



## Dunshaughlin Community College Anti-bullying Policy

DUNSHAUGHLIN COMMUNITY COLLEGE is committed to the provision of a complete education maximising student potential to the highest possible standards through a highly committed staff in a modern well equipped college. We strive to create an atmosphere of mutual respect in a happy, caring, supportive but challenging and well structured environment.

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, **the Board of Management of Dunshaughlin Community College** has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.
2. Dunshaughlin Community College (DCC) believes that all members of the school community are entitled to a school environment, which is free from bullying and the fear of bullying. All members of the school community will be encouraged to support such an environment. All members of the school community will be made aware of their rights and responsibilities in relation to bullying.
3. The primary aim of the policy is to resolve any issues and restore relationships as far as is practicable.
4. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
  - A positive school culture and climate which-
    - is welcoming of difference and diversity and is based on inclusivity;
    - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and

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

## **6. Definitions**

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as “**unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (s) and which is repeated over time.**

Examples may include, but are not limited to:

**Verbal** bullying such as name-calling, jeering, teasing, taunting, slagging, threatening.

**Physical** bullying such as hitting, spitting, kicking, pushing, tripping, stealing, vandalising, damaging property, intimidating.

**Psychological** bullying such as excluding, isolating, ridiculing, malicious gossip, spreading rumours, passing notes, using peer pressure to intimidate, threatening gestures or looks.

**Sexual** bullying such as unwelcome sexual comments touching body parts, spreading rumours about a person’s sexual orientation, taunting a person of different sexual orientation.

**Racist** bullying such as discrimination, prejudice, comments or insults about colour, nationality, or cultural ethnicity.

**Relational** victimisation, manipulating relationships eg.ignoring or excluding from the group, ostracism, breaking confidence, spreading rumours, huddling together as a way of excluding others, talking loudly so that the excluded person can hear, looking “daggers”, abusive letters, drawings, texts, e-mail, social media messages, phone calls.

**Extortionate** bullying to extort items such as money and other property or to force students to carry out actions against their will.

**Identity-based** bullying such homophobic, transphobic or transgender; or bullying of those with disabilities or special educational needs. It also includes bullying based on a person’s membership of the Traveller community.

**Cyber** bullying is a form of social bullying that uses technological communications to humiliate, harass, embarrass tease, intimidate, threaten or slander an individual or group of people. Cyber bullies use instant messages, texts, e-mails, chat rooms, mobile phones, social networking or blogs and interactive games. Cyber bullying is the act of being cruel to others by sending or posting harmful material or compromising photographs online or through a mobile phone.

## **7. Clarification of exclusions**

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.

## **8. Effects of Bullying on Young People**

Some of the effects which may become obvious or apparent when a student is being bullied include:

Fear	Reluctance to go to school
Anxiety	Negative attitude/Difficult/Argumentative
Depression	Bruises, Cuts, Sprains, scratches or torn clothes
Reduced self-esteem	Damage to or loss of property
Lack of concentration on school work	Suicidal thoughts and self-harm
Feeling of isolation	

## **9. Reporting a bullying incident**

**A student, parent/guardian or other person may report an incident of bullying or suspected bullying.**

Reports of bullying incidents can be made to:

Any staff member	Tutor
Year head	Principal
Deputy Principal	Guidance counsellor
SNA	Office staff
Caretaker	
Student mentor	Student friend

Reports of bullying incidents can be made via:

- Verbal report
- Note to staff member
- E-mail [info@dcc.ie](mailto:info@dcc.ie)
- Phone call to office

## **10. Parental support**

What can parents do to help their children cope during a bullying incident?

- It is not advisable to advocate hitting back
- Teach them some coping strategies
- Encourage them to tell
- Stay with friends - avoid bullies
- Avoid provoking a bully
- Encourage assertiveness and not aggression
- Save any abusive phone, online or multimedia message and report them to the Garda.

What should a parent do if they know that their son/daughter is being bullied?

- Assure them that it is not their fault and that you will help them sort it out
- Contact the school - arrange an appointment with the relevant teacher
- Prepare for that meeting - bring notes and details of the events from your child's point of view
- Ask that the incident be investigated and what supports the school can offer your child
- Work with the school to develop a strategy to deal with the problem

## **11. Procedures for Investigation, Recording and Follow up of bullying behaviour**

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

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

Any staff member	Tutor
Year head	Principal
Deputy Principal	Guidance counsellor

When a student reports an incident of bullying they will be reassured that they have made an important step towards the resolution of the situation.

