



.H.D.S.

HASLAND DANCE STUDIOS

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ANTI-BULLYING POLICY

Last Reviewed: 07 March 2017

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Partners of Hasland Dance Studios (HDS) have 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. The Partners recognise the very serious nature of bullying and the negative impact that it can have on the lives of students and are therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A. A positive school culture and climate which
 - a) is welcoming of difference and diversity and is based on inclusivity;
 - b) encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
 - c) promotes respectful relationships across the School community;
- B. Effective leadership;
- C. A school-wide approach;
- D. A shared understanding of what bullying is and its impact;
- E. Implementation of education and prevention strategies (including awareness raising measures) that
 - a) build empathy, respect and resilience in students;
 - b) explicitly address the issues of cyber-bullying and identity-based bullying.
- F. Effective supervision and monitoring of students;
- G. Supports for staff;
- H. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- I. On-going evaluation of the effectiveness of the anti-bullying policy.

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

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group, against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- A. deliberate exclusion, malicious gossip and other forms of relational bullying,
- B. cyber-bullying,
- C. 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 will be dealt with, as appropriate, in accordance with the School's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people, will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the School's code of behaviour.

4. The relevant members of staff for investigating and dealing with bullying are the Partners, although a parent or student may approach any class teacher or member of staff to report an incident of bullying. The class teacher or member of staff approached, will then report the incident to one of the Partners for investigation.

5. The education and prevention strategies that will be used by HDS are as follows:

- A. encourage students to report incidents as they arise and implementing strategies which build on empathy, respect for and resilience in students,
- B. encourage students to develop a positive self-esteem,
- C. Promoting student awareness and understanding of bullying, its causes and effects, including cyber-bullying, identity-based bullying and bullying on grounds of appearance, age, race or religion,
- D. A positive approach to students with Special Educational Needs, encouraging them to pay attention at key moments and focus on improvement of social skills to enable students to work together as a prevention to bullying of these SEN students,
- E. Ensuring anti-bullying awareness measures are age appropriate,
- F. Foster an attitude of respect towards all: to promote the value of diversity, address prejudice and stereo-typing and to highlight the unacceptability of bullying behaviour.

INVESTIGATION PROCEDURE

6. Hasland Dance Studio'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:

A parent or student may approach any teacher or member of staff with an incident of bullying. The teacher or member of staff must report the matter, in writing, to a Partner with as much detail of the conversation as possible. The Partner leading the investigation is hereafter known as the 'relevant teacher'. The primary aim of the relevant teacher is to resolve any issues and try, as far as is practicable, to restore the relationship between the parties involved, rather than to apportion blame. The relevant teacher must then show professional judgement in establishing whether or not bullying has occurred and how best the situation may be resolved.

All reports of bullying must be investigated by the relevant teacher in order that parents and students gain confidence in reporting an incident. It is important that parents and students understand that reporting incidents of bullying is not seen as 'telling tales' but as behaving responsibly. All members of staff and students must be encouraged to report incidents of bullying which they witness or overhear.

Parents and students are required to co-operate fully with any investigation and, as far as is possible, help to restore the relationship between the parties involved.

All interviews will be conducted with sensitivity and due regard for the wellbeing of the students concerned. Students not directly involved may also provide useful information in this way.

Where a group of students is involved, each student will be interviewed individually. Thereafter, the students will meet as a group. At the group meeting, each member of the group will be asked for his/her account to ensure all are clear about each other's statements. Each member of the group will be supported through the

possible pressure they may face from other members of the group following the meeting.

The relevant teacher may ask all concerned to write down their account of what happened as this may be useful.

In cases where it is determined by the relevant teacher that bullying has occurred, the parents of all parties will be contacted. Parents will have an opportunity to discuss the incident and the action being taken by the relevant teacher.

Where the relevant teacher has determined that a student or group of students has been engaged in an act of bullying, the student(s) will be made aware they are in breach of the School's anti-bullying policy and every effort made to get them to see the incident from the perspective of the student being bullied.

NB. Where disciplinary sanctions are required, all parties – students and parents - must be aware this is a private matter between the students, parents and the School.

Follow up meetings will then be arranged between the students involved when the student who has been bullied is ready and agreeable, in order that the relationship be re-established where possible.

In cases where, after 20 school days after a case of bullying has been determined, the relevant teacher does not consider the matter to have been appropriately resolved, a written record of the incident will be made. The relevant teacher will take into account:

- a. whether the bullying behaviour has ceased,
- b. whether any issues between the parents have been resolved as far as is practicable,
- c. whether the relationship between the parties has been restored as far as is practicable,
- d. any feedback received from any party relevant to the investigation.

In the case that a parent is not satisfied with the outcome of the investigation, please refer to our complaints procedure.

7. Hasland Dance Studio's programme of support for working with students affected by bullying is as follows:

- A. All records will be kept in line with the Data Protection Act,
- B. The relevant teacher will use professional judgement to decide on the records to be kept, actions taken and further discussion between the parties involved,
- c. Where the relevant teacher has determined an act of bullying has occurred, it is their responsibility to keep adequate records of the incident, including the efforts made to restore relationships or resolve issues.
- D. The relevant teacher will use a template provided under Government guidelines to record all information relating to the bullying incident.

8. Supervision and Monitoring of students

The Partners confirm 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.

9. Prevention of Harassment

The Partners confirm 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 students or staff or the harassment of students 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.