**Anti-Bullying Policy-Dunhill N.S.**

***Rationale***

In Dunhill N.S. we believe that our pupils have the right to learn in a supportive, caring and safe environment. We also feel that every person has the right to pursue his or her learning, teaching, work and leisure free from intimidation from any other person in the school and in the surrounding community. The ethos of the school is one where values of respect and understanding for all are promoted and expected. This policy outlines what bullying is and the procedures followed in Dunhill N.S. to address incidents of bullying. Bullying is a form of anti-social behaviour. It is always wrong and will not be tolerated.

This policy aims to establish the framework within which the whole school community will manage issues relating to bullying and the school’s strategies to prevent bullying behaviour. It has been drawn up following consultation with the Board of Management, Staff and Parents.

The policy is in accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB and it falls 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.

***Principles of Best Practice***

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 which 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.

***Definitions 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:

***General***

* Harassment,
* Humiliation ,
* Threatening language,
* Physical aggression,
* Damage to property,
* Name calling/ slagging/ ridicule of personal characteristics,
* Criticism of person’s clothes or possessions,
* Graffiti,
* Extortion,
* Intimidation/ Victimisation,
* Gestures/ Expressions,
* Invasion of personal space,
* Prolonged nagging e.g. kicking the back of a chair etc.,
* Organised fights,
* Spreading rumours /telling lies,
* Isolation.
* Imitating Accents

***Cyber\****

* Silent telephone/mobile phone calls,
* Abusive telephone/ mobile phone calls,
* Abusive text messages including ‘Bluejacking’ (the sending of anonymous text messages over short distances using bluetooth wireless technology) / email,
* Taking/sending inappropriate photographs by electronic device,
* Creating sites about a particular person,
* Abusive website comments/ blogs/ pictures
* Abusive Video Clips
* Chat Room/Social Network Bullying

***Homophobic***

* Spreading rumours about a person’s sexual orientation,
* Taunting a person of a different sexual orientation,
* Name calling e.g. ‘Gay’,
* Exclusion based on a person’s sexual orientation.
* Discrimination, prejudice, comments or insults regarding a person’s sexual orientation

***Racial***

* Discriminating against a person on the basis of colour, nationality, culture, social class, religious

beliefs, employment, ethnic or traveller background

***Exclusion***

* Excluding a person or people
* Written notes about people

\**It is important to note that it is not possible to access Social Network Sites, Chat Rooms or blogs on the school network. These sites will continue to be unavailable to pupils. However, teachers will alert pupils, in the course of SPHE/ICT lessons to the dangers of using such sites. Parents must take full responsibility for their child’s inappropriate use of the Internet or mobile phones outside school. All incidents of cyber bullying that have their origins in school will be fully investigated, recorded and dealt with under the procedures laid down in the Code of Behaviour, the Anti-Bullying Policy and Acceptable Use Policy.*

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 will 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 Discipline.

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

***Time Periods of Policy***

* School times (including break times)
* School outings and trips
* Extra-Curricular Activities

***All members of the school community are subject to this code, particularly the following relationships:***

* Student to Student,
* Student to any Staff member
* Staff member to Student,
* Parent to Staff member,
* Staff member to Parent,
* Staff member to Staff member.
* Parent to student from another family
* Outside Coaches to student, parent and staff
* Student, parent and staff to outside Coaches

***Relevant Teachers***

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: the classroom teacher(s). If it is deemed necessary the issue can be referred to the school Principal. Should the accusation involve the teacher/Principal then the Principal/Vice-Principal will investigate the issue.

***Prevention Strategies***

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

The school staff will foster an atmosphere of friendship, respect and tolerance. Children’s self-esteem will be developed through celebrating individual differences, achievements, acknowledging and rewarding good behaviour and manners and providing opportunities for success throughout the curriculum and school. Teachers will help pupils to develop empathy by discussing feelings and trying to put themselves in the place of others. Relationships with pupils will be based on mutual respect and trust so that pupils will have confidence in the school staff. Teachers will be vigilant, respond sensitively and caringly to pupils who disclose incidents of bullying and investigate all disclosed incidents of bullying. Any discriminatory or derogatory language will be tackled immediately – this includes homophobic and racist language and language that is belittling of pupils with a disability or special educational needs.

Teachers will discuss the school’s anti-bullying policy with the pupils and use behavioural management strategies, which focus on problem solving and enable pupils to take an active role in finding a solution to problems.

The formal curriculum of the school will also be used to educate all pupils against bullying behaviour. Anti-bullying issues may be raised through the school religion programme, the Social Personal and Health Education (SPHE) which incorporates the following programmes:

 - The Stay Safe Programme

- The RSE Programme

- Webwise – (The NCTE’s internet safety initiative)

- The Walk Tall Programme

 - Safety procedures on the Internet

 - Cyber-Bullying tutorial delivered by an external Professional in this area for pupils, teachers and parents.