The student will be interviewed privately and asked how they would like the situation to be resolved. A written statement will be taken. (S)he will be regularly met with to ensure that bullying has stopped and is not resumed.

The student against whom the allegations have been made will be interviewed separately and their side of the story listened to. A written statement will be taken. (S)he will be regularly met to ensure any bullying behaviour which may have happened has stopped.

Anyone else who may have witnessed the incident will also be interviewed in order to get a fuller understanding of the incident and written statements taken.

Parents will be contacted, informed and their support sought.

Any student affected by the bullying will be supported and referred, if appropriate, to counselling or other support services available.

Those found to be bullying will be supported in order to raise their awareness of the effects of their actions and to prevent such behaviour continuing. If appropriate he/she will be sanctioned in line with the DCC Code of Behaviour.

If the bullied student is agreeable, follow up meetings with those involved will be arranged.

All interventions will be noted by the relevant teacher\* on the (Appendix 1) DCC bullying report form. If the bullying behaviour continues and / or the situation is not resolved this form will be passed to the year head / D. Principal / Principal / Pastoral team\*\* for further action. This may include seeking the assistance of outside agencies where appropriate and available.

\*The relevant teacher is the teacher actively involved in the intervention.

\*\*The pastoral team will include the Principal and/or Deputy, Year Head, Tutor, Guidance Councillor.

When the intervention is complete the files will be passed on to the appropriate year head(s) for retention.

N.B. THE STAFF MEMBER TO WHOM THE BULLYING INCIDENT HAS INITIALLY BEEN REPORTED IS REQUIRED TO CHECK THAT THE INCIDENT HAS BEEN ADEQUATELY AND APPROPRIATELY ADDRESSED WITHIN 20 SCHOOL DAYS OF THE REPORT BEING MADE.

SHOULD (S)HE NOT BE SATISFIED THAT THAT IS THE CASE, FORM **APPENDIX 1** MUST BE FILLED AND GIVEN TO THE PRINCIPAL / D. PRINCIPAL.

## **12. 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) in place in the school include:

### ***12.1 Education Strategies***

To create the positive school environment in which an anti-bullying ethos and culture is maintained, it is important to ensure that all members of the school community are made aware and are prepared to meet the challenges and issues presented by bullying incidents. In this light, the following educational strategies form part of the DCC anti-bullying approach.

- Anti-bullying policy and procedures to be included in the Information pack issued to all parents/guardians.
- All students to be informed of the anti-bullying policy and procedures. 1<sup>st</sup> years to be informed of these during the induction days.
- Policy and strategies to be outlined to parents/guardians of incoming first years at the Information meeting in May/June.
- SPHE programme (includes material on cyber bullying, homophobic and transphobic bullying)
- RSE programme (includes material on cyber, homophobic and transphobic bullying)
- An anti-bullying programme.
- Anti-bullying week/ Friendship week.
- Acceptable use of the internet policy (includes material on cyber bullying).
- Specific lesson plans have been drawn up to deal with cyber bullying for the use of any staff member.
- Subject Dept. specific action plan to prevent bullying in the classroom.
- Subject dept. exploration of issues such as inclusion, diversity and interdependence.

- Guest speakers for parents, students and staff.(CPD)
- Awareness raising events such as Anti-bullying week co-ordinated by SPHE dept.
- Training of new staff in an anti-bullying programme by SPHE dept.
- School clubs, teams etc highlight interdependence.
- Support programmes for those affected by bullying eg Counselling, SEN,
- Counselling service for individuals affected.
- Collation and dissemination of background information from primary schools to teaching staff.

## 12.2 **Prevention Strategies**

To perpetuate DCC anti-bullying ethos it is important that the anti-bullying message is kept to the forefront of everyone's mind.

### 12.2.1 **Students**

The following measures are undertaken to raise awareness of the need of positive school climate among the student body.

- SPHE programme.
- Reinforcing positive student efforts.
- Building student self-confidence.
- Subject specific preventative measures.
- Assemblies
- Liaising with primary schools.
- Anti-bullying week
- Friendship week.
- Welcome ceremony for 1st years.
- Graduation ceremony for 6th years.
- School tours / bonding trips
- Inclusive & Anti-bullying posters / leaflets.

- Plasmas screen messages.
- Mentor“buddies” for 1st years.
- Student surveys.
- Visible teacher presence.
- Support programmes from SEN / RSE
- Clear instructions re.”who to tell” & “how to tell” & “what to expect”

### 12.2.2 **Staff**

This process of raising awareness among all staff members in the school community is achieved in the following ways.

- Staff meetings
- Training for new members in an anti-bullying programme.
- C.P.D.
- All staff have a copy of the policy and procedures.
- Whole staff participation in awareness raising events eg. Anti-bullying week, Friendship week etc.
- Each subject dept. has an action plan re. Preventative measures.
- Support programmes in SPHE / RSE / Guidance / SEN.

### 12.2.3 **Curriculum.**

The curriculum actively supports the creation of a positive school culture with a focus on preventing and minimising the impact of bullying on students.

- SPHE - an anti-bullying programme is integrated into the school curriculum. It is taught to all incoming 1<sup>st</sup> year classes. Strategies suggested in the programme will be used as appropriate.
- RSE programme.
- Each subject dept. promotes an anti-bullying ethos and has agreed specific preventative measures.
- The 1st year induction program includes an anti-bullying section.
- The information pack relevant to those wishing to enrol includes DCC anti-bullying strategy.

### 12.2.5 **Initiatives**

Other examples of school initiatives which support the creation of a positive environment and the anti-bullying ethos include:

- Display anti-bullying and welcoming diversity posters.
- Liaise with primary schools.
- 1<sup>st</sup> year induction days.
- 1<sup>st</sup> year “welcome ceremony”.
- Provide supervision for all social areas before and after school and during morning and afternoon breaks.
- Subject specific preventative measures for classrooms.
- Group exercises e.g. school trips, extra-curricular clubs and societies, team sports.
- Positive Awards system
- Student council to raise concerns.
- Student surveys.
- Raising awareness among non-teaching staff.
- Cyber bullying lesson plan available for any staff member.
- Student mentor involvement with 1<sup>st</sup> years.
- Dissemination of background information to staff.

### **13. Programmes of Support**

Anti-bullying support programmes have been developed in:

- SPHE
- RSE
- SEN
- Guidance
- NEPS (Effective Communication Programmes)
- IT department

### **14. 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.

**15. 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.

16. This policy was adopted by the Board of Management on \_\_\_\_\_ [date].

17. This policy has been made available to school personnel, published on the school website and provided to the Parents’ Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

18. 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 (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

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

Signed: \_\_\_\_\_  
(Principal)

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

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

Date of next review: \_\_\_\_\_

## Appendix 1 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	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

--

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

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

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

## Appendix 2

### Questionnaire for Sociogram

**Name** \_\_\_\_\_

- Are you happy with the atmosphere in your classroom?
- Who are your friends?
- Are you feeling under pressure in any way?

*(Take details and reassure student that the problem will be addressed)*

- Is there anyone in class having a hard time? Explain

- Is anyone being left out, or ignored?

- Is anyone spreading rumours, gossip, using notes, phone calls, text messages or e-mails to make others feel bad about themselves?

*(Only ask depending on answer to two above)*

- Is anyone being unfair to others?

- Is there a group of pupils making life difficult for others?

Are pupils from other classes giving anyone in this class a hard time?

- Can you give examples?

- Who do you think is causing the problem?

- What can you do to help pupils having a hard time?

- Have you been contributing to anything that would isolate anyone or make them uncomfortable?

### 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> ?	
Has the Board published the policy on the school website and provided a copy to the parents’ association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and	

dealing with incidents in accordance with the policy?	
Has the Board received and noted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

Principal

### **Monitoring and Review of the Policy.**

---

This policy was revised on

## Appendix 4

---

### Organisations/Groups represented on the Board of Management of Dunshaughlin Community College

<b>LMETB</b>	Mr Gerry O Connor, Ms Catherine Claire, Mr John Fanning
<b>Teaching Staff</b>	Ms Vera Prendergast Mr Michael O Keeffe
<b>Parents</b>	Ms Barbara Sheehan Mr Terry Malone
<b>Community Representative</b>	Ms Rosemary Bradley

## Appendix 5

---

### School Contact details:

**Principal: Mr. Shane Foley**

**Deputy Principal: Ms Bridget Bennett**

**Address: Dunshaughlin Community College, Dunshaughlin, Co. Meath**

**Phone: 01 8259137**

**E mail: [dunshaughlincc@lmetb.ie](mailto:dunshaughlincc@lmetb.ie)**

**Website: [www.dunshaughlincc.ie](http://www.dunshaughlincc.ie)**