



School Position on Bullying

Ethos

In accordance with our Mission Statement “Inspired by our motto Veritas we strive to realise each individual’s full potential in a Catholic environment”, each student in Dominican College has a right to enjoy learning and leisure free from intimidation while participating in school activities. We strive, therefore, to create an ethos which is **caring, supportive** and **secure** and where bullying is not tolerated.

Code of Behaviour

The school policy on bullying is an integral part of the Code of Behaviour. Our principle school rule states that politeness, courtesy and respect for all members of the school community are essential at all times. Bullying behaviour breaks this rule and causes distress to others.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted student(s). Therefore it does not tolerate bullying of any kind. Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted student(s) and the perpetrator(s).

All students are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, involving members of the school community, students should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

More than anything else, the combating of bullying will depend on the extent to which bullying is reported. In this context, the well-being of students is very much dependent on the vigilance of their fellow students and their preparedness to report concerns about bullying to the staff and/or school management. This point will be reinforced by staff to students on an ongoing basis. Parents/Guardians are expected to do the same.

Students’ participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

Rights and Responsibilities of Each Member of the School Community

Right	Responsibility
<ul style="list-style-type: none">I have the right to be safe in school	<ul style="list-style-type: none">I have a responsibility to make our school a safe and secure place for others

Rights and Responsibilities of Students

I have a right to be:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • Physically safe and to expect my property to be safe at school • Free from all forms of verbal bullying • Free from intimidation • Free from unwelcome sexual comments or touching • Free from homophobic, transphobic and cyber-bullying • Free from any hurtful remarks or gestures regarding person, gender, ethnicity, religion and culture • Free from relational bullying e.g. manipulation of relationships, being the subject of rumours, being excluded, receiving abusive messages. • Able to learn without disruption 	<ul style="list-style-type: none"> • Others are physically safe and the property of others is safe • Others are free from verbal bullying • Others are free from intimidation • Others are free from unwelcome sexual comments or touching • Others are free from homophobic, transphobic and cyber-bullying. • Others are free from any hurtful remarks or gestures regarding person, gender, ethnicity, religion and culture • Others are free from relational bullying e.g. manipulation of relationships, being the subject of rumours, being excluded, receiving abusive messages. • Others are able to learn without disruption

Rights and Responsibilities of Staff

I have a right to be:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • Treated with respect • Able to perform my professional duties without disruption 	<ul style="list-style-type: none"> • Others are treated with respect • Students can learn without disruption • Bullying behaviour is acted upon as appropriate

Rights and Responsibilities of Parents/Guardians

I have a right to:	I have the responsibility to:
<ul style="list-style-type: none"> • Expect that my child is safe in school and that she can learn without disruption 	<ul style="list-style-type: none"> • Report bullying behaviour to the school • Co-operate fully with the implementation of the school policy

Responsibilities of Bystanders/Witnesses of alleged bullying behaviour

Do	Don't
<ul style="list-style-type: none"> • Say 'no' or 'stop' when you see or hear someone behaving unfairly - be assertive but not aggressive • Seek help immediately from an adult, if the situation is dangerous. • Tell when you know a student is being bullied. (This is not 'ratting'. It is telling to be safe). • Complete Form AB1; Bystander report (Appendix 1). 	<ul style="list-style-type: none"> • Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc. • Cheer on somebody who is bullying. • Stay in a dangerous situation, e.g. a fight. • Bully the 'bully'.

Anti-Bullying Policy

In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behaviour guidelines issued by Tusla, the Board of Management of Dominican College has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour after consultation with the staff, parents/guardians and students. This policy applies to all students who are registered at Dominican College, Griffith Avenue. All members of the school community should familiarise themselves with this policy. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students 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 students 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 students; and
 - Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- Effective supervision and monitoring of students;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy

Definition and types 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 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 following are some of the types of bullying behaviour that can occur amongst students:

1. *Isolation/exclusion and other relational bullying*: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the 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 student in public places, by passing around notes about or drawings of the student 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; non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".
2. *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.
3. *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.
4. *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.
5. *Damage to property*: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a student's locker or bicycle. 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.
6. *Extortion*: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted student not delivering on the demand). A student may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.
7. *Physical aggression*: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people or attempts to do any of these behaviours. It may also take the form of severe physical assault.

