



**Scoil Náisiúnta
Oideachas le Chéile
Baile Átha Cliath 7**

**Dublin 7 Educate Together
National School**

Child Protection Procedures 2024 - 2025

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

DLP - Fionnuala McHugh
DDLDP Carol Dempsey

Dublin 7
Educate Together
National School
September 2024



Scoil Náisiúnta
Oideachas le Chéile
Baile Átha Cliath 7

Dublin 7 Educate Together
National School

Mandatory Template 1:

Child Safeguarding Statement and Risk Assessment Template.

Dublin 7
Educate Together
National School
September 2024

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 (revised 2023) as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is Fionnuala McHugh.
- 3 The Deputy Designated Liaison Person (DDL) is Carol Dempsey
- 4 The Relevant Person is Fionnuala McHugh
The relevant person is one who can provide information in respect of how the child safeguarding statement was developed and will be able to provide the statement on request. In a school setting the relevant person shall be the designated liaison person.)
- 5 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.

- 6 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 2023 and to the relevant agreed disciplinary procedures for school staff which are published by the Department of Education and available on the gov.ie 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 2023, 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 above-named 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.

- 7 This statement has been published on the school's website and has been provided to all members of school personnel, the PGSA 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.
- 8 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 September 20th 2024

Signed:



Paul Butler

Chairperson, Board of Management

Date: September 2024



Signed Principal

Date: September 2024

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, revised 2023*, the following is the Written Risk Assessment of Dublin 7 Educate Together.

List of school activities	The school has identified the following risk of harm in respect of its activities	The school has the following procedures in place to address the risks of harm identified in this assessment
Daily arrival and dismissal of pupils	Risk of harm to children, where traffic and access increases risk	<ul style="list-style-type: none"> ● Traffic Management initiative (circulation of Guidance to families) ● Equipment to promote safe use of facilities. ● Gates open/close times controlled ● Access to school restricted ● Annual review of relevant policies ● Regular reminders to parents about procedures.
School transport arrangements, bus escorts	Risk of harm to children with SEN who have particular vulnerabilities by school personnel	<ul style="list-style-type: none"> ● As above ● Child Safeguarding Statement & DES procedures made available to all staff, incl escorts. ● Staff Garda vetted.
Hazards within school and school grounds	Risk of harm to children and adults	<ul style="list-style-type: none"> ● Health and Safety policy ● Clearing and treating pedestrian areas in severe weather ● Grass cutting; maintenance of grounds ● School complies with agreed disciplinary procedures for teaching staff
Access to school throughout the day	Risk of harm to children	<ul style="list-style-type: none"> ● Controlled access at all times ● Key codes changed regularly
Recreation breaks	Risk of harm to children	<ul style="list-style-type: none"> ● Supervision policy and rota – children remain in yard at all times ● Accident/report book (serious accidents/behaviours/bullying)
Toilet areas	Risk of harm due to inappropriate relationship/communications/behaviour between child and another child or adult	<ul style="list-style-type: none"> ● Designated visitor toilet ● Supervision policy ● Swimming policy ● Designated toilets during community events
Classroom teaching	<p>Risk of child being harmed in the school by a member of school personnel</p> <p>Risk of allegation against school personnel</p> <p>Risk of harm due to inappropriate relationship/communications between child and another child or adult</p>	<p>Designated place in all rooms for folder and all personnel provided with CSS, The <i>Child Protection Procedures for Primary and Post Primary Schools (revised 2023)</i> are made available to all school personnel</p> <p>School Personnel are required to adhere to the <i>Child Protection Procedures for Primary and Post Primary Schools (revised 2023)</i> and all registered teaching staff are required to adhere to the <i>Children First Act 2015</i> and its Addendum (2019)</p> <p>Staff training on CP regularly, and frequent reminders re policy and procedures</p> <ul style="list-style-type: none"> ● Open door culture

