



**ST. MARY'S SECONDARY SCHOOL,
HOLY FAITH, GLASNEVIN, DUBLIN 11.
60770P**

Anti-Bullying Policy



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Introduction – St. Mary’s Secondary School

St. Mary’s Secondary School prides itself in the spiritual and pastoral culture that is the ethos of our school. Each student’s welfare is at the heart of the school’s endeavours. The caring and Christian ethos of our school is promoted by all partners within the community. The aim of St. Mary’s Secondary School is to ensure that the school maintains a positive school climate, where students, teachers, parents and ancillary staff know that they are valued within the school. The anti-bullying policy is situated within this culture and enables the spirit of this policy to be expressed in a positive and caring manner.

Definition of Bullying

Bullying is a systematic and on-going form of aggressive behaviour. This repeated aggression can be cyber, verbal, psychological or physical. Bullying behaviour is a sustained and deliberate attempt by one person or a group of people to intimidate another person. Bullying requires an imbalance of power and intent to hurt. The action is repeated over a time period and there is no justification for the action. A once off incident of fighting between two people of the same standing does not **constitute** bullying. Incidents of this nature or any other serious misbehaviour will be dealt with through the school’s discipline policy.

Aims and Objectives

The ethos of the school encourages mutual respect, trust, care, consideration and support for others. Our goal is to create and maintain a safe and secure environment in which everyone can learn and work. The aim of this policy is to prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying will not be tolerated. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with this school policy.

Policy Aims

1. To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
2. To ensure supervision and monitoring measures through which all areas of school activity are kept under observation.
3. To develop procedures for noting and reporting incidents of bullying behaviour in written form as ‘incident reports’ to appropriate year heads.
4. To develop procedures for investigating and dealing with incidents of bullying behaviour.
5. To create a school ethos that encourages students to disclose incidents of bullying behaviour.
6. To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour.
7. To monitor and evaluate the effectiveness of this school policy on anti-bullying behaviour.

Types of Bullying Behaviour

Types	Examples
General	<ul style="list-style-type: none"> · Harassment · Physical Aggression · Damage to property · Name-calling · Slagging · Taunting · Verbal abuse · Offensive joke · Victimisation · Intimidation · The “look” · Exclusion · Extortion · Graffiti · Threats · Intrusion through interfering with personal belongings · An attack by rumour, gossip, innuendo or ridicule on any individual’s reputation
Cyber(1)	<ul style="list-style-type: none"> · Silent phone calls · Abusive phone calls · Abusive text messages · Abusive e-mail · Abusive website comments/blogs/MSN and all social networking sites. · Online polls/fake pages/camera phone abuse
Homophobic	<ul style="list-style-type: none"> · Taunting · Name calling · Spreading rumours
Racial	<ul style="list-style-type: none"> · Discrimination, prejudice, comments or insults in regard to colour, nationality, social class, religious beliefs, ethnic background
Relational	<ul style="list-style-type: none"> · This involves manipulating relationships as a means of bullying. Behaviours include: · Ignoring and isolation · Exclusion from a group · Taking someone’s friends away · Spreading Rumours · Talking loudly enough so the intended victim can hear · The ‘look’
Sexual	<ul style="list-style-type: none"> · Unwelcome sexual comments or contact
Special Needs	<ul style="list-style-type: none"> · See page 6

(1) See cyber-bullying guidelines

Indications of Bullying Behaviour – Signs and Symptoms

The following signs and systems may suggest that a student is being bullied:

- Anxiety about travelling to and from school – requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from the school.
- Fear of going out into the school grounds and perimeter.
- Unwillingness to go to school, refusal to attend, particularly among older students.
- ‘Mitching’.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illnesses (e.g. headaches, stomach aches).
- Unexplained changes either in mood or behaviour. These may be particularly noticeable before returning to school after longer school holidays.
- Visible signs of anxiety or distress – stammering, withdrawing, nightmares, crying, not eating, vomiting, bedwetting.
- Spontaneous out-of-character comments about either students or teachers.
- Becoming disruptive or aggressive.
- Possessions missing or damaged.
- Increased requests for money or stealing money to meet extortion demands.
- Unexplained bruising or cuts or damaged clothing.
- Reluctance and/or refusal to say what is troubling her.
- Becoming isolated in the class.
- Unexplained absences.
- May begin to bully other younger students.

