

**Dublin 7 Educate Together**



# **Child Protection Procedures**

**2021-2022**

**All D7ETNS Child Protection concerns are addressed by our Child Safeguarding Statement and its accompanying Child Safeguarding Risk Assessment.**



**Scoil Náisiúnta  
Baile Átha Cliath 7  
Ag Foghlaim le Chéile**

**Dublin 7 Educate Together  
National School**



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# **Mandatory Template 1: Child Safeguarding Statement and Risk Assessment Template.**

**Dublin 7  
Educate Together  
National School  
August 2021**

Dublin 7 Educate Together is a primary school providing primary education to pupils from Junior Infants to Sixth Class.

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Addendum to Children First (2019), the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of Dublin 7 Educate Together has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is Fionnuala McHugh.
- 3 The Deputy Designated Liaison Person (Deputy DLP) is Ruth Fitzgerald
- 4 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations.
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children.
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters.
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect.
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

- 5 The following procedures/measures are in place:
  - In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission, or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DES website.
  - In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.
  - In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
    - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
    - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
    - Encourages staff to avail of relevant training
    - Encourages Board of Management members to avail of relevant training
    - The Board of Management maintains records of all staff and Board member training
  - In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
  - In this school the Board has appointed the abovenamed DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the schools child safeguarding statement.
  - All registered teachers employed by the school are mandated persons under the Children First Act 2015.

- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school's website, the DES website or will be made available on request by the school.

**Note:** The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

- 6 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on August 31<sup>st</sup> 2021.



Signed:

Chairperson, Board of Management

Date: 31<sup>st</sup> August 2021



Signed

Principal

Date: 31<sup>st</sup> August 2021

## Child Safeguarding Risk Assessment

### Written Assessment of Risk of Dublin 7 Educate Together

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of Dublin 7 Educate Together.

#### 1. List of school activities

- Training of school personnel in Child Protection matters (<https://www.tusla.ie/children-first/children-first-e-learning-programme/> )
- Curricular Provision in respect of SPHE, RSE, Stay Safe.
- Daily arrival and dismissal of pupils
- Managing of challenging behaviour amongst pupils, including appropriate use of restraint
- Sports Coaches
- Students participating in work experience
- Recreation breaks for pupils
- Classroom teaching
- Online teaching and learning
- One-to-one teaching
- Outdoor teaching activities
- Sporting Activities
- Afterschool activities
- School outings
- School trips involving overnight stay
- Use of toilet areas
- Annual Sports Day
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Administration of Medicine
- Administration of First Aid
- Prevention and dealing with bullying amongst pupils
- Use of external personnel to supplement curriculum
- Themed Weeks
- Application of sanctions under the school's Code of Behaviour, confiscation of phones etc.
- Students participating in work experience in the school
- Student teachers undertaking training placement in school
- Parents in school at reception time
- Care of pupils with specific vulnerabilities/ needs such as
  - Pupils from ethnic minorities/migrants
  - Care of pupils with special needs, including intimate care needs
  - Members of the Traveller community
  - Pupils perceived to be LGBT+
  - Pupils of minority religious faiths
  - Pupils in care
- Recruitment of school personnel including -
  - Teachers/ substitute teachers
  - SNAs/ substitute SNAs
  - Caretaker/Secretary/Cleaners
  - Sports coaches
  - External Tutors/Guest Speakers
  - Volunteers/Parents in school activities
  - Visitors/contractors present in school during school hours
  - Visitors/contractors present during after school activities
- Use of Information and Communication Technology by pupils in school
- Use of video/photography/other media
- Pupils watching DVDs