		<ul style="list-style-type: none"> ● Glass panes in all rooms
One-to-one adult to child context	<p>Risk of harm to children with SEN who have particular vulnerabilities by school personnel</p> <p>Risk of harm in one-to-one teaching, situation</p>	<ul style="list-style-type: none"> ● SEN policy ● Glass in windows/doors ● Designated place in all rooms with Child Protection docs, CSS, etc ● Reminders and training on policy and procedure
Care of children with AEN, including intimate care needs	<p>Risk of harm to child while a child is receiving intimate care</p>	<ul style="list-style-type: none"> ● SEN policy ● Intimate care policy
Managing children with AEN, including those with lack of awareness of personal space and sensory needs	<p>Risk of harm to children and staff (classroom or yard)</p>	<ul style="list-style-type: none"> ● Staff Training by NCSE/other ● Follow advise of specialists (as available) ● On yard: Supervision by specific staff member with knowledge and skillset to intervene if required, as directed by specialists/as per policy ● Home/School agreement follow up; reviewed regularly as preventative
Bullying among pupils/adults	<p>Non-teaching of same</p> <p>Risk of child being harmed in the school by another child</p> <p>Bullying of a child or adult</p>	<ul style="list-style-type: none"> ● School implements SPHE, RSE, Stay Safe in full ● The school has an Anti-Bullying Policy which fully adheres to the requirements of the Department's <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ● Anti-bullying campaign, e.g. surveys, slogan competition, workshops/speakers, Friendship week ● Code of Positive Behaviour
Managing of challenging behaviour amongst pupils, including appropriate use of restraint and sanctions including in-school suspension	<p>Risk of harm due to inadequate code of behaviour e.g.</p> <p>Injury or harm to pupils and staff</p>	<ul style="list-style-type: none"> ● Health & Safety Policy ● Code of Positive Behaviour ● Staff training on regular basis
<p>Use of Information & Communication by pupils, staff and parents</p> <p>Use of video, photography/media</p>	<p>Risk of harm due to:</p> <ol style="list-style-type: none"> 1. children inappropriately accessing/using computers, social media, phones and other devices while at school; and during remote learning 2. member of school personnel communicating with pupils in appropriate manner via social media, texting, digital device or other ICT 3. member of school personnel /parent body accessing/circulating inappropriate material via social media, texting, digital device or other ICT 	<ul style="list-style-type: none"> ● Safe ICT Policy ● Anti-Bullying Policy ● Code of Behaviour ● Dignity at Work Policy
Recruitment of new staff	<p>Risk of child being harmed in the school by a member of school personnel</p> <p>Harm not recognised properly</p>	<ul style="list-style-type: none"> ● All staff Garda vetted ● Child Safeguarding Statement & DES procedures made available to all staff

	or promptly reported	<ul style="list-style-type: none"> • New staff reminded to read and become familiar with the above. • Tusla training module & PDST elearning, and Ongoing regular training
Training of school personnel in Child Protection matters	Risk of harm not being recognised or reported promptly by school personnel	<ul style="list-style-type: none"> • Child Safeguarding Statement & DES procedures made available to all staff • DLP & DDLP PDST face to face training • All staff to completed training module & online training in 2018; staff in-house refresher sessio • Board of management members encouraged to avail of relevant training • Maintain records of all staff and board member training
Administration of Medicine	Harm to pupils Allegation against staff member	<ul style="list-style-type: none"> • See policy • Training of staff on regular basis
Administration of First Aid	Harm to pupils Allegation against staff member	<ul style="list-style-type: none"> • Training of staff on regular basis • See Policy
School outings Outdoor teaching activities Sporting activities use of offsite facilities, e.g. Swimming Pool	Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trip, swimming lessons Risk of harm due to inadequate supervision of children while attending out of school activities	<ul style="list-style-type: none"> • Learning outside of the school building (policy to be reviewed) • To ensure adequate supervision, any class of children leaving the school is supervised by 2 adults, as per above policies
Community Events/Visitors to school including: <ul style="list-style-type: none"> • Sports Day • Arts Week • Winter Bazaar • Summer Fête • Other fundraising events 	Risk of child being harmed in the school by volunteer or visitor to the school Risk of harm due to inadequate supervision of children	<ul style="list-style-type: none"> • Pre-registered Volunteers/Parents in school activities • Visitors/contractors present in school during school hours - Sign in/out • Visitors/contractors present during after school activities- Sign in/out • All visitors, including parents use Designated Visitor toilet
Participation in extra-curricular activities Participation by pupils in religious ceremonies, religious instruction external to the school	Risk of harm to pupils by personnel outside of school staff	<ul style="list-style-type: none"> • Garda vetting of all facilitators • Extra supervision by designated parents/Responsible Adult
Use of external personnel, e.g. Sports Coaches	Risk of harm to pupils by personnel outside of school staff	<ul style="list-style-type: none"> • Child Safeguarding Statement & DES procedures made available to all staff • Coaches, etc Garda Vetted • Extra supervision by school staff (Teacher remains with class)

Student teachers undertaking work experience	Harm to pupils by personnel outside of school staff Risk of harm not being reported properly and promptly to school personnel	<ul style="list-style-type: none"> ● Child Safeguarding Statement & DES procedures made available to all staff, including student teachers ● Vetting procedures
Students (TY) undertaking work experience	Harm to pupils by personnel outside of school staff	<ul style="list-style-type: none"> ● Do not have unsupervised access to any children
After school use of school premises by other organisations	Harm to pupils by personnel outside of school staff	<ul style="list-style-type: none"> ● Stay and Play contract
School overwhelmed by critical incident, death of child/ staff member	Increased risk to all	<ul style="list-style-type: none"> ● The school has in place a Critical Incident Management Plan ● ISM meet to familiarise themselves with the Critical Incident Management Plan annually.

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 revised 2023*

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.

D7ETNS has in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as "any potential for harm". Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school's activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

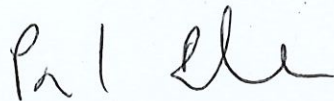
The Addendum to *Children First: National Guidance for the Protection and Welfare of Children* published in January 2019 clarifies that organisations providing relevant services to children should consider the specific issue of online safety when carrying out their risk assessment and preparing their Child Safeguarding Statement.