These signs do not necessarily mean that a student is being bullied. They can also be indicative of other problems. If repeated or occurring in combination these signs do warrant investigation in order to establish whether or not bullying is the root cause.

Where does bullying take place?

Bullying can take place anywhere, however the following places have been identified as areas in need of monitoring in relation to bullying in our school.

Supervision: A whole school approach to being vigilant at all times in these areas involves all members of the school community, teaching and non-teaching staff and also personnel involved in external classes or extra-curricular activities.

The Classroom: Bullying can also take place in the classroom. It can occur subtly through glances, looks and sniggers. However, it may take the overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby pupils are allowed to make derogatory remarks about their classmates or other teachers.

The Toilets/Changing Areas: This is another area where bullying is likely to take place a “one at a time” rule should apply when allowing students from each classroom out to the toilet.

Sporting Activities: Playing sports can afford an opportunity to bully or be bullied. The hard tackle or dirty foul can be masking another agenda. Likewise it gives an opportunity to ignore/exclude by not passing the ball or obstructing a player. Teachers need to be sensitive when teams are being picked to ensure fairness so far as practicable.

The Corridors: It is possible to be bullied while on the corridors as classes move from one classroom to another or to areas like the PE Hall, Library and Computer Room.

School Outings: Bullying can also take place on trips outside of school, while walking or on tour buses, attending sports events, cultural trips and any educational events.

Outside School: Factors having their origin in differences or conflicts between parties outside the school may contribute to increased incidents of bullying inside the school. Students can be bullied on their journey to and from school. They can also be bullied while waiting to be admitted to class in the mornings and having been dismissed in the evenings. The local shops, sports clubs, homes and local neighbourhood can also be scenes of bullying.

Bullying of Students with Special Education Needs

St. Mary's Secondary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued.

We have students who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these students can be especially vulnerable to bullying and we must therefore be particularly vigilant at all times.

High academic achievers, gifted or talented students can also be affected by bullying. Staff must treat this type of bullying seriously in the same way as any other type of bullying behaviour.

Response to Bullying

School's Response

The role of our school in response to bullying behaviour is to provide the highest standard of education in a caring, stable, secure learning environment. Bullying behaviour, by its very nature, undermines and dilutes the quality of education. It affects not only those immediately involved but also the rest of the community. Bullying behaviour thrives in an atmosphere of uncertainty and secrecy. The goal of our school is to prevent bullying behaviour from taking a foothold in our classrooms or on the corridors through appropriate classroom management, collective vigilance throughout the community of the school and the teaching of educational programmes through the SPHE and RE curriculums. All incidents of bullying behaviour will be dealt with in a fair and equitable manner.

Response of Teaching and Non-Teaching Staff

The school staff at St. Mary's Secondary School includes the Principal, Deputy Principal, Guidance Counsellors, Year Heads, tutors, classroom teachers, learning support teachers, resource teachers, special needs assistants, administrative staff and caretakers. The school staff will foster an atmosphere of friendship, respect and tolerance within the community of the school. The school staff will ensure that St. Mary's Secondary School remains a safe environment where student's rights to a positive school experience are met.

All members of the school community have the right to a safe and peaceful school. Everyone has the responsibility to contribute to creating a positive and inspiring environment for learning and personal development (European Charter for Democratic Schools without violence, 2004)

Student's self-esteem will be developed through celebrating individual differences and personal achievements. The school's expectations of appropriate behaviour will be made explicit to students and parents. Appropriate behaviour and good manners will be modelled, acknowledged and rewarded at all times through the school's merit system in the journal. A 'whole school' approach will be adopted by St. Mary's Secondary School to ensure that all staff members develop a shared awareness and understanding of appropriate and inappropriate behaviour so that a consistent approach to bullying will be taken. This will include vigilant monitoring of the school building and its environment including classrooms, corridors, toilet areas, sporting activities and school outings. It is acknowledged that all members of the school community share a responsibility for preventing and combating bullying behaviour.