While students often engage in ‘mess fights’, they can sometimes be used as a disguise for physical harassment or inflicting pain.

It is important to note that in the context of this policy this list is not exhaustive.

Signs and symptoms that may suggest that a student is being bullied:

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

- i. Anxiety about travelling to and from school e.g. requesting parents/guardians to drive to, or collect from school, changing travel routes, avoiding regular times for 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 students or teachers;
- viii. Possessions missing or damaged;
- ix. Increased requests for money or stealing money;
- x. Unexplained bruising or cuts or damaged clothing; and
- xi. Reluctance and/or refusal to say what is troubling her.

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

What can a student do if she feels she is being bullied?

- Say ‘stop’ or ‘no’ or ‘I don’t like what you are doing’ (assertively not aggressively).
- Talk to somebody sooner rather than later.
- Record all relevant details on Form AB1 (Appendix 1). This is available on the school website and in the library. If a student does not yet feel ready to complete Form AB1, she may write her own report on a blank page.

Who to Tell and How to Tell

Students should report bullying behaviour to their Year Head, Assistant Year Head, Form Teacher, subject teacher or any adult with whom they feel comfortable by:

- A direct approach to an adult at an appropriate time
- Handing up a signed note e.g. with homework
- Making a phone call to an adult in the school

- Asking a parent/guardian or friend to tell on your behalf
- Reporting in an anti-bullying survey when given in school
- Completing Form AB1 (Appendix 1) if a student does not yet feel ready to complete Form AB1, she may write her own report on a blank page.

Investigating and dealing with bullying behaviour

Initially when a student reports alleged bullying behaviour to a staff member, the staff member should:

- Listen
- Take notes
- Reassure the student and discuss confidentiality
- Ensure the student's safety, as far as possible
- Tell the student she will be kept informed
- Complete sections 1-9 of Form AB2 (See Appendix 2) and refer on to the Year Head or Assistant Year Head who will inform The Care Team.

The school reserves the right to carry out its own investigations independent of any outside intervention.

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).

Parents/Guardians and students 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.

It is a requirement of this policy that those involved write down their account of the incident(s).

If a member of staff sees an incident of unacceptable behaviour*, the following action should be taken:

Procedure	Support/Sanction
<ul style="list-style-type: none"> • Challenge the behaviour by referring to the school rules. Stress that the behaviour is unacceptable. • Speak to both students and offer help to reach an agreement. • Keep a record by recording in the Report Book and in the Journal(s) of the student(s). • In more serious situations, speak to the Year Head. 	<ul style="list-style-type: none"> • Verbal warning. Student(s) involved is/are told to stop. • Outline a fair outcome e.g. apologising • Any serious incident will be dealt with in accordance with the discipline procedures

**An isolated incident of unacceptable behaviour, while not categorised as bullying, will be dealt with according to normal discipline procedures.*

When a Year Head has been informed of an incident which has not yet been resolved or when a number of incidents relating to the same student have been reported, s/he should do some or all of the following, as considered appropriate to resolve the situation:

Procedure	Support/Sanction
<ul style="list-style-type: none"> • Investigate the incident(s) • Talk to all relevant student(s) individually and sensitively. • Follow up progress with all those involved. • Consult with Chaplain, Guidance Counsellor 	<ul style="list-style-type: none"> • Offer the opportunity to the student(s) to speak with the Guidance Counsellor • Offer the opportunity to the student(s) to speak with the Chaplain

<p>and/or other colleague, if thought necessary</p> <ul style="list-style-type: none"> • Inform the Principal/Deputy Principal • Contact parents/guardians if seen to be appropriate • Keep written records at all stages. 	<ul style="list-style-type: none"> • Offer the opportunity of mediation to all of the students concerned • Use school discipline procedure if appropriate • Advise referral to child psychologist/Garda Juvenile Liaison Officer. • Contact with other agencies.
---	--

In appropriate cases, the Guidance Counsellor/Chaplain may handle some of the above. Some of the procedures and support/sanctions may be repeated if necessary.