## **2. The school has identified the following risk of harm in respect of its activities -**

- Risk of pupil being harmed in the school by a member of school personnel
- Risk of pupil being harmed in the school by another pupil
- Risk of pupil being harmed in the school by volunteer or visitor to the school
- Risk of pupil being harmed by a member of staff of another organisation or other person while pupil participating in out of school activities e.g. school trip, swimming lessons
- Risk of harm due to bullying of pupil
- Risk of harm due to racism.
- Risk of harm due to inadequate supervision of pupils in school
- Risk of harm due to inadequate supervision of pupils while attending out of school activities
- Risk of harm due to inappropriate use of Seesaw or any online remote teaching and learning communication platform such as an uninvited person accessing the lesson link
- Risk of harm due to inappropriate relationship/communications between pupil and another pupil or adult
- Risk of harm due to pupils inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to pupils with SEN who have particular vulnerabilities
- Risk of harm to pupil while receiving intimate care
- Risk of harm in one-to-one teaching, counselling, coaching situation
- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner
- Risk of harm while involved in afterschool activities.

## **3. The school has the following procedures in place to address the risks of harm identified in this assessment -**

- Child Safeguarding Statement & DES procedures made available to all staff
- DLP& DDLP to attend PDST face to face training
- All Staff to view online training offered by PDST
- School has procedures in place for one-to-one teaching
  - Open doors
  - Glass in window of resource teaching rooms- must not be covered up
- Glass in window of all classrooms- must not be covered up
- Policy on intimate care
- Procedures for use of toilets
- Code of Behaviour
- Arrival and dismissal supervised by teachers
- Policy Statement on Safety, Health and Welfare at work
- Work experience Policy
- Vetting Procedures
- Parents / Volunteers/ students on work experience not left alone in rooms with children.
- ICT policy
- School Personnel are required to adhere to the Child Protection Procedures For Primary and Post-Primary Schools 2017 and all registered teaching staff are required to adhere to the Children First Act 2015
- The school implements in full the Stay Safe Programme
- The school implements in full the SPHE curriculum
- The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools
- The school has in place yard/playground supervision procedures to ensure appropriate supervision of children during, assembly, dismissal, breaks and in respect of specific areas such as toilets.

- The school has in place clear procedures in respect of school outings
- The school has a Health and Safety policy
- The school adheres to the requirements of the Garda vetting legislation and relevant DES circulars in relation to recruitment and Garda vetting
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a policy and procedures for the administration of medication to pupils
- The school –
  - Encourages staff to avail of relevant training
  - Encourages board of management members to avail of relevant training
  - Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils
- The school has in place an ICT policy in respect of usage of ICT by pupils
- The school has in place a mobile phone policy in respect of usage of mobile phones by pupils
- DVDs shown to pupils are age appropriate.
- The school has in place a Critical Incident Management Plan
- The school has in place procedures for the use of external persons to supplement delivery of the curriculum
- The school has in place procedures for the use of external sports coaches
- The school has in place procedures in respect of student teacher placements
- The school has in place procedures in respect of students undertaking work experience in the school
- There is always a teacher in the room when parents are there
- School gates closed during the day
- Gates monitored on CCTV
- Afterschool tutors ensure that any digital communication outside the activity itself is to the parent or guardian.

**Important Note:** It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post- Primary Schools 2017*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

This risk assessment has been completed by the Board of Management on August 31<sup>st</sup>. It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.



Signed:

Chairperson, Board of Management

Date: 31<sup>st</sup> August 2021



Signed

Principal

Date: 31<sup>st</sup> August 2021





**Scoil Náisiúnta  
Baile Átha Cliath 7  
Ag Foghlaim le Chéile**

**Dublin 7 Educate Together  
National School**

# **Mandatory Template 2: Checklist for Review of the Child Safeguarding Statement**

**Dublin 7  
Educate Together  
National School  
August 2021**

The *Child Protection Procedures for Primary and Post-Primary Schools 2017* require that the Board of Management must undertake a review of its Child Safeguarding Statement and that the following checklist shall be used for this purpose. **The review must be completed every year or as soon as practicable after there has been a material change in any matter to which the Child Safeguarding Statement refers.** Undertaking an annual review will also ensure that a school also meets its statutory obligation under section 11(8) of the Children First Act 2015, to review its Child Safeguarding Statement every two years.

