



Patrician Presentation Secondary School

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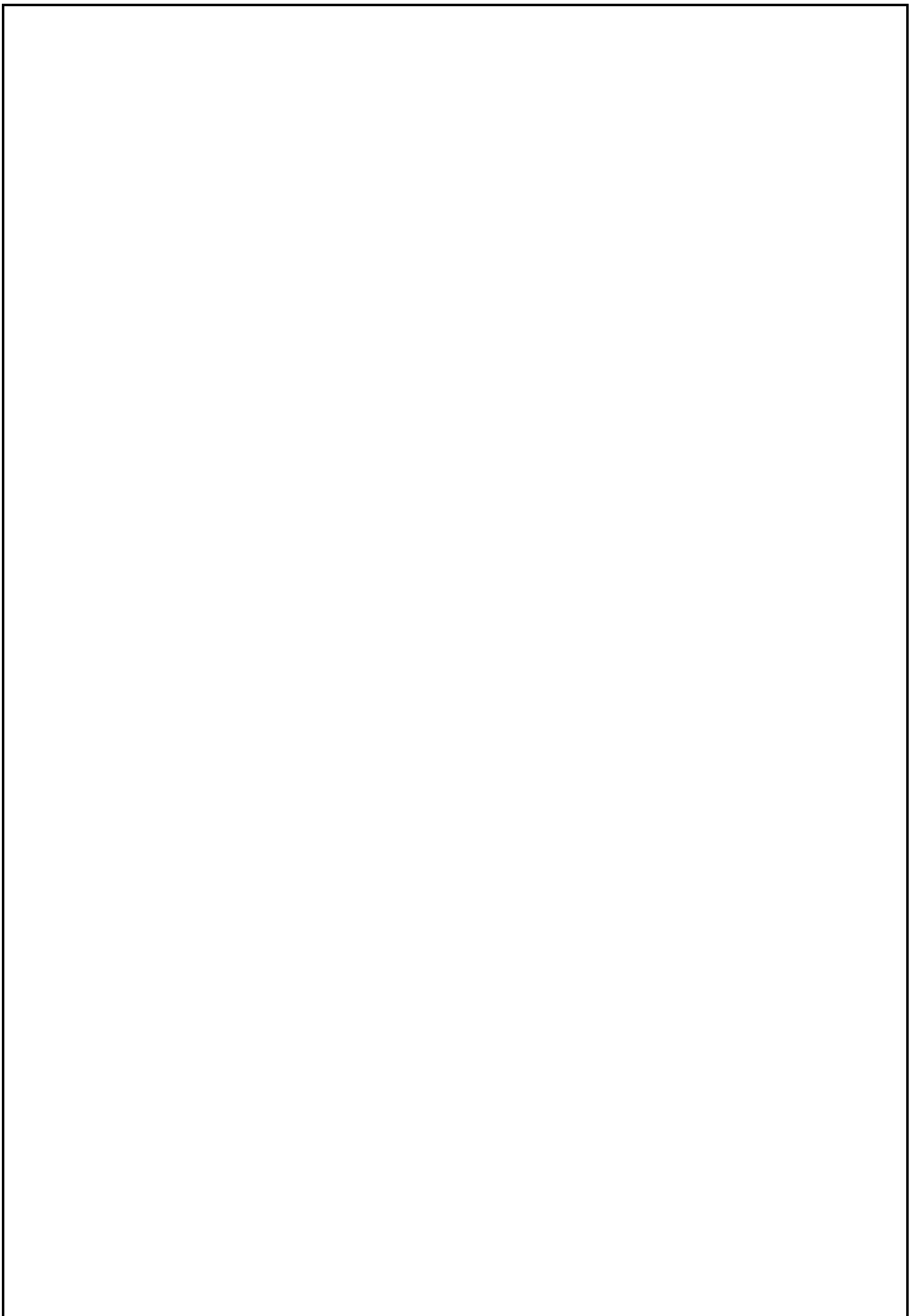


“Our mission is to encourage all pupils to reach their potential in a caring and Christian environment”

Patrician Presentation Secondary 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 Patrician Presentation Secondary 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*):

- Class Teacher
- Year Head
- Guidance Counsellor
- Pastoral care team
- Deputy Principal
- Principal

Serious cases of bullying behaviour are referred immediately to the Principal or Deputy Principal who may if necessary refer them on to the Gardai.

All students involved in bullying (bullies, victims and their peers) are given assistance/counselling through the pastoral care team within the school.

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*):

The preventative strategies used include:

- At the beginning of each year, Student Handbooks are distributed to 1st and 2nd years by their class teachers. These handbooks have been developed by the Le Cheile Trust on countering bullying and each class will be encouraged to draw up a charter on bullying at the beginning of the school year.
- A Friendship week is organised and run in the school. Lessons will be given to the class groups on what bullying is, its effects on people and ways for a victim or a bystander to deal with bullying. The lessons are tailored to suit the needs of the different year groups. Throughout Friendship Week, there may also be speakers for students and/or parents, theatrical productions dealing with bullying, questionnaires and surveys.
- The whole school community including students, parents/guardians, staff and the Board of Management are involved in the formation and reviewing of the “Anti-Bullying Policy”.
- Bullying is comprehensively dealt with in the CSPE and SPHE curricula at Junior Cert.
- Staff day on the subject of bullying complemented by an awareness day for pupils and parents. An awareness day can help give the parents of a pupil who is being bullied the confidence to approach the school and also helps to send a clear message to the parents of a pupil who is engaged in bullying behaviour that they have a major responsibility in addressing their child’s behaviour.
- The “Anti-Bullying Policy” is made available on the school website
- Corridors, eating areas and sports areas are adequately supervised at all break times. All staff are regularly reminded of their duties around noting bullying behaviour and reporting it to the relevant Year Head for investigation.
- All first years are given peer buddies to help with the transition from primary school to secondary school. These peer buddies are trained in how to develop appropriate relationships with their peer group and how to deal with reports of bullying.
- The school has a highly active pastoral care team who intervene early in situations where any bullying is suspected.

- Students’ internet sessions are supervised by teachers and social networking sites are blocked so students have no access to them while on the school premises. All students are educated on “Netiquette”. Mobile phones, cameras and all electronic recording devices must be locked in the student’s locker for the duration of the school day.
- Students are reminded at assemblies of what bullying is, how it affects students and how students should deal with it.

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*)

It is important that incidences of bullying, harassment and discrimination be dealt with promptly, with sensitivity, and utmost confidentiality. A pastoral care team has been appointed to offer support, and advice in the process.

We recognise that there are many different types of bullying behaviour and each situation will be evaluated on an individual basis. In each reported case, however, the following will apply:

While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;

- All reports of bullying, no matter how trivial should be noted, investigated and dealt with by teachers
 - Serious cases of bullying behaviour should be referred immediately to the Principal or Deputy Principal. Parents and/or guardians of the victims and bullies should be informed by the Principal or Deputy Principal sooner rather than later so that they may support their child before a crisis occurs.
 - Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
 - Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved. All interviews are conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved also provide very useful information in this way. When analysing incidents of bullying behaviour, the relevant teacher seeks answers to questions of what, where, when, who and why. This is done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
 - If a group is involved, each member is interviewed individually at first and thereafter, all those involved are met as a group. At the group meeting, each member is asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statement. Each member of a group is supported through the possible pressures that may face them from the other members of the group after interview by the teacher.
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- Teachers investigating cases of bullying behaviour should keep a written record of their discussions with those involved.
 - Those involved may be asked to write down their account of the incident.

- Teacher will arrange follow-up meetings with the two parties involved, separately, with a view to bringing the parties together at a later date if the victim is agreeable.
- If it is concluded that a pupil has been engaging in bullying behaviour, it will be made clear to him/her that he/she is in breach of the school policy. The teacher will meet with the parent/guardians of the two parties involved, explain the actions being taken and discuss ways to reinforce or support the actions taken by the school.
- The relevant teacher must use the bullying recording template at to record the bullying behaviour in the following circumstances:
 - a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
 - b) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.
- In each of the circumstances at (a) and (b) above, the bullying recording template must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.
- in a situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
- Where sanctions are deemed appropriate they may include: (in accordance with the school's Code of Behaviour)
 - A contract of good behaviour
 - School community service i.e helping to maintain or improve the school community/environment
 - Withdrawal of privileges
 - Other sanctions as may be deemed appropriate e.g. Detention
 - Suspension
 - Expulsion.

In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2011* (Children First) and the *Child Protection Procedures for Primary and Post-Primary Schools* provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”.

Serious instances of bullying behaviour are, in accordance with the Children First and *the Child Protection Procedures for Primary and Post-Primary Schools*, referred to the HSE Children and Family Services and/or Gardaí as appropriate.

The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report the

matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

7. The 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 School has a programme of support for both the bullied and the bully.

- A programme of support for pupils who have been bullied is in place in Patrician Presentation Secondary School. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. We adopt a method of shared concern. We use restorative practice, mediation or reconciliation where appropriate. We maintain open communications between school, parents and outside agencies. We work together to resolve the situation and protect the victim.
- A programme of support for those pupils involved in bullying behaviour is also part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities are developed to increase feelings of self-worth. Therefore we recognise that it is important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

8. 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 _____ [date].

11. This policy has been made available to 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 and the patron 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 patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____



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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 minuted 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 _____

Date _____



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

To: _____

The Board of Management of _____ 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 _____



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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

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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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 _____