Education and prevention strategies

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

1. At the incoming first year information evening, our expectations that parents/guardians will support our efforts to combat bullying will be emphasised.
2. Friendship Week

During “Friendship Week” we aim:

- To educate people about bullying and how to avoid it and/or deal with it.
- To reinforce the fact that we have a policy in place and what it includes
- To promote an atmosphere of respect and tolerance amongst the school community
- To provide an opportunity for the students to “bond” in a fun way
- To help students to understand the importance of friendship

The timing of Friendship Week is early enough to equip students to deal with the sensitivities of friendship and bullying, hopefully before difficulties arise. The lessons are carefully developed and implemented in a manner that is age appropriate. The issues of cyber-bullying, homophobic bullying and transphobic bullying are addressed as appropriate.

3. Each year a presentation for example “Stand Up”, which deals with issues surrounding homophobic and transphobic bullying, will be provided by the Guidance Counsellor to all year groups.
4. The anti-bullying module of the SPHE programme as it applies in each school year.
5. The anti-bullying sections of the CSPE programme as it applies in each school year.
6. Survey students at least twice a year.
7. Prefects model good behaviour and can assist students in reporting bullying.
8. All students will be encouraged to report incidents of bullying **promptly** to an adult and to co-operate fully in any follow-up procedures
9. Staff will be watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are expected at all times.
10. Assure students that they will be listened to and supported if they report bullying behaviour.
11. The school journal contains guidelines to be followed if a student believes that she is being bullied.
12. The school uniform is to be worn at all times as it reduces pressure on students regarding their appearance.

13. The school's policy on bullying is available on the school website.
14. Supervision of students before, during and after school.
15. Parents/Guardians are encouraged to inform the school about any relevant information regarding the welfare of their daughter; this obviously includes bullying.
16. Through the curricular and extra-curricular activities students are provided with opportunities to develop a positive sense of self-worth.
17. The awards system also promotes positive behaviours and good citizenship.

Follow-up and recording bullying behaviour

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:

1. Bullying incidents will be recorded at all stages by staff members. These include Form AB1 (Appendix 1) and Form AB2 (Appendix 2) and a summary of actions taken filled in on Form AB3 (Appendix 3).
2. Parents/Guardians who report alleged bullying should do so using Form AB1 (Appendix 1).

All original records will be kept in a secure location in the Year Head/Principal's office in compliance with data protection legislation.

Dominican College has adopted the "No Blame Approach" to following up on bullying behaviour (Appendix 4).

Programme of support

The school's **programme of support** for working with students affected by bullying is as outlined in the tables on pages 6 and 7.

Supervision and Monitoring of Students:

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.

Equality legislation

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students 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.

This policy was adopted by the Board of Management on 12th November 2015

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 of Education and Skills and to the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year (Appendix 5). 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 to the Department of Education and Skills and to the patron if requested.

Signed: _____

(Chairperson of Board of Management)

Signed: _____

(Principal)

Date: 12th November 2015

Date: 12th November 2015

Date of next review: January 2017

Appendix 1



Dominican College

Form AB1:

“Targeted” student report on an incident of alleged bullying behaviour.

Name: _____

Class: _____

Please explain in detail the incident(s) in which you felt you were bullied.

When did it happen? (Date(s) and time(s) if known)

Where did it happen?

What happened? (Give details of the incident(s) including the name(s) of those allegedly involved)

Did anybody else witness this incident? (List their names and classes if you can)

Have you told your parents/guardians about this incident?

Yes	<input type="checkbox"/>
-----	--------------------------

No	<input type="checkbox"/>
----	--------------------------

If yes, when? _____

Signed: _____

Date: _____

Please return this completed form to any teacher or place in the Report Box in the library.



Dominican College

Form AB1:

Parent/Guardian report on an incident of alleged bullying behaviour.

Name: _____

Class: _____

Please explain in detail the incident(s) in which you felt your daughter was bullied.

When did it happen? (Date(s) and time(s) if known)

Where did it happen?

What happened? (Give details of the incident(s) including the name(s) of those allegedly involved)

Did anybody else witness this incident? (List their names and classes if you can)

Signed: _____

Date: _____

Please return this completed form to your daughter's Year Head.



Dominican College

Form AB1:

Bystander report on an incident of alleged bullying behaviour.

Name: _____

Class: _____

Please explain in detail the incident(s) in which you felt you witnessed bullying behaviour.

Who in your opinion is being bullied?

When did the incident happen? (Date(s) and time(s) if known)

Where did it happen?

