

St Daigh's N S

Anti-Bullying Policy 2023

1. In accordance with the requirements of the **Education (Welfare) Act 2000** and the code of behaviour guidelines issued by the NEWB, the Board of Management of *St. Daigh's N.S.* has **adopted the following anti-bullying policy** within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management of *St Daigh's N S* recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

(a) A positive school culture and climate which

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

At St Daigh's N S we consider the following to be key elements of a Positive School Culture:

Model respectful behaviour to all members of the school community at all times.

Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages. Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.

Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN

Give constructive feedback to pupils when respectful behaviour and respectful language are ignored. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

Explicitly teach pupils about the appropriate use of social media. Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.

Actively involve parents/guardians in awareness raising campaigns around social media. Actively involve the children in promoting Friendship weeks, Anti Bullying Campaigns and chats with other boys and girls re: their experiences if any.

Actively promote the right of every member of the school community to be safe and secure in

school. Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas

All staff can actively watch out for signs of bullying behaviour. There is adequate play-ground/school yard/outdoor supervision. School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. Friendship Benches are located in the yard for children that have no-one to play with.

School Motto: “Bully Free-It Starts With me”

Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.

Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms. Support the establishment and work of student councils.

(b) Effective leadership

- The BOM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BOM must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy
- *ISM Team - (Tomás MacGiollachomáin, Sandra Cumiskey, Denise McMahon, Seodhna Flanagan and Geraldine Connor) and the KiVa Team (Trudie Conlan, Anne Connolly) - have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying – and modelling best practice*
- The Principal of *St Daigh’s N S* as key leader, strongly influences attitudes and sets standards in relation to dealing with bullying
- Teachers/Staff/KiVa Team must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures.

(c) A school-wide approach

- A whole community approach to the problem of bullying is required and *St Daigh’s N S* School community comprises of management, teachers, non-teaching staff, pupils, parents/guardians
- Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school – parents/guardians and pupils have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber bullying.
- The assistance of Gardaí, Tusla and other agencies may be required in some cases
- Collective vigilance is needed throughout the whole school/community sector to identify and deal with issues around bullying in a fair and equitable manner

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

- *St Daigh’s N S* endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community (parents/guardians, pupils, staff and the wider community) have a shared understanding of what constitutes bullying behaviour as defined in this policy (*Section 2&3 of Anti Bullying Procedures for Primary & Post Primary Schools*)

(e) 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;

(f) Effective supervision and monitoring of pupils

- Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent
- Supervision in playground areas must be managed and conducted effectively, with particular attention given to 'hot spots' or 'hot times' eg arrival & dismissal
- Student Council and the Meitheal groups are consulted and engaged in a supervisory role, suitable to their capacity and understanding of the issues involved both in class and in the playground
- Office Staff are well placed to inform if any behaviour which may constitute bullying is noticed

(g) Supports for staff

- Regular discussion and review of policy and procedures is essential to support staff on a continuous basis
- All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context
- Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice
- CPD in relation to Anti Bullying Strategies will be supported and encouraged for all members of staff
- KiVa Programme is led by staff members, Trudi Conlan and Anne Connolly and supported by all the teaching and ancillary staff.

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

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

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

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

**Examples of
bullying
behaviours**

<p>General behaviours which apply to all types of bullying This includes bullying by pupils and parents</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber Also applicable to pupils, teachers and parents</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another

	<ul style="list-style-type: none"> er person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment

Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule
Parent/Guardian bullying Staff	<ul style="list-style-type: none"> • Parent/guardian bullying of a teacher: School staff are entitled to work in a safe, professional environment free from verbal, written, cyber or physical bullying. Parents/guardians are reminded to make a formal appointment if they wish to discuss an issue.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

Principal, Deputy Principal, All Class Teachers, KiVa Team (Trudie Conlan, Anne Connolly). Any teacher may act as a relevant teacher if circumstances warrant it.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the **Anti-Bullying Procedures for Primary and Post-Primary Schools**):

Education and prevention strategies
--

<p>School-wide approach</p> <ul style="list-style-type: none"> • 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 extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions. • Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention. • An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources • Professional development with specific focus on the training of the relevant teacher(s) • School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community. • Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-

curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school. KiVa.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. 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.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher/staff member at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Anti-bully or Worry box(one in each classroom)
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire to pupils (KiVa)
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents/guardians.
- The development of an ICT Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

Implementation of curricula

- The full implementation of the *SPHE* and the *RSE, Stay Safe* and *KiVa* Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Zeeko school visit on Cyber Bullying, Stay Safe Programme, The Walk Tall Programme.
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack)**Diversity and Interculturalism**, Yellow Flag Programme.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to pro-

gramme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

- The school will implement the advice in “Sexual Orientation advice for schools” (RSE Primary

Links to other policies

- School policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Safeguarding Statement, Supervision of Pupils, ICT Acceptable Use policy, Attendance, Sporting activities.

