



**Dalkey School Project
National School
Educate Together**

Anti-Bullying Policy and Procedures

May 2014

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

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

A positive school culture and climate which -

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that -
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

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*.

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

Class teachers

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 and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

Programmes that help prevent bullying by fostering empathy, respect, resilience, self worth:

Learn Together, including Yoga and Circle Time

Stay Safe

Walk Tall

Relations and Sexuality Education (RSE)

Roots of Empathy

Restorative Practices

Peer Mediation training

Procedures that help prevent bullying:

Monthly themes to foster positive behaviour

Weekly Assemblies (Junior Infants & Senior Infants, 1st & 2nd, 3rd - 6th)

Yard Rule reminders

School Rule Reminders

Yard Supervision

Yard Book recording system

Class Book recording system
Wet Supervision
Behaviour reflection sheet (1st - 6th)
Golden Rules (Infants)
Positive classroom rules
Positive Behaviour Follow Up and 'Children to Mind' on agenda at monthly staff meetings
Individual Behaviour Plans
Student Council monthly meetings
Green School Committee meetings

Partnership/Communication with Parents/Guardians

Newsletters
Information Meetings
Invitations to classrooms
Parental involvement in class activities during the school day
Parent/Teacher meetings
Individual Education/Behaviour Planning meetings
Relevant homework
Parent Teacher Association activities

School Policies that help prevent bullying:

Social Personal and Health Education Plan (SPHE)
Acceptable Use of Technology Policy
Code of Behaviour
Code of Conduct for Extra Curricular Activities
Child Protection
Communications Policy
Positive Behaviour Plan

Continuous Professional Development

Training for staff funded by Board of Management:

- Peer Mediation
- Restorative Practices
- Learn Together
- Incredible Years
- Managing Behaviour to Create Confident Learners and Happy Children
- Friends for Life
- Massage and Movement Programme

Community Links

- Barnardos (prevention of cyber-bullying talks 2011-2012, 2012-2013)
- Monkstown Educate Together NS
- Bray School Project NS
- Educate Together conferences and training

- Carmona Services & Lucena Clinic
- Newpark Comprehensive School
- St Patrick's NS, Dalkey - cluster learning support/resource teacher
- DLRCC (projects)
- Educate Together Student Council links

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:

Investigation and Follow-up

- (i) The primary aim for the relevant teacher 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);
- (ii) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- (iii) All reports of bullying will be investigated and dealt with by the relevant teacher. 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;
- (iv) Non-teaching staff such as secretary, special needs assistants (SNAs), school warden, caretaker, are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- (v) Parents 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;
- (vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- (vii) Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- (viii) Incidents will be investigated outside the classroom situation to ensure the privacy of all involved;
- (ix) All interviews will 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;
- (x) When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of

What happened?
What were you thinking or feeling at the time?
Who has been affected? In what way?
What needs to be done to make things right?

This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

- (xi) If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be encouraged to meet as a group if appropriate. At the group meeting, each member will be asked for his/her account of what happened.
- (xii) Each member of a group will be supported through the possible pressures that they may face from the other members of the group after interview by the teacher;
- (xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- (xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
- (xv) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will 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;
- (xvi) It will also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
- (xvii) Follow-up meetings with the relevant parties involved will be arranged where appropriate;
- (xviii) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 1;
- (xix) 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; and
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
- (xx) Where a parent 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;
- (xxi) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

Procedures for recording bullying behaviour

The school's system for recording incidents informally is as follows:

- Class: teachers and SNAs record incidents in class notebook according to School Rule Reminders (*Appendix 3*)
- Yard: Teachers record incidents according to Yard Rule Reminders (*Appendix 4*)

The school's procedures for noting and reporting bullying behaviour are as follows:

- (i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;
- (ii) If it is established by the relevant teacher that bullying has occurred, the relevant teacher will 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.
- (iii) The relevant teacher will use the recording template at Appendix 1 to record the bullying behaviour 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.