What happened? (Give details of the incident(s) including the name(s) of those allegedly involved)

Did anybody else witness this incident? (List their names and classes if you can)

Signed: _____

Date: _____

Please return this completed form to your Year Head or any teacher or place in the report box in the library.

Appendix 2



Form AB2:

Recording and reporting an incident of alleged bullying behaviour

1-9 to be completed by a staff member. Please complete a template for each incident.

1. Name of student allegedly being bullied and class group:

Name: _____ Class: _____

2. Name(s) and class(es) of student (s) allegedly engaged in bullying behaviour

Name(s)	Class(es)

3. Details of bullying behaviour (tick relevant box(es))

Physical aggression	<input type="checkbox"/>
Damage to property	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>
Name calling	<input type="checkbox"/>

Cyber-bullying	<input type="checkbox"/>
Intimidation	<input type="checkbox"/>
Malicious Gossip	<input type="checkbox"/>
Other(specify)	<input type="checkbox"/>

Date of incident: _____
Time of incident: _____
Location of incident: _____

Please give any further details

4. Where behaviour is regarded as identity-based bullying, tick the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of the Traveller community	Other(specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Brief description of your opinion of the impact this incident has had on the student.

6. Name(s) and class(es) of student (s) who may have witnessed the alleged bullying behaviour

Name(s)	Class(es)

7. Source of bullying concern/report (tick relevant box(es))

The student concerned	<input type="checkbox"/>	Parent/Guardian	<input type="checkbox"/>	Other (please specify)	<input type="text"/>
Another student	<input type="checkbox"/>	Teacher	<input type="checkbox"/>		

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

9. Are the parents/guardians of the student allegedly being bullied aware of this incident?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
-----	--------------------------	----	--------------------------	------------	--------------------------

Name of staff member who has completed the above _____

Signed _____ Position _____ Date _____

Date submitted to Year Head _____

To be completed by Year Head/Assistant Year Head

10. Details of **initial actions** taken

Signed _____ Position _____ Date _____

A copy of this form was submitted to The Care Team on _____(Date).

Appendix 3



Form AB3

**Dominican College
Actions taken on reported incident(s) of alleged bullying behaviour.**

Action 1 **Date** _____

Action taken by: _____ **Position:** _____

Action 2 **Date** _____

Action taken by: _____ **Position:** _____

Action 3 **Date** _____

Action taken by: _____ **Position:** _____

Appendix 4

The “No Blame Approach” to Bullying:

By using this approach blame is not apportioned but rather the bullying behaviour is treated as a “mistake” that can and must be remedied. This encourages students to report bullying knowing that they are not getting anyone in trouble.

Early in the school year, each student will sign a declaration agreeing to treat all members of the school community with respect.

In the case of bullying behaviour being reported, the following approach will be taken.

Step 1. The Year Team investigates all instances of bullying behaviour with a view to establishing the facts (Form AB1, AB2) and bringing any such behaviour to an end. The Year Head/ Assistant Year Head speak with the targeted student and establish what has happened and how the student feels.

Step 2. A meeting is convened with the student(s) involved in the alleged bullying behaviour and an advocate (teacher) will be present for the student. This meeting will not include the targeted student. All meetings will be conducted with sensitivity and due regard for the rights of students, irrespective of whether they are allegedly involved in bullying behaviour or are in a position to provide information about the behaviour being investigated.

Step 3. Explain the problem: the teacher tells the student(s) about the way the targeted student is feeling.

Step 4. Ask the student(s) for their ideas: the student(s) is/are encouraged to suggest a way in which the targeted student could be helped to feel happier.

Step 5. In the event that a student has been involved in bullying behaviour, she is asked to sign to recommit to the original promise that she will treat all members of the school community with respect.

Step 6. Advise the student involved in bullying behaviour to tell her parents/guardian what has happened.

Step 7. Meet them again: about a week later the teacher discusses with each student, including the targeted student, how things have been going.

Step 8. If the promise is forthcoming and is honoured, there will be no sanction and that will be the end of the matter.

Step 9. If the promise is broken, this can no longer be treated as a mistake. Parents/Guardians are informed and are requested to countersign a further promise.

Step 10. Breach of the additional promise is regarded as a very serious matter and the school's code of behaviour will be enacted.

Where circumstances are deemed to be particularly serious, some of the above steps will be omitted and parents/guardians will be informed immediately.

Appendix 5

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

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	YES/NO
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?	

