

St Patrick's Cathedral Grammar School



Anti – Bullying Policy

June 2014

Anti-Bullying Policy

The Grammar School Anti-Bullying Policy has been developed during the 2013-14 academic year. Parents, teachers, students' council members, school management and the Board of Management have all been involved in producing this policy.

The Anti-Bullying Policy covers issues that relate to students of the Grammar School.

Bullying issues relating to staff members are covered under a separate 'Dignity in the Workplace' Policy.

The Anti-Bullying Policy details outlined below have been approved by the Board of Management on Tuesday 13th May 2014.

Signed on behalf of the Board of Management on Tuesday 13th May 2014.

Signed: Robert Reed

Date: 13th May 2014

Canon Robert Reed
pp. Chairman, Board of Management, St Patrick's Cathedral Grammar School.

Please note: this policy should be read in conjunction with other related policies listed below:

Code of Behaviour
Health and Safety Statement.



St Patrick's Cathedral Grammar School

Anti-Bullying Policy

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 **St Patrick's Cathedral Grammar 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.
2. 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.

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:

- ❖ 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.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*): If a student is being bullied he / she should report the bullying to any of the following members of staff:

- ❖ The relevant Form Teacher
- ❖ Any member of the Care Team
- ❖ The Principal or Deputy Principal.
- ❖ Any member of staff with whom the student feels comfortable.

A report of bullying to any of the above members of staff may be made:

- ❖ In person – before or after school or during breaks.
- ❖ In writing to any of the above members of staff.
- ❖ By email to admin@stpatrickscgs.ie with the name of the Form Teacher included or to the Principal at: principal@stpatrickscgs.ie.
- ❖ A parent may email the Principal at the email address above, or telephone the School Office (01-4543388) and ask to speak to the Principal or Deputy Principal.

5. 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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Scope of this policy:

The Policy addresses bullying behaviour, harassment and sexual harassment. While it primarily addresses issues relating to bullying of students by other students, it applies also to bullying of students by staff members and bullying of staff members by students. Issues relating to the bullying of teachers or other school staff by parents, other staff members or members of management are addressed in the separate 'Dignity in the Workplace Policy'.

The policy applies:

- During the school day (including breaks)
- While travelling to and from school
- During extra-curricular activities
- While students are on school trips or tours
- At all times when the students are in school uniform and/or are recognisable as students of the Grammar school
- To any behaviour of a bullying nature (outside school) which seriously impacts on a student's attitude to and participation in school and /or where the matter relates to the school's duty of care to a student
- To inappropriate behaviour using modern technology such as Texting, Internet, Social Websites, mobile phones etc when they are shown to adversely affect pupils of St Patrick's Cathedral Grammar School.
- To students of the Grammar School proven guilty of bullying behaviour towards students of another school.

Actions to prevent bullying behaviours

The Grammar School will work proactively to ensure as far as it can that bullying does not take place. Bullying can be prevented by raising the awareness of all in the school community about the reality of bullying and its detrimental effects.

The Grammar School uses the following approaches to prevent bullying behaviours:

- ❖ Teachers endeavour to create an atmosphere in the classroom where bullying is not acceptable. This ethos will be extended throughout the school at all times.
- ❖ Teachers use aspects of the curriculum to raise awareness of the inappropriateness of bullying behaviour including RE, SPHE, CSPE and PE and all other subjects where relevant.
- ❖ Form teachers discuss bullying behaviour with their form class at least once per term during the daily registration period.
- ❖ When discussing bullying behaviour, teachers and form teachers will stress to pupils the importance of reporting matters of concern.
- ❖ Visiting speakers will be invited to discuss bullying behaviour and its effects with both students and staff.
- ❖ There is ongoing Supervision and monitoring of students behaviour, including locker areas, the school yard and corridors.
- ❖ A Bullying Awareness Week will be organised each year to raise awareness of the issues involved.
- ❖ All school staff will treat students with respect and will continue to seek opportunities to enhance the self-worth of all students.
- ❖ Development of a common 'School Anti-Bullying Charter' for display in all classrooms.
- ❖ The use of questionnaires for students to elicit their experiences with regard to bullying behaviours.

6.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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

Reporting Bullying behaviour:

Bullying behaviour should be reported to any of the persons listed below:

- ❖ The relevant Form Teacher
- ❖ Any member of the Care Team
- ❖ The Principal or Deputy Principal.
- ❖ Any member of staff with whom the student feels comfortable.
- ❖ Any Prefect.

*The **Care Team** comprises:* The Principal, the School Chaplain, the Guidance Counsellor and the Learning Support teachers.

Noting and Recording Incidents of Bullying.

- ❖ All reported incidents of bullying to be noted on the Grammar School ***Bullying Incident Report Form*** (Appendix 3).
- ❖ Bullying Incident Report forms are completed by the **staff member** to whom the incident was first reported.
- ❖ Completed forms should be passed on to the Form Teacher in the first instance. A copy will be given to the Principal or Deputy Principal in every case.
- ❖ Access to these files is restricted to the Care Team, Principal, Deputy Principal, Form Teacher and Guidance Counsellor.
- ❖ In the case of bullying files are held by the Principal for 5 years after the student leaves the Grammar School

Procedures in dealing with bullying behaviours:

The procedures for dealing with reports of bullying behaviour involve a number of steps:

Step 1

In the case of pupils, normally, the Form Teacher or Senior Management will investigate the report in the first instance.

