, physical or psychological aggression.
- Pupils who are bullied often experience difficulties in speaking up about bullying. The difficulties include:

- (i) Fear of reprisals
- (ii) Concerns about being perceived as a “tell-tale” for reporting bullying
- (iii) Concerns about “getting into trouble” with the principal or teacher for reporting bullying
- (iv) Not having evidence to back up a bullying allegation
- (v) Not knowing how the matter will be dealt with by the school
- (vi) Not feeling fully confident of being believed.

More vulnerable pupils

While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils and those perceived to be LGBT and pupils of minority religious faiths.

There can be an increased vulnerability to bullying amongst pupils with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some pupils with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such pupils may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour. Bullying can have a more severe impact on such children.

Homophobic and transphobic bullying (bullying targeted at those who are or who are perceived to be LGBT) has also been found to be prevalent with evidence that such pupils have particular difficulty in speaking up or reporting the bullying behaviour.

Where does bullying happen?

Bullying can happen anywhere at any time but there are certain times and places which particularly facilitate bullying.

Cyber-bullying: Access to technology means that cyber-bullying can happen around the clock and the pupil’s home may not even be a safe haven from such bullying. Pupils are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience

almost instantly and is almost impossible to delete permanently. While cyber bullying often takes place at home and at night, the impact can also be felt in school.

Areas of unstructured activity: Bullying in schools can take place in the playground/schoolyard. Many common playground/schoolyard games present opportunities for bullying because of their physical nature. It is relatively easy to single out and bully another pupil. The noise level masks much of what is going on. The playground/schoolyard provides the opportunity for older pupils to pick on younger pupils. It can also be the setting for bullying by groups. Continuing provocation may eventually lead to a physical fight and ironically in some cases the person being bullied may appear to be the aggressor because he/she finally gives vent to his/her frustration.

Bullying in the classroom: Bullying may also take place in class. It may occur subtly through glances, looks and sniggers but may take the more overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby pupils are allowed to make derogatory comments about their classmates or other teachers. However, teachers need to be alert to the underlying reasons for such comments in case pupils are trying to disclose something which is disturbing them and thus needs further investigation.

Consistent investigation, follow up and recording of bullying behaviour (including use of established intervention strategies)

A consistent and clear approach to dealing with bullying when it occurs is essential to effective practice.

A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's Anti-Bullying Policy.

5. Implementation of Education and Prevention Strategies including Awareness Raising

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, respect and resilience in pupils.

As self-esteem is a major factor in determining behaviour, schools should, through both their curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.

The education and prevention strategies that will be used by the school are as follows:

Prevention of Bullying

Since 1990 the Minister for Education has issued:

- (a) DES Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993)
- (b) Circular 20/90
- (c) Circular 22/02
- (d) Educational Act 1998 Section 15 (2(d))
- (e) Anti-Bullying Procedures for Primary and Post-Primary Schools September 2013

These assist management and staff in comprehending the issue of bullying within the general context of school behaviour, discipline and child abuse and in providing a safe school for all pupils, staff and others.

School-wide Approach

Raising awareness of bullying and its prevention are on-going throughout school life through:

- A school-wide approach to the fostering of respect for all members of the school community
- The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extra curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions
- 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.
- The school's Anti-Bullying Policy is discussed with pupils and all parent(s)/guardian(s) are given a copy in the school's Welcome Pack as part of the Code of Behaviour of the school
- The school's Acceptable Use Policy outlines the strict monitoring of pupils' Internet usage in the school.

Implementation of curricula

- SPHE
- Stay Safe
- Walk Tall
- RSE
- Anti-Bullying workshop / worksheets
- School wide delivery of lessons to focus on fostering good relationships, promoting an awareness of diversity, promoting healthy life style, encouraging pupils to assist in counteracting bullying
- Delivery of the Garda SPHE Programmes. These lessons delivered by Community Gardai cover issues around personal safety and cyber- bullying and assist in developing a culture of reporting any concerns about cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately

Link to school policies

The following school policies are particularly relevant:

- Code of Behaviour
- Child Protection Policy
- Acceptable Use Policy

6. 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)

School authorities must ensure that the school has clear procedures for investigating and dealing with bullying and that these are set out in the school's Anti-Bullying Policy. The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

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:

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/Principal/Deputy Principal. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs) must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher/Principal/Deputy Principal

Investigating and dealing with incidents:

- In investigating and dealing with bullying, the teacher/Principal/Deputy Principal 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
- Teachers should take a calm, unemotional problem-solving approach
- 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.
- When analysing incidents of bullying behaviour, the relevant teacher/Principal/Deputy Principal 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 may be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements
- Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Anti-Bullying Policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

Follow up and recording:

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased
 - Whether any issues between the parties 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) 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 parents 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/Principal/Deputy Principal, 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 must inform the principal of all incidents being investigated.

Formal Stage 1- 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.

Formal Stage 2- Appendix 3 (from DES Procedures)

The relevant teacher must use the recording template at Appendix 3 (attached) 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

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.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 3 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 3 does not in any way preclude the class teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

Established intervention strategies:

- Teacher interviews with all pupils
- Negotiating agreement between pupils and following these up by monitoring progress
- Working with parent(s)/guardian(s) to support school interventions
- Circle Time

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

Bullying as part of a continuum of behaviour

It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school's Anti-Bullying Policy must provide for appropriate linkages with the overall Code of Behaviour and provide for referral to be made to relevant external agencies and authorities where appropriate. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) should be sought.

Referral of serious cases to the HSE

In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".

Serious instances of bullying behaviour should, in accordance with the Children First and the *Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

Supports for pupils affected by bullying

- 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 eg. group work such as circle time
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in bullying behaviour

7(a) Building a positive school culture and climate to help prevent and tackle bullying behaviour

- Model respectful behaviour to all members of the school community at all times
- Teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention
- 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
- 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 parent(s)/guardian(s) 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 actively watch out for signs of bullying behaviour.

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 at the BOM meeting on 31st March 2014.


11. This policy has been made available to school personnel and all parent(s)/guardian(s). A copy of this policy will be made available to the Department of Education and Skills 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 and to all parent(s)/guardian(s). A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills.

Signed: 
(Chairperson of Board of Management)

Date: 7/2/22

Date of next review: February 2023

Signed: 
(Principal)

Date: 7/2/22