The teachers maintain high standards in terms of positive classroom management in the provision of the curriculum. The teachers are positive, enthusiastic and have high expectations of both learning and appropriate behaviour. They foster in all their students a sense of self-esteem and develop a relationship with pupils based on mutual respect and trust. Through the formal curriculum and informally teachers nurture a sense of empathy in the children by discussing feelings and encouraging them to understand the situation from another person's point of view.

Everyone has a right to equal treatment and respect regardless of any personal difference. Everyone enjoys freedom of speech without risking discrimination or repression (European Charter for Democratic Schools without violence, 2004).

St. Mary's Secondary School emphasises and encourages good relationships through the formal curriculum which includes the teaching of SPHE and Religion. Anti-bullying will also be addressed in SPHE, RE, Tutor time, Assemblies with Year Heads, the Principal and Deputy Principal and outside speakers.

It is the responsibility of the teacher to ensure that the rules of the classroom (decided upon with input from the class) are enforced and that the students behave appropriately at all times within the school community. Teachers will be as vigilant as possible at all times. They will respond sensitively and caringly to students who disclose incidents of bullying behaviour. The reported incidents will be noted and dealt with promptly, and followed through irrespective of who is involved. **Teachers will deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving the Principal or Deputy Principal as appropriate. Teachers expect that parents will behave in a respectful manner towards them and that all issues will be dealt with in a calm and reasonable atmosphere.**

Board of Management

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

Pupil's Response

St. Mary's Secondary School provides a positive ethos where learning and personal development can take place. We expect high standards of behaviour from every member of the community

- Students are expected to show respect for themselves and for the members of the school community. They are taught to be tolerant of the differences and needs of others. Students know that bullying is an unacceptable form of aggressive behaviour both inside and outside school. Like other forms of aggression, bullying unfolds in a set of social contexts: between two students, within peer group, or in the general school environment. It is recognised that most students are bystanders of bullying situations, aware of what is going on and sometimes participating. As well as those who are bullied and those who bully, there are usually others who are witnesses. The following participant roles have been identified:
 - **Assistants** who join in and assist the bully
 - **Reinforcers** who do not actively attack the victim but provide an audience thus giving positive feedback to the perpetrator.
 - **Outsiders** who do not take sides but allow the bullying to continue by their 'silent approval'
 - **Defenders** who comfort the victim and try to stop the bullying.

The majority of peers become **Bystanders** because

- They are afraid of getting hurt themselves.
- They are afraid of becoming the new target
- They feel that by intervening they will only make the situation worse.
- They do not know what to do and do not have the knowledge or the skills to intervene effectively.

Our anti-bullying policy will seek to empower all children to

Recognise,

Reject and

Report any incident that disrespects another member of our community.

Parents' Response

Parents play a vital role in supporting their daughter and the community of the school in countering and preventing bullying behaviour. Invariably, Parents are the first to be told about persistent bullying behaviour. The onus is on the Parent to inform the school, thus setting in motion the procedure of reporting and investigation. Prior to making a report to the school parents are best advised to take a calm problem solving approach and to gather as much information as possible.

In attempting to discourage bullying behaviour parents should:

- Parents should be vigilant and aware of their daughter's daily activities.
- Support the school in its efforts to prevent and treat bullying.
- Encourage positive behaviour and discourage negative behaviour both at home and at school.
- Encourage and demonstrate to your daughter how to be assertive in order to solve difficulties without resorting to aggression. Advise your daughter not to fight back - It can make matters worse.
- Encourage your daughter to share, to be kind, to be caring, and to be understanding towards others.
- Take your daughter's concerns seriously. Listen for signs that your daughter may be the target or perpetrator of bullying behaviour.
- Always take an active role in your daughter's education. Enquire how their day has gone, whom they have spent time with, etc.
- Monitor your daughter's daily activity on the internet.
- Do not dismiss your instincts as being wrong.
- Discuss the school's anti-bullying policy with your daughter.
- **Parents should advise their daughter to:**
 1. **Walk away or run away from unsafe situations**
 2. **Seek immediate help from a responsible adult and report bullying to school personnel.**
 3. **Ignore the bully; attention is what bullies are seeking**