The investigation will involve speaking to the alleged victim and accused. During this meeting notes will be taken as a record. Both parties may be requested to give a written account of the incident(s). Where appropriate, witnesses to the event(s) will be sought and written accounts requested of them also.

Complaints of bullying of a staff member will always be investigated by the Principal.

Step 2

If bullying by a student is confirmed by the Form Teacher or a member of Senior Management, the student may be disciplined, and *will* be warned that any repetition of this behaviour or intimidation of the victim will result in serious sanctions.

Because we take all bullying behaviour very seriously, it is likely this warning will be given in writing by the Principal or Deputy Principal. The parents of the student(s) will also be informed and will be required to acknowledge the warning, in writing also.

Step 3

In all but minor incidents of bullying, counselling will be offered to both the victim and perpetrator. This would follow discussion with their parents/guardians and with the students themselves.

Step 4

In all serious cases of bullying or for repetitive bullying events the Deputy Principal and/or Principal will take charge of the investigation and any of the full range of sanctions noted in the Code of Behaviour may be applied. *It is common practice to suspend students for serious or repeated incidents of bullying.* As indicated in the Grammar School Code of Behaviour parents have the right to appeal all suspensions to the Board of Management.

7. The Grammar School's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

- ❖ The victim will receive the utmost privacy and confidentiality in the initial, and subsequent, investigations. They will be given the opportunity of speaking with the Guidance Counsellor and any member of the pastoral care team will be available to talk to them.
- ❖ The school will address the attitudes of bullying within the school community through the administering of questionnaires to class groups (by SPHE teachers) annually.
- ❖ A series of events will be organised, relating to raising awareness of bullying, during Bullying Awareness Week.
- ❖ Bullying will be incorporated into SPHE and Guidance lessons for each class group within the Grammar School.
- ❖ In a case where sanctions need to be imposed, they will be enforced, as per the school's Code of Behaviour, by the Form Teacher, the Deputy Principal or the Principal.
- ❖ Following an investigated incident of bullying, Form Teachers, members of the Care Team and break-time Supervisors will monitor the behaviour of the students involved.
- ❖ Staff will be informed of all necessary developments in bullying incidents. They will be asked to monitor and observe the students or classes involved in specific incidents and to pass on these observations to the Form Teacher or member of Senior Management.
- ❖ Parents or guardians will be informed of all serious incidents and if necessary they may be required to join in the restorative based approach to resolving the issue.
- ❖ Guidance Counsellor will provide training in strategies for dealing with inappropriate behaviour.
- ❖ A referral system is in place where *all incidents of bullying* are at least referred to the relevant Form Teacher. The Form teacher will bring the matter to the attention of Senior Management and a decision will be taken regarding appropriate follow-up.

8. Links to other policies and to Subject Plans

This policy is consistent with other policies in St Patrick's Cathedral Grammar School:

- ❖ Code of Behaviour
- ❖ Child Protection
- ❖ Internet Safety: Acceptable Use Policy
- ❖ Health and Safety Statement
- ❖ SPHE Policy
- ❖ Learning Support Policy
- ❖ Admissions Policy
- ❖ Dignity in the Workplace

This policy links to the following Curriculum Plans:

- ❖ SPHE: the issue of bullying is dealt with in each of three years of Junior Cycle SPHE
- ❖ As part of the school's anti-bullying curriculum, lessons will be taught by Subject teachers and Form Teachers during Bullying Awareness Week.
- ❖ Other planned events that address bullying issues are:
 - During Transition Year
 - Each year during Senior Cycle SPHE
 - At least once per term during registration with Form Teachers
 - During a Weekly Assembly in each term
 - Bullying Awareness Week

9. 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.

9. 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.

10. This policy was adopted by the Board of Management on **13th May 2014**.

11. This policy has been **made available to the Trustees, school personnel, published on the school website** (or where none exists, is otherwise readily accessible to parents and pupils on request) **and provided to the Parents' Association** (where one exists). A copy of this policy will be made available to the Department of Education and Skills, if requested.

12. 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 (or where none exists, be otherwise readily accessible to parents and pupils on request) 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 Trustees and the Department (Appendices 4 & 5).

Signed: kerry Houston
(Chairperson of Board of Management)

Signed: Sylvia Hick
(Principal)

Date: 13th May 2014

Date: 13th May 2014.

Next Review will be completed by: **30th April 2015**.



Appendix 1

Student Social Questionnaire

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 rumors, 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 2: 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 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 3: Bullying Incident Report Form

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

Physical Aggression	Cyber-bullying	
Damage to Property	Intimidation	
Isolation/Exclusion	Malicious Gossip	
Name Calling	Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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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 4: 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 recorded in the minutes of BOM meetings 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 _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____



Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of **St Patrick's Cathedral Grammar School** wishes to inform you that:

- ❖ The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].
- ❖ This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____