The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that their Acceptable Use Policy (AUP) informs and guides remote or distance learning activity.

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 (revised 2023)*

This risk assessment has been completed by the Board of Management.
It shall be reviewed as part of the school's annual review of its Child Safeguarding Statement.

Signed:

Handwritten signature of Paul Butler in cursive script.

Paul Butler

Chairperson, Board of Management

Date: September 2024

Handwritten signature of Fionauala McHugh in cursive script.

Signed Principal

Date: September 2024



Scoil Náisiúnta
Oideachas le Chéile
Baile Átha Cliath 7

Dublin 7 Educate Together
National School

Mandatory Template 2:

Checklist for Review of the Child Safeguarding Statement.

Dublin 7
Educate Together
National School
September 2024

The *Child Protection Procedures for Primary and Post-Primary Schools, revised 2023* 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 (revised 2023)*.

	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, revised 2023?	✓
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, revised 2023?	✓
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, revised 2023 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. Is the Board satisfied that the records provided are anonymised and redacted as necessary to ensure that the identities of children and any other parties, including school personnel, to whom the concern or report relates are not disclosed?	✓

18. 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?	✓
19. Have the minutes of each Board meeting appropriately recorded the CPOR?	✓
20. 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?	✓
21. 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?*	✓
22. Where applicable, were unique identifiers used to record child protection matters in the Board minutes?	✓
23. Is the Board satisfied that all records relating to child protection are appropriately filed and stored securely?	No
24. 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 <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> ?	✓
25. In relation to any cases identified at question 20 above, has the Board ensured that any notifications required under section 5.6 of the <i>Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)</i> were subsequently issued by the DLP?	N/A
26. Has the Board ensured that the PGSA, has been provided with the school's Child Safeguarding Statement?	✓
27. Has the Board ensured that the patron has been provided with the school's Child Safeguarding Statement?	✓
28. Has the Board ensured that the Stay Safe programme is implemented in full in the school?	✓
29. Has the Board ensured that the SPHE curriculum is implemented in full in the school?	✓
30. Is the Board satisfied that the statutory requirements for Garda Vetting have been met in respect of all school personnel (employees and volunteers)? *	✓
31. 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?*	✓
32. 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)?*	✓
33. Has the Board considered and addressed any complaints or suggestions for improvements regarding the school's Child Safeguarding Statement?	✓
34. 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, revised 2023'?	✓
35. Has the Board sought the feedback of pupils in relation to the school's child safeguarding arrangements?	✓
36. Is the Board satisfied that the 'Child Protection Procedures for Primary and Post Primary Schools, revised 2023' are being fully and adequately implemented by the school?	✓
37. Has the Board identified any aspects of the school's Child Safeguarding Statement and/or its implementation that require further improvement?	✓

38. 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 ?	✓
39. 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



Paul Butler

Chairperson of Board of Management Date: September 2024

Signed:



Principal/Secretary to the Board of Management

Date: September 2024

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.



Scoil Náisiúnta
Oideachas le Chéile
Baile Átha Cliath 7

Dublin 7 Educate Together
National School

Mandatory Template 3:

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

Dublin 7
Educate Together
National School
September 2024

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 September 24th, 2024.
- 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

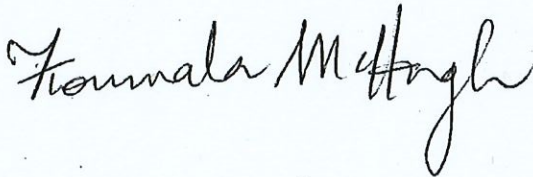
Signed

Paul Butler
Chairperson of Board of Management



Date: September 2024

Signed:



Principal/Secretary to the Board of

Management Date: September 2024



Scoil Náisiúnta
Oideachas le Chéile
Baile Átha Cliath 7

Dublin 7 Educate Together
National School

Anti-Bullying Policy

Dublin 7
Educate Together
National School
September 2024

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, 2nd class, 4th class and 6th class.
- Discrimination and prejudice are explored each year through our Learn Together programme. 3rd class focus on ageism, 4th on disability, 5th on the LBGTQ+ community and 6th on gender equality.
- SPHE lessons (including Stay Safe lessons in 2nd, 4th and 6th 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 10th February 2015. This policy was reviewed again on 11th October 2019.

This policy has been made available to school personnel, published on the school website and provided to the PGSA. 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 PGSA. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:

Paul Butler



Chairperson, Board of Management

Date: September 2024



Signed Principal

Date: September 2024

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	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent / Guardian	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Yard	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>
	<input type="checkbox"/>

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

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6. Type of Bullying Behaviour

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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?	Yes
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?	Yes

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?	N/A

Signed:

Paul Butler 

Chairperson, Board of Management

Date: September 2024



Signed Principal

Date: September 2024