Parents should approach the Year-Heads to report incidents of this nature. The Principal, Deputy Principal, Guidance Counsellors, Tutors and Care Team may become involved. Ideally, inappropriate behaviour should be dealt with sooner rather than later. A parent's concern will be taken seriously and prompt action will be taken. It is important for parents to understand that teachers may be unaware of bullying behaviour in the classroom or on the corridors because this type of behaviour is generally covert in nature and concealed from adults. Teachers need the support of parents and students to bring all bullying behaviour to their attention so that this behaviour can be altered and classrooms maintain a high standard of appropriate behaviour.

Parents should keep a record of repeated incidents so as to assess the seriousness of the situation. Many students overcome the problem with the proper help and support. However, this policy recognises that many incidents are not resolved immediately. Moreover, it is important that all parties recognise that, once the investigative process is initiated, it will take time to fully review and resolve an alleged incident of bullying behaviour.

Procedures for Reporting and Investigating Bullying Incidents

General Guidelines

- In line with our motto is **"If you don't report it you support it"** all students are encouraged to report all bullying incidents to a member of staff.
- All reported incidents will be recorded, investigated promptly and treated fairly and equitably, giving due regard to individual circumstances.
- Serious cases of bullying will be referred onto the Principal.

- All involved are best advised to take a calm unemotional, problem-solving approach when dealing with incidents of bullying behaviour reported by staff, students or parents/guardians.

Process

Incidents of bullying behaviour, no matter how trivial, which are drawn to the attention of a member of staff.

- Appropriate personnel (Year-Head, the Deputy Principal, the Care Team, the Principal) will interview all of the students involved (either separately or together as deemed appropriate) in a bullying incident outside the classroom situation.
- When analysing incidents information will be probed using the following questions: Who?, What?, When?, Where?, Why?, and How?
- The alleged victim and alleged perpetrators of the incident will be spoken to and encouraged to solve the problem:
 - o Separately
 - o Together
- Bullying by more than one person
 - If a gang is involved in the incidents each member should be interviewed individually and then as a group.
 - o The alleged victim and perpetrators will be invited to write down any relevant details and complete a "Bullying Report Form" (see Appendix 1)
 - o Written statements from all involved in the incident will be attached to the Report Form.
 - o All interviews will be conducted with sensitivity and with due regard to the rights of all pupils involved.
 - o It should be made clear to all pupils that when they report incidents of bullying they are not telling tales, but behaving responsibly.
 - o Records will be kept of all incidents and of the procedures that were followed.
 - o **Parents are informed if deemed appropriate.**
 - o The class teacher will monitor progress of the students involved in a bullying incident by liaising with parents and students involved (separately) at follow-up meetings.

Response to Bullying Behaviour

- o Where the incident is deemed to be minor, a **verbal warning** will be given to the bully to stop the inappropriate behaviour, pointing out how he/she is in breach of the Code of Behaviour and trying to get her to see the situation from the victim's point of view. **The incident will no longer be considered if there is no recurrence within that academic year.**
- o If the behaviour persists, the Year-Head, the Deputy Principal, the Care Team, **the Principal parents/guardians of the victims and bullies will be informed.** Thus, they will be given the opportunity to discuss the matter and are in a position to help and support their daughter. Appropriate sanctions will be imposed. The incident will no longer be considered if there is no recurrence in that academic year.
- o If there are repeated incidents, perhaps repeated verbal assault or coercion, the matter should be reported to the Deputy Principal or Principal. Parents will be involved and appropriate sanctions applied. In some cases both sets of parents may be asked to meet in the school to resolve the issue and to monitor the situation.