 - The holding of an anti-bullying day each year in conjunction with the Stay Safe Programme

***Procedures for Investigation & Recording Bullying***

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. All cases of bullying will be noted, investigated and dealt with by the class teacher so that pupils will gain confidence in telling. Pupils will be informed that when they report incidents of bullying they are acting responsibly. A special ‘Anti-Bullying Incident File’ (containing appropriate forms and records) will be kept in a locked filing cabinet in the School’s Office for this purpose.
2. Serious incidents will be reported immediately to the Principal.
3. On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour. This investigation should take place outside of the class situation to ensure privacy.
4. Then the teacher will speak separately to the alleged offender(s) and any witnesses. Again the questioning will take place outside the classroom. It will involve the taking of a written record of what happened. Answers will be sought to questions of what, where, when, who and why. A calm unemotional problem- solving approach will be taken at this stage. If the bullying involves a group of pupils, members of that group will first be met individually and then as a whole.
5. If on the conclusion of the preliminary investigation the teacher is convinced that bullying has occurred the Principal will be informed by way of Appendix 3 Report being completed and submitted.
6. In cases where it is determined that bullying has occurred the teacher and the Principal can request separate meetings with the parents/guardians of the parties involved. Their assistance will be sought in preventing a repeat of the behaviour.
7. Victims will be assured that the school community will help them and monitoring procedures will be put in place to safeguard them.
8. Sanctions may follow for the bully such as loss of privileges as appropriate to the situation, age of the child and the school’s Code of Discipline Policy. Help and support will be sought for the bully. This will include speaking to him/her to discover why he/she became involved and continuing to work with his/her parents to modify the inappropriate behaviour.
9. Continued repeated incidents of bullying behaviour will result in the imposition of more severe sanctions as laid out in the school’s Code of Discipline Policy (Card System).
10. Follow-up meetings can be arranged to assess progress and/or restore relationships.
11. At all stages records will be kept of any intervention used to resolve the difficulties. These will be made out by the relevant teacher or if the offense is serious enough in conjunction with the Principal teacher.
12. 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.
13. In the event that a parent has exhausted the school’s complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

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. The school may refer cases to relevant external agencies and authorities where appropriate. In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought and advice may also be sought from the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan.

***Programme of Support***

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

* All staff dealing with a bullying incident will, as well as reasoning with the pupil perpetrating the negative behaviour, also offer support and comfort to the victim.
* In more serious incidents the victim will also receive guidance from the school Principal, Parents and guardian/s will be informed.
* Further interventions where appropriate will be put in place on a case by case basis.
* In order to build self-esteem some children may be invited to assist in the organisation of, or participate in activities which promote responsibilities.

***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.

***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.

***Publishing and publicising the Anti-bullying Policy***

This policy has been made available to school personnel, published on the school website, placed in the policy cabinet inside the front door of the school, a copy kept in the ‘Anti-Bullying Incident file’ in the school’s office and provided to the Parents’ Association. A copy of this policy will be made available to the Department and the patron if requested.

***Implementation & Review***

This policy and its implementation will be reviewed by the Board of Management once in every school year. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy was adopted by the Board of Management on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chairperson of Board of Management) (Principal)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bullying Report**

1. Name of pupil(s) being bullied and their class group

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Location of incident(s) (tick relevant area(s)):- Playground (yard/ field) \_\_\_\_\_ Classroom \_\_\_\_\_ Corridor \_\_\_\_\_\_ G.P. Room \_\_\_\_\_ Toilets \_\_\_\_\_ School Bus \_\_\_\_\_\_ Other (please specify) \_\_\_\_\_\_\_

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4. Name of person(s) who reported the bullying concern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Type of Bullying Behaviour (tick relevant area(s)):- Physical Aggression: \_\_\_\_\_ Cyber-bullying: \_\_\_\_\_ Damage to Property: \_\_\_\_\_ Intimidation: \_\_\_\_\_ Isolation/Exclusion: \_\_\_\_\_ Malicious Gossip: \_\_\_\_\_ Name Calling: \_\_\_\_ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Where behaviour is regarded as identity-based bullying, indicate the relevant category: (tick relevant area(s))

Homophobic: \_\_\_\_\_\_\_ Disability/SEN related: \_\_\_\_\_\_\_\_ Racist: \_\_\_\_\_\_\_

Membership of Traveller community: \_\_\_\_\_\_\_

Other (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Brief Description of bullying behaviour and its impact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Details of actions taken: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_