

HOLY FAMILY SECONDARY SCHOOL

HFSS ANTI-BULLYING POLICY



MARCH 2019

Introduction

Legal Framework: 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 Holy Family 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.

HFSS Mission: Holy Family Secondary School has as its mission to promote the Christian virtues of faith, hope, love, gentleness, respect and tolerance, and to emphasise togetherness and family. We aim at all times to provide a safe, caring, inclusive learning environment for all our pupils. Toleration of bullying is contrary to this aim. We are, therefore, committed to creating an environment where bullying is neither accepted nor tolerated.

Board of Management's Recognition of the Serious Nature of Bullying: The Board of Management of Holy Family Secondary School 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:

1. 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
 - Promotes respectful relationships across the school community
2. Effective leadership
3. A school-wide approach
4. A shared understanding of what bullying is and its impact
5. Implementation of education and prevention strategies (including awareness raising measures) that-
 - Build empathy, respect and resilience in pupils
 - Explicitly address the issues of cyber-bullying and identity-based bullying including, amongst others, racial, homophobic and transphobic bullying
6. Effective supervision and monitoring of pupils
7. Supports for staff
8. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
9. On-going evaluation of the effectiveness of the anti-bullying policy.

Brief Definition of Bullying: **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. (Anti-Bullying Procedures for Primary and Post Primary schools, 2013).**

1. Collective Responsibility

The Board of Management, staff, pupils and parents of Holy Family Secondary School acknowledge and accept their collective responsibility to act in preventing bullying behaviour by any member of the school community. They recognise the role of the entire school community in identifying and reporting incidents of bullying and they acknowledge their own role in taking appropriate action when bullying occurs.

2. Scope

This anti-bullying policy applies to the whole school community (Board of Management, Parents Association, management, teachers, administrative staff, maintenance staff, and pupils) in their relationships with pupils. It addresses general bullying behaviour of a physical, verbal or psychological nature and includes cyber, homophobic, racial, sexual and relational bullying behaviours.

While this policy primarily addresses issues related to the bullying of pupils (i.e. situations in which one or more pupils are involved in bullying situation(s)), the policy also applies to teaching and other school staff, parents/guardians, and others insofar as measures under the policy relate to them. As an employer, the school management also complies with the requirements of the Employment Equality Acts 1998 and 2004 and, in this regard, has anti-bullying and anti-harassment policies in place for staff.

This policy applies to the following:

- School time (including break times)
- Going to and from school
- School tours/trips
- Extra-curricular activities
- Corridors
- Out-of-school incidents that have repercussions for pupils' well-being and comfort in school

3. Rationale

In acknowledgement of the changing context of our pupils' home and school life, our school community has identified the problem of bullying as a priority issue and this Anti-bullying Policy has been formulated to replace and/or update all preceding Anti-bullying Policies. It has also been formulated to comply with the legal and regulatory requirement for our school to have a written policy on bullying. It has, furthermore, been formulated to fulfil the statutory obligation of our Trustees to ensure that our Anti-bullying Policy reflects the principles and values of our school as a Catholic faith school based on the religious and educational philosophy of Pierre Bienvenu Noailles, founder of the Holy Family Order.

4. Goals/Objectives

This Anti-bullying policy sets out to achieve the following:

1. To create a school ethos which encourages pupils to disclose and discuss incidents of bullying behaviour
2. To raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, pupils, parents/guardians
3. To create a school ethos that acknowledges, accommodates and respects a diversity of pupils across the nine grounds covered by the equality legislation
4. To ensure that the school's Social, Personal and Health Education raises awareness of the factors associated with bullying behaviour and develops appropriate knowledge, skills and behaviours

Cyber	Silent telephone/mobile phone call; abusive telephone/mobile phone calls; abusive text messages and/or emails; abusive website comments (e.g. on social networking sites such as Facebook) twitter/blogs / pictures.
Identity-based (Homophobic or Transphobic)	Spreading rumours about a person's sexual orientation; taunting a person of a different sexual orientation; name calling, e.g., gay, queer, lesbian
Identity-based (Racial, etc.)	Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background; bullying of those with disabilities or special educational needs
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: malicious gossip; isolation, excluding from the group, ignoring; taking someone's friends away; 'bitching', spreading rumours; breaking confidence; talking loud enough so that the victim can hear; the 'look'
Sexual	Unwelcome sexual comments or touching; harassment

Isolated or Once-off Incidents: 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.

Once-off Public Messages: 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.