The checklist is designed as an aid to conducting this review and is not intended as an exhaustive list of the issues to be considered. Individual Boards of Management shall include other items in the checklist that are of relevance to the school in question.

As part of the overall review process, Boards of Management should also assess relevant school policies, procedures, practices and activities vis a vis their adherence to the principles of best practice in child protection and welfare as set out in the school's Child Safeguarding Statement, the Children First Act 2015, the Addendum to Children First (2019) and the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

	Yes/No
1. Has the Board formally adopted a Child Safeguarding Statement in accordance with the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	✓
2. Is the Board satisfied that the Child Safeguarding Statement is displayed in a prominent place near the main entrance to the school?	✓
3. As part of the school's Child Safeguarding Statement, has the Board formally adopted, without modification, the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	✓
4. Does the school's Child Safeguarding Statement include a written assessment of risk as required under the Children First Act 2015? (This includes considering the specific issue of online safety as required by the Addendum to Children First)	✓
5. Has the Board reviewed and updated where necessary the written assessment of risk as part of this overall review?	✓
6. Has the Risk Assessment taken account of the risk of harm relevant to online teaching and learning remotely, including Seesaw?	✓
7. Has the DLP attended available child protection training?	✓
8. Has the Deputy DLP attended available child protection training?	✓
9. Have any members of the Board attended child protection training?	✓
10. Are there both a DLP and a Deputy DLP currently appointed?	✓
11. Are the relevant contact details (Tusla and An Garda Síochána) to hand?	✓
12. Has the Board arrangements in place to communicate the school's Child Safeguarding Statement to new school personnel?	✓
13. Is the Board satisfied that all school personnel have been made aware of their responsibilities under the 'Child Protection Procedures for Primary and Post Primary Schools 2017' and the Children First Act 2015?	✓
14. Has the Board received a Principals Child Protection Oversight Report (CPOR) at each Board meeting held since the last review was undertaken?	✓
15. Since the Board's last review, did each CPOR contain all of the information required under each of the 4 headings set out in sections 9.5 to 9.8 inclusive of the procedures?	✓
16. Since the Board's last review, has the Board been provided with and reviewed all documents relevant to the CPOR?	✓
17. Since the Board's last review, have the minutes of each Board meeting appropriately recorded the records provided to the Board as part of CPOR report?	✓
18. Have the minutes of each Board meeting appropriately recorded the CPOR report?	✓
19. Is the Board satisfied that the child protection procedures in relation to the making of reports to Tusla/An Garda Síochána were appropriately followed in each case reviewed?	✓

20. Is the Board satisfied that, since the last review, all appropriate actions are being or have been taken in respect of any member of school personnel against whom an allegation of abuse or neglect has been made?*	✓
21. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?	✓
22. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	✓
23. Has the Board been notified by any parent in relation to that parent not receiving the standard notification required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	No
24. In relation to any cases identified at question 21 above, has the Board ensured that any notifications required under section 5.6 of the 'Child Protection Procedures for Primary and Post Primary Schools 2017' were subsequently issued by the DLP?	✓
25. Has the Board ensured that the Parents' Association (if any), has been provided with the school's Child Safeguarding Statement?	✓
26. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	✓
27. Has the Board ensured that the school's Child Safeguarding Statement is available to parents on request?	✓
28. Has the Board ensured that the Stay Safe programme is implemented in full in the school? (applies to primary schools)	✓
29. Has the Board ensured that the Wellbeing Programme for Junior Cycle students is implemented in full in the school? (applies to post- primary schools)	N/A
30. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	✓
31. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	✓
32. Is the Board satisfied that the Department's requirements in relation to the provision of a child protection related statutory declaration and associated form of undertaking have been met in respect of persons appointed to teaching and non-teaching positions?*	✓
33. Is the Board satisfied that, from a child protection perspective, thorough recruitment and selection procedures are applied by the school in relation to all school personnel (employees and volunteers)?*	✓
34. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	✓
35. Has the Board sought the feedback of parents in relation to the school's compliance with the requirements of the child safeguarding requirements of the 'Child Protection Procedures for Primary and Post Primary Schools 2017'?	No
36. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	No
37. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools 2017' are being fully and adequately implemented by the school?	✓
38. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	No
39. Has the Board put in place an action plan containing appropriate timelines to address those aspects of the school's Child Safeguarding Statement and/or its implementation that have been identified as requiring further improvement ?	N/A
40. Has the Board ensured that any areas for improvement that were identified in any previous review of the school's Child Safeguarding Statement have been adequately addressed?	✓