The recording template at Appendix 1 will 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 1 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

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

A programme of support for pupils who have been bullied will be based on our prevention strategies. Such pupils may need counselling and/or opportunities

to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

A programme of support for those pupils involved in bullying behaviour will be part of our school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

Our programmes of support are similar to our prevention strategies (refer to Section 5).

8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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

10. This policy was adopted by the Board of Management on 7th May 2014

11. This policy has been made available to school personnel, published on the school website and provided to the Parent Teacher Association. A copy of this policy will be made available to the Department and the Patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent Teacher Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

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

Date: 03.11.2015

Date of next review: Autumn 2016

Appendix 1: Template for recording bullying behavior

1. Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behavior

3. Source of bullying concern/report (Tick relevant Box(es)) 4. Location of incidents (tick relevant box(es))

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

Playground	
Classroom	
Corridor	
Toilets	
Extra Curricular Activity	
Other	

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

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-Bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller Community	Other (specify)	

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

* Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 2: Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes/No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____ Chairperson, Board of Management Date _____

Signed _____ Principal Date _____

Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____ The Board of Management of
_____ wishes to inform you that:

- The Board of management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 03.11.2015
- This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed _____ Date 03.11.2015

Chairperson, Board of Management

Signed _____ Date 03.11.2015

Principal



School Rule Reminders

Minor misbehaviours observed by staff will be dealt with using the 1,2,3 system (2 warnings, followed by a Time Out).

Major misbehaviours observed by staff will result in an immediate timeout. These behaviours include:

- Arguing with staff
- Use of inappropriate language or gestures
- Leaving the class without permission
- Refusing to follow staff instructions
- Repeated interruptions, shouting, talking out of turn
- Kicking, stamping, tripping
- Hitting, Punching
- Biting, choking, spitting,
- Pushing, pulling, dragging, grabbing
- Scratching & scraping

Time Out is done at back of class. Time Out is one minute for each year of a child's age e.g. 8 minutes for 8 year old children. Time Out starts when child is sitting quietly. If a child is disruptive during Time Out, timer goes back to start. If a child argues with Class Teacher, the Resource Teacher or Principal is called to class. In this case Time Out will be done outside of classroom, during break time if necessary. Incidents will be recorded by staff member in class notebook. Repeated incidents will be reported to Principal and followed up with phone calls to parents/guardians as per Code of Behaviour. Incidents of concern observed by staff or reported to teachers will be recorded. These incidents include:

- Unwanted negative behaviour, verbal, psychological or physical

Let's cooperate to make our school a safe and happy place.

Appendix 4: Yard Rule Reminders

Yard Rule Reminders



Dalkey School Project
National School
Educate Together

Minor misbehaviours observed by staff will be dealt with using the 1,2,3 system (2 warnings, followed by a timeout).

Major misbehaviours observed by staff will result in an immediate Time Out. These behaviours include:

- Leaving the yard without permission
- Arguing with staff
- Use of inappropriate language or gestures
- Repeated interfering
- Kicking, stamping, tripping
- Hitting, Punching
- Biting, Spitting etc.
- Choking
- Pushing, pulling, dragging, grabbing
- Scratching & scraping

The Time Out (TO) area for 'big' yard will be at the double gates. TO for Infants classes will be in the lobby. TO is one minute for each year of a child's age e.g. 8 minutes for 8 year old children. TO starts when child is standing/sitting quietly. If a child is disruptive during TO, timer goes back to the start. If a child argues with staff member TO may be done inside. Incidents reported to teacher on duty will be recorded in the yardbook and will include names of child reporting incident and child/ren involved. Yardbook will be checked weekly. Repeated incidents will be followed up with phone calls to parents/guardians as per Code of Behaviour.

Football can be played in Sallyglen in designated areas for 4th, 5th and 6th classes at both breaks (weather dependent). Football can be played in 1st, 2nd and 3rd yards at big break only.

Let's cooperate to make yard a safe and happy place.