6. Identification of Strategies to Prevent Bullying Behaviour

Every member of our school community is entitled to respect and to be free of any type of bullying. We acknowledge that we must work proactively to ensure that bullying does not take place and we value techniques based on positive motivation and recognition in modifying behaviour. We have identified the following preventative actions and strategies:

The anti-bullying education and prevention strategies that will be used in the school include the following:

Strategy 6.1: Publishing and Publicising an Anti-Bullying Charter

Strategy 6.2: Supervision and Monitoring

Strategy 6.3: Inclusion in the Curriculum

Strategy 6.4: Involving Parents/Guardians and the Wider Community

Strategy 6.5: Good Friend Week /Respect Week

Strategy 6.1: Publishing and Publicising an Anti-Bullying Charter

We have formulated an Anti-Bullying Charter (or Code) as part of our Anti-Bullying Policy and as part of our School Plan and Code of Positive Behaviour. This Anti-Bullying Charter was formulated primarily by the pupils and teaching staff and it will be displayed in all classrooms and in other prominent areas of the school.

The Charter will be promoted

- through focus activities (Respect week, poster competitions etc)
- through the Parents' Association, at Parent/Teacher meetings, Open/Information Evenings
- through the SRC
- through school journals, teacher handbooks, on the school website and in school publications

The Charter sets down the following:

- What the school is doing to prevent bullying behaviour
- What pupils can do
- What parents can do
- What teachers and other school staff can do
- Who to contact in the event of a problem
- How incidents are handled.

Strategy 6.2: Supervision and Monitoring

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.

In order to minimise bullying behaviours, we have identified the following areas in the school which need to be supervised and monitored very closely:

- 1) Locker Areas, 2) corridors, 3) toilets, 4) classrooms, 5) computer room, 6) dining area, 7) assembly hall

The following are examples of the supervision and monitoring measures that have been put in place:

- DES Substitution & Supervision roster ensures that the locker areas, corridors, toilets and all common areas of the school are supervised before and after school and during break and lunch times
- Maintenance staff supervise along with teaching staff in the dining area at lunch time
- Senior prefects have their lockers in each of the junior locker areas and assist in supervision and monitoring of 1st year pupils
- The Senior Prefects supervise 1st year pupils in their lunch-time classrooms
- Caretaking and maintenance staff are asked to be vigilant in relation to bullying and to report to the school management any bullying behaviours that they observe
- Every subject teacher ensures that bullying behaviours are not tolerated in the classroom
- Class tutors communicate regularly with their class groups at TUTOR TIME and encourage pupils to tell if bullying is happening in their classes
- Year heads are vigilant in relation to bullying
- All pupil support/care structures are active and proactive in keeping alive the message that bullying is not acceptable in our school (subject teachers, class tutors, year heads, assistant principals, deputy principal, principal, SPHE, Guidance, RE, CSPE, Special Education Teachers).
- Senior pupils have a role to play in reporting incidents of bullying, in encouraging junior pupils who might be frightened to report incidents of bullying.
- The SRC has a role in reporting incidents of bullying
- HFY buddy system: HFY 1 (5th yrs) support first years, help supervise in dining and lockers area up to Oct mid-term break to assist with transition to secondary school. They help with induction of and organise bonding activities for 1st yrs during the year. HFY 2 (6th years) Some students volunteer to continue HFY activities. They help with 2nd years day of reflection.
- In accordance with our ICT policy, pupils may not use the computer rooms without a teacher being present
- The school has an OFF and AWAY mobile phoned and electronic devices policy.
- Pupils may only use approved class accounts for email purposes and may only use these under supervision by, or permission from, a teacher

- Pupils are instructed to access only those chat rooms, discussion forums and messaging or other electronic communication forums that have been approved by the school
- We regularly review our IAU Policy to ensure that it remains relevant and appropriate in the light of new technology
- We have an 'OFF and AWAY' system for personal electronic equipment e.g. mobile phones, iPods, iPads etc. All must be switched off and put away out of sight during the school day and on school grounds.

Strategy 6.3: Inclusion in the Curriculum

Cross-curricular approach: All areas of the school curriculum provide many opportunities to educate pupils in relation to bullying. Particularly relevant programmes such as the SPHE, RSE, RE, CSPE and G&C incorporate bullying information and learning. The informal school curriculum, e.g. extra-curricular activities, may also assist in raising awareness of the unacceptable nature of bullying behaviour and/or may incorporate a focus on promoting equality and affirming diversity.

SPHE and Wellbeing: The Junior Cycle curriculum provides pupils with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. The issue of bullying is dealt with in each of the three years of Junior Cycle SPHE. The Senior Cycle SPHE