Signed

A handwritten signature in black ink that reads "Mary Noonan". The signature is written in a cursive style and is underlined.

Chairperson of Board of Management

Date: August 31st 2021

Signed:

A handwritten signature in black ink that reads "Kammala McHugh". The signature is written in a cursive style.

Principal/Secretary to the Board of Management

Date: August 31st 2021

**Note:** Where a school is undertaking its first review, references in this checklist to the “last review” shall be taken to refer to the date on which the Child Safeguarding Statement was first put in place.



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# **Mandatory Template 3:**

## **Notification regarding the Board of Management's review of the Child Safeguarding Statement.**

**Dublin 7  
Educate Together  
National School  
August 2021**

To: Dublin 7 Educate Together School Community  
To: Educate Together

The Board of Management of Dublin 7 Educate Together wishes to inform you that:

- The Board of Management's annual review of the school's Child Safeguarding Statement was completed at the Board meeting of August 31<sup>st</sup>.
- This review was conducted in accordance with the "Checklist for Review of the Child Safeguarding Statement" published on the Department's 'website [www.education.ie](http://www.education.ie)

Signed

A handwritten signature in black ink that reads "Mary Mooney". The signature is written in a cursive style and is underlined.

Chairperson of Board of Management

Date: August 31st 2021

Signed:

A handwritten signature in black ink that reads "Kounala McHugh". The signature is written in a cursive style.

Principal/Secretary to the Board of Management

Date: August 31st 2021



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# **Anti-Bullying Policy**

**September 2021**

## D7 Educate Together Anti-bullying policy

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 Dublin 7 Educate Together National 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.

**This policy will apply to all pupils while under the care of the school. The policy regarding cyber bullying will apply to actions on the school premises only. Out of school cyber activity may have implications whilst pupils are at school and the school recognises the possibility that the policy may be applied to these situations but also recognises the limitations on what the school can or may do in relation to out of school activity over which the school has no control.**

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

- A positive school culture and climate which
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
  - Promotes respectful relationships across the school community; this encompasses relationships amongst peers (e.g. pupil to pupil, staff member to staff members) and relationships between groups (e.g. staff and pupils, parents'/ guardians and teachers etc.).
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that
  - build empathy, respect and resilience in pupils;
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Supports for pupils
- 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.
  - The existence of a shared view by the school community that bullying behaviour is not acceptable.
  - The ability of children to talk to adults about incidents of bullying behaviour.
  - The ability of parents/guardians and teachers to support children who have been bullied or who have bullied others.



**Definition of bullying:**

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

Bullying is unwanted negative behaviour, verbal, psychological or physical, 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.

**Who investigates incidents of Bullying/alleged bullying?**

Class teachers will initially investigate incidents of bullying

Incidents which are of a serious nature, or which involve pupils from a number of classes may be referred to the Principal/ Deputy Principal for investigation.

The Principal and /or Deputy Principal may investigate any incident if he/she considers it necessary.