St DAIGH'S N S ANTI-BULLYING PUPIL CODE

1. Say “No”.

2. Get Away.

3. Tell an adult.

4. Keep on telling until somebody helps you.

St Daigh's N S reserves the right to take action against bullying perpetrated outside the school which spills over into the school and affects members of the school community and school life.

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

6.8.9. 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);

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.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring/report a bullying incident to any teacher in the school and/or the *KiVa Team*
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher(s) and/or the *KiVa Team*.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher(s) and/or the *KiVa Team*;

Investigating and dealing with incidents: Style of approach (see section 6.8.9)

- In investigating and dealing with bullying, **the (relevant) teacher/KiVa Team 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/KiVa Team 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. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher/KiVa Team should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. 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 may face them from the other members of the group after the interview by the teacher/KiVa Team; 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/KiVa Team 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/KiVa Team 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/KiVa Team 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 or KiVa Team.
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

*All staff must produce a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. Principal's incident book/ KiVa screening form/ Teacher's own records. All incidents must be reported to the relevant teacher. Teachers who suspect/ are informed of suspected bullying will complete a KiVa screening form to determine if a case meets the criteria for bullying. The case will be referred to the KiVa team if necessary based on the outcome of the KiVa screening form.

*While all reports, including anonymous reports of suspected bullying must be investigated and dealt with by the relevant teacher/KiVa Team, the relevant teacher/KiVa Team must produce a written record of the reports, the actions taken and any discussions with those involved regarding same. These written reports will be securely stored in the filing cabinet in the Principal's office.

*The relevant teacher/KiVa Team 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/KiVa Team that bullying has occurred, the relevant teacher/KiVa Team 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.

- Storage of all records produced by the relevant teachers/KiVa Team will be in the filing cabinet in the Principal's Office

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher/KiVa Team must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) All confirmed instances of bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal or KiVa Team as applicable.

The school should list behaviours that must be recorded and reported immediately to the Principal. These are in line with St Daigh's N S Code of Behaviour.

When the recording template is used, it must be retained by the relevant teacher/KiVa Team in question, stored in the filing cabinet in the Principal's Office and a copy maintained by the Principal. All report templates given to the Principal will be retained in the filing cabinet in the Principal's Office.

Established intervention strategies

- Teacher/KiVa Team interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach/Give advice
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing questionnaires, KiVa & St Daigh's N S Student Council

The Procedures mention the following intervention strategies and reference Ken Rigby; [www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

St Daigh's N S is committed to exploring these interventions further.

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

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

All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

- SPHE lessons, Stay Safe Programme, Walk Tall, RSE, KiVa Anti Bullying Programme
- Buddy / Peer mentoring system/ Meitheal
- School Completion Programme Personnel Involvement
- Care team/Student Support Team/Social Skills Group
- Group work in class such as circle time

If pupils require counselling of 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 the bullying behaviour. NEPS will also be contacted for advice.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher/KiVa Team.

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.

- There agreed appropriate monitoring and supervision practices in the school. Teacher/SNA Supervision, both indoors and outdoors, duty rotas, Meitheal (Fifth & Sixth Class students) duty rotas
- Bullying danger spots have been identified. Toilet areas, sports activities (football, swimming, GAA matches), corridors, after school activities,
- Parents/guardians and pupils have been consulted in the identification of these danger spots
- How will the student support/care structures (including SEN teachers, SNAs, SCP Student Support Worker) support measures to counteract bullying behaviour?
- ***St Daigh's N S School Student Council*** Pupils will be involved as a resource to assist in counteracting bullying through our Student Council.

In relation to Acceptable Use Policy in the school the following issues are addressed:

- All Internet sessions are supervised by a teacher
- The school regularly monitor pupils' Internet usage within school time.
- Pupils been instructed to access only those discussion forums and messaging or other electronic communication fora that have been approved by the school
- Mobile phones are not permitted on school grounds, school tours or school outing except in exceptional circumstances. *Cf. St Daigh's N S Mobile Phone Policy*

(Note that our Schools Broadband Protection Programme has blocked all social networking sites.)

9. Prevention of Harassment

The Board of Management confirms that St Daigh's 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.

10. This policy has been made available to school personnel, published on the school website and is readily accessible to parents/guardians and pupils on request and provided to *The Parents' Association*. A copy of this policy will be made available to the Department and the patron if requested.
11. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and be readily accessible to parents/guardians and pupils on request and provided to the Parents' Association. A record of the

review and its outcome will be made available, if requested, to the patron and the Department.

Ratification of Policy

This policy will be reviewed by the Board of Management once in every school year.

This policy was reviewed and adopted by the Board of Management on 8th March 2023

Signed: _____
Chairperson of Board of Management

Signed: _____
Principal

Date: 8th March 2023

Date: 8th March 2023

Date of next review: March 2024 or earlier if required.