- o Where the incident is deemed to be more serious (e.g. gross misbehaviour or physical assault), the Principal should be informed immediately and he/she will inform the Board of Management.
- o Offenders and victims of bullying may be referred to counselling.
- o Sanctions may include:
 - A contract of good behaviour.
 - Withdrawal of privileges.
 - Exclusion from the breaks in the appropriate break area.
 - Detention
 - Suspension
 - Exclusion from school.

Complaint against a Staff Member/Teacher/Deputy Principal

In the case of a complaint regarding a staff member or a teacher this should be referred immediately to the Principal and Chairperson of the Board of Management.

Complaint against the Principal

In the case of a complaint regarding the Principal, this should be referred to the Chairperson of the Board of Management.

Complaint by a Teacher against a Student

In the case of a complaint by a Teacher against a student, the teacher talks to the student, the teacher refers the matter to the Principal.

Cyber bullying

While we must provide the highest protection possible for students using new technologies, **families must also foster a balance between protecting children and teaching them to be aware of potential dangers** and assessing threats for themselves. Encouraging students to talk about issues they come across online is a step towards building trust in young people's ability to use the internet and mobile phones responsibly and to safeguard themselves and their peers against those who use the internet to threaten their welfare. (Barnados, 2009)

Cyber bullying involves using the Internet or texting on mobile phones to send hurtful messages or posting information to damage people's reputation and friendships. Cyber bullying is similar to other types of bullying, except that it takes place online and through text messages sent to mobile phones. Cyber bullies can be classmates, online acquaintances, and even anonymous users, but most often they do know their victims.

Preventing cyber bullying in our school

The Acceptable Use Policy (AUP) ensures the following

- Supervision is always in place when students are online.
- Websites are previewed and evaluated.
- Firewalls and filters have been installed in all computers and these are regularly updated.

- Students' internet usage will be monitored by checking user files, temporary files and history files.
- Students do not have access to MSN or social networking sites.

2 See Acceptable Use Policy

The ways that young people can bully online are:

- Sending someone mean or threatening emails, instant messages, or text messages.
- Sending photos without permission being sought or granted.
- Excluding someone from an instant messenger friends/buddy list or blocking her email for no reason.
- Tricking someone into revealing personal or embarrassing information and sending it to others.
- Using someone's password or breaking into someone's email or instant message account to send cruel or untrue messages while posing as that person.
- Creating websites to make fun of another person such as a classmate or teacher.
- Uploading photos to social networking sites without permission being sought or granted
- Using websites to rate peers.
- Leaving hurtful comments on any social networking site.

St. Mary's Secondary School teaches students that all types of bullying including cyber bullying is hurtful and wrong. Students are encouraged to treat other students on and offline with respect. The whole school community is informed and educated with regard to the school's **Acceptable Use Policy**. All members of the school community are fully aware of the sanctions that will be imposed arising from the misuse of school computers that result in hurt and distress to other members. Students are made aware of their rights and responsibilities online and offline as part of the implementation of the school's AUP. Students are taught that the Internet is not a private place and they should guard their private information online. The AUP policy promotes the positive use of technology, discusses etiquette and personal safety issues. Our school encourages a 'telling' atmosphere, including the reporting of cyber bullying. The ethos of our school community is to encourage students to make friends and promote positive well-being and a supportive atmosphere in the school.

The Parents' response to cyber bullying

- Offer support and reassurance to your daughter.
- Help your daughter to keep relevant evidence for investigation by printing webpages and by not deleting mobile messages, snap shots, photos and visuals.
- Show your daughter how to prevent it happening again by changing password and contact details, blocking contacts, reporting abuse on site.
- Ensure that the student knows not to retaliate or return the message.
- Encourage the student to keep personal information private online.
- Insist that your daughter never, ever gives her personal password to another person even a friend.
- Insist that your daughter never accepts as a "an online friend" a stranger whom they do not know in real life

Investigating incidents

Parents must take full responsibility for their daughter's inappropriate use of the Internet or mobile phones outside school. All incidents of cyber bullying that have their origins in school will be fully investigated, recorded and dealt with under the procedures laid down in the Code of Behaviour, the Anti-Bullying Policy and Acceptable Use Policy. Sanctions laid down in these policies will be adhered to in response to inappropriate use of media and information technology

Incidents of cyber bullying that take place outside and affect a student in school will be brought to the attention of parents/guardians. In regard to serious incidents of this type of bullying behaviour it may be appropriate to inform the Gardaí.