**Education and Prevention Strategies**

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:

- Each teacher will create a safe and caring classroom environment where the rules, rights and responsibilities of all are equally respected. **Appendix 1 Practical tips for building a positive school culture and climate**
- In the first term each year we will hold a Friendship Week where anti-bullying strategies will be put in place.
- Social, Personal and Health Education (SPHE) is the overarching context for anti-bullying work in schools. SPHE is designed to promote the personal development and well being of students and time will be allocated to focus on issues around bullying including conflict resolution, friendship, safety and relationships. Some of the resources the school uses to cover all areas of the SPHE Curriculum are the Walk Tall Programme and the Stay Safe Programme.
- The Stay Safe Programme will be taught in senior infants, 2<sup>nd</sup> class, 4<sup>th</sup> class and 6<sup>th</sup> class.
- Discrimination and prejudice are explored each year through our Learn Together programme. 3<sup>rd</sup> class focus on ageism, 4<sup>th</sup> on disability, 5<sup>th</sup> on the LGBTQ+ community and 6<sup>th</sup> on gender equality.
- SPHE lessons (including Stay Safe lessons in 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> class) will teach the children about staying safe online and will address the issue of Cyber Bullying.

(While the school acknowledges its role in the prevention of bullying and the education of our students about all forms of bullying, we also stress the role of parents/guardians in the supervision and education of their own children including the specific responsibility of parents/guardians to supervise and monitor their children's use of social media and communication technology.)

- Since the failure to report bullying can lead to a continuation or a deterioration of bullying, the school and parents/ guardians encourage children to disclose and discuss incidents of bullying behaviour. This can be with the class teacher, the teacher on yard duty at the time, Special Needs Assistants, the Principal/ Deputy Principal or with parents/ guardians. This is a "telling school" as defined in the Stay Safe Programme. Children will therefore be constantly assured that their reports of bullying either for themselves or peers will be treated with sensitivity. All children including bystanders can report any bullying behaviour to any adult at D7ETNS. Children will be taught that there are no innocent bystanders where bullying is concerned. They will be taught that there is a big difference between telling tales and asking for help. They will be taught to act as proactive and positive bystanders, telling adults when they witness bullying or are the victims of bullying.

### **Procedures for investigation of alleged bullying**

The school's procedures for investigation of bullying behaviour are as follows:

1. All reports including anonymous reports of bullying will be investigated and dealt with by the relevant teacher (Class Teacher/Principal/Deputy Principal).
2. Incidents are usually best investigated outside the classroom situation to ensure privacy of all involved.
3. When investigating an alleged incident of bullying behaviour, the teacher will seek answers to who, where, when and why.
4. On being informed of an alleged incident of bullying, the relevant teacher dealing with it will first interview the alleged victim/s.
5. An interview will then take place with the alleged perpetrator/s. If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
6. Each child will be supported through the possible pressures that they may face from the other children after interview by the teacher.
7. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
8. 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.
9. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents/ guardians of the parties involved will 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 will give parents/ guardians an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school.
10. The primary aim in investigating and dealing with bullying is to restore as far as is practicable, the relationships of the parties involved (rather than apportion blame).

### **Resolutions and sanctions**

(i) Responsibility will be placed on all individuals involved to resolve the difficulty and to take appropriate steps to ensure that it does not happen again.

(ii) It will be made clear to all involved (each set of pupils and parents/ guardians) that in any situation where disciplinary sanctions are required, these sanctions are a private matter between the pupil being disciplined, his or her parents/ guardians and the school;

(iii) The main purpose of these procedures is to resolve issues for the children concerned. If the perpetrator is contrite and genuinely wants to rectify the situation sanctions may not be needed. A graded approach is adopted where the measures employed match the gravity of the misbehaviour, the age of the children and the effect of the misbehaviour. The main sanctions to be implemented in instances of bullying will be drawn from the official School Code of Behaviour, up to and including a maximum sanction of expulsion (in consultation with the Board of Management) with the right of appeal. Where the school deems it necessary, it may suggest to parents/ guardians/ significant adults that a referral is made for professional help.

(iv) Sanctions will be imposed at the discretion of the school.

### **Methods of Intervention**

This school will use a combination of the following methods of intervention in cases of bullying

1. The Traditional Disciplinary Approach – this approach seeks to prevent bullying from continuing by imposing sanctions on the pupil/s who were engaged in bullying behaviour. Sanctions will be drawn from the official school Code of Behaviour.
2. Strengthening the victim - This approach to dealing with cases of bullying aims at assisting the pupil who is bullied to cope effectively in interactions with pupils engaged in bullying behaviour.
3. The No Blame Approach - this is a non-punitive approach and the emphasis is on getting the pupil involved in bullying behaviour to appreciate the suffering they have inflicted on the pupil who is bullied and on providing a solution to the problem rather than providing retribution for wrongdoing.

**Follow Up**

- (i) The Class Teacher will monitor as necessary to seek to ensure that there is no repeat of bullying behaviour.
- (ii) 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/guardians or the school Principal or Deputy Principal;

**If Problems Persist**

- If the steps taken above fail to achieve an end to bullying behaviour, separate meetings between the relevant teacher dealing with the problem and the parent/ guardian of perpetrators and victims will take place to inform them of what has transpired, update them on the steps taken by the school, and to seek their support in arriving at a solution.
- In cases where individual pupils are repeatedly involved in incidents of bullying or in cases where serious incidents occur the school will give serious consideration to suspending or expelling pupils.
- Where a parent/ guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents /guardians must be referred, as appropriate, to the school's complaints procedures;
- In the event that a parent/guardian has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents / guardians of their right to make a complaint to the Ombudsman for Children

**Note**

The relevant teacher must record the bullying behaviour in the standardised recording template (Appendix 2) 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.

**What happens if the school determines that this is not bullying?**

- If following a thorough investigation, the relevant teacher determines that bullying has not occurred he/she will inform the parents/guardians.
- Where a parent/ guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents/ guardians will be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent/ guardian has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents / guardians of their right to make a complaint to the Ombudsman for Children

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

- The child will be praised for speaking out about the bullying situation.
- Close communication between the child's home and school will form a vital part in the child's recovery from being bullied. Regular contact between school and home will seek to ensure that problems have not persisted.
- Children who have engaged in bullying behaviour also need support to ensure that more positive behaviour patterns are developed and encouraged. The Class teacher and other staff members will work together to support the development of these positive behaviour patterns. Regular contact between school and home will seek to ensure that problems have not persisted.
- Depending on the circumstances children who have engaged in bullying behaviour may benefit from a specific social skills/behaviour programme and every effort will be made to facilitate this when appropriate.

**The Principal will provide a report to the Board of Management at Board of Management meetings setting out:**

- (i) The overall number of bullying cases reported since the previous report to the Board.
- (ii) Confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary schools*.
- (iii) The minutes of the Board of Management meeting will record the above without any identifying details of the pupils involved.

**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.

This policy was reviewed and adopted by the Board of Management on 10<sup>th</sup> February 2015.  
This policy was reviewed again on 22<sup>nd</sup> of October 2019

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 and the patron if requested.

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 Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.



Signed:

Chairperson, Board of Management

Date: 23<sup>rd</sup> September 2021



Signed

Principal

Date: 23<sup>rd</sup> September 2021

## Appendix 1

### Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- 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 absent.
- 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 and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/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.
  - 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.

## Appendix 2 Template for recording bullying behaviour

### 1. Name of pupil being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

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


### 3. Source of bullying concern/report (tick relevant box(es))\*

Pupil concerned	
Other Pupil	
Parent / Guardian	
Teacher	
Other	

### 4. Location of incidents (tick relevant box(es))\*

Playground	
Classroom	
Corridor	
Toilets	
Other	

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

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### 6. Type of Bullying Behaviour

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	Other (specify)

**8. Brief Description of bullying behaviour and its impact**

**9. Details of actions taken**

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

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

### Appendix 3 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 <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Yes
Has the Board published the policy on the school website and provided a copy to the Parents' Association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
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?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
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?	No
Has the Board received any complaints from parents/ guardians regarding the school's handling of bullying incidents?	No
Have any parents/ guardians withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
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?	No



Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	No



Signed:

Chairperson, Board of Management

Date: 23<sup>rd</sup> September 2021



Signed

Principal

Date: 23<sup>rd</sup> September 2021