Smart phones must be switched off at all times once the student enters the school premises.

3 See Mobile Phone Policy

SECTION 2

Complaints Procedure Policy Relating to Teacher/Student Bullying

Teachers have a duty to care for students in the school. This is the expectation at St. Mary's Secondary School. If your daughter complains that a teacher is bullying them it is important that you listen to them. In many cases, the conflict with the teacher may be related to the normal challenges of teaching. Possible reasons for conflict might be; misbehaviour in class; misinterpretation of the teacher's actions; is the teacher trying to challenge the child to work harder; is this the only teacher your child complains of? Discuss these possibilities with your daughter.

If you believe your daughter is being bullied, you should make an appointment to see the class teacher and make them aware of your concerns. It may be productive, too, to meet the teacher on a regular basis after this initial meeting until the situation is resolved.

If there is no resolution to the problem, parents should approach the school principal who will attempt to resolve the difficulty. If this fails, parents should make a formal complaint to the school Board of Management (using the mechanism described below).

The Board of Management of St. Mary's Secondary School adopted the J.M.B Complaints Procedure which provides a mechanism for dealing fairly with parental complaints against a teacher.

Introduction

Only those complaints about teachers which are written and signed by parents/guardians of pupils may be investigated formally by the Board of Management, except where those complaints are deemed by the Board to be:

- (i) On matters of professional competence and which are to be referred to the Department of Education;
- (ii) Frivolous or vexatious complaints and complaints which do not relate to the work of a teacher in a school;
- (iii) Complaints in which either party has recourse to law or to another existing procedure.

Unwritten complaints, not in the above categories, may be processed informally as set out in Stage 1 of this procedure.

Stage 1

- 1.1** A parent/guardian who wishes to make a complaint should approach the class teacher with a view to resolving the complaint.
- 1.2** Where the parent/guardian is unable to resolve the complaint with the class teacher she/he should approach, the Principal Teacher, without any third party involvement, with a view to resolving it.
- 1.3** If the complaint is still unresolved the parent/guardian should raise the matter with the Chairperson of the Board of Management with a view to resolving it.

Stage 2

- 2.1** If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further she/he should lodge the complaint in writing with the Chairperson of the

Board of Management.

- 2.2** The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties within 5 days of receipt of the written complaint.

Stage 3

- 3.1** If the complaint is not resolved informally, the Chairperson should, subject to the general authorisation of the Board and except in those cases where the chairperson deems the particular authorisation of the Board to be required:
- (a)** Supply the teacher with a copy of the written complaint; and
 - (b)** arrange a meeting with the teacher and, where applicable, the Principal Teacher with a view to resolving the complaint. Such a meeting should take place within 10 days of receipt of the written complaint.

Stage 4

- 4.1** If the complaint is still not resolved the Chairperson should make a formal report to the Board within 10 days of the meeting referred to in 3.1 (b).
- 4.2** If the Board considers that the complaint is not substantiated the teacher and the complainant should be so informed within 3 days of the Board meeting.
- 4.3** If the Board considers that the complaint is substantiated or that it warrants further investigation it proceeds as follows:
- (a)** The teacher should be informed that the investigation is proceeding to the next stage;
 - (b)** The teacher should be supplied with a copy of any written evidence in support of the complaint;
 - (c)** The teacher should be requested to supply a written statement to the Board in response to the complaint;
 - (d)** The teacher should be afforded an opportunity to make a presentation of case to the Board. The teacher would be entitled to be accompanied and assisted by a third party at any such meeting;
 - (e)** The Board may arrange a meeting with the complainant if it considers such to be required. The complainant would be entitled to be accompanied and assisted by a third party at any such meeting;
 - (f)** The meeting of the Board of Management referred to in (d) and (e) will take place within 10 days of the meeting referred to in 3.1 (b).

Stage 5

- 5.1** When the Board has completed its investigation, the Chairperson should convey the decision of the Board in writing to the teacher and the complainant within 5 days of the meeting of the Board.
- 5.2** The decision of the Board shall be final.

In this policy 'days' means school days.

Important note: Revised procedures for processing complaints by Parents will be prescribed for all schools under Section 28 of the Education Act 1998. At present these have not been prescribed and therefore these procedures are the only agreed procedures. Nothing in the formal or informal procedure can override an employee's statutory rights.

Appendix 1. Bullying Report Form

Bullying Record Form

Date: _____

Time: _____

Teacher: _____

Class: _____

Names of those involved: _____

Details of Incident : _____

Action Taken (Warning, Agreement, Mediation, Sanctions, Referral, Other)

SIGNED: Student : _____

Teacher : _____

Parent : _____

Suggestions for follow-up

REFERENCE SECTION

- Department of Education and Skills Guidelines on Countering Bullying Behaviour in Primary And Post Primary Schools (1993) available on DES website
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- Stay Safe and Walk Tall Programmes
- School's own SPHE Plan
- Anti Bullying Unit. Trinity College. Dr. Mona O Moore.
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino
- Working Together. Procedures and Policies for Positive Staff Relations. INTO 2000
- Code of Practice on the Prevention of Workplace Bullying. HSA 2002
- Enhancing Self Esteem INTO 1995
- Quality Circle Time in the primary school. Jenny Mosley. LDA 2000
- Working towards a Whole School Policy on Self-Esteem and Positive Behaviour. Jenny Mosley. Positive Press 2001
- Article in Solas (March 2001)
- Articles in Intouch
 - o InTouch (April 2002) pg. 26 Discipline For Learning
 - o InTouch (March 2002) pg. 22 Circle Time
 - o InTouch (April 2000) pg. 33 Circle Time
 - o InTouch (May 2001) pg. 31 Calm classrooms using Montessori methods
- Circular 20/90 on Discipline (DES website www.irlgov.ie/educ). Also as Appendix 54 CPSMA Handbook
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998. (DES website). Deals with appeals under the following headings:
 - (1) Permanent exclusion from a school
 - (2) Suspension
 - (3) Refusal to enrol
- Education Act, 1998 Section 15 (2(d)) (DES website)
- Education (Welfare) Act, 2000 Section 23(1 -5), 24 (1-5) (DES website)
- Management Board Members' Handbook. Revised 2000. CPSMA.
- (1) *Appendix 42 p.151 Rule 130 of the Rules for National Schools
- (2) *Appendix 54 p.164 Guidelines for School Behaviour and Discipline.
- (3) *Appendix 55 p.167 A suggested Code of Behaviour & Discipline for National Schools
- *These references apply until new guidelines are issued by the Education Welfare Board
- Report to the Minister of Education Niamh Breathnach, T.D. on Discipline in Schools. Maeve Martin Spring 1997. Ch. 4 p.56-61 Recommendations for Schools
- Discipline in the Primary School INTO August 2002
- The Education Act 1998. The Education Welfare Act 2000. Questions &Answers INTO
- The Principal's Legal Handbook Oliver Mahon B.L. IVEA 2002 Ch. 2 School Discipline
- NPC website www.npc.ie
- IPPN website www.ippn.ie
- INTO website www.into.ie
- SDPS website www.sdps.ie

SUPPORT SERVICES

Anti Bullying Centre Tel. (01) 6082573
CAB – Campaign Against Bullying
72 Lakelands Avenue
Stillorgan, Co. Dublin
Tel. (01) 2887976
Childline Freephone Tel. 1800 6666660
Citizens Information Centre Tel.
Irish Association for Counselling and
Psychotherapy
Tel. (01) 2300061
I.S.P.C.C. Tel. (01) 6794944
The National Association for Parent
Support (NAPS)
Parentline (Parents under Stress)
Tel. (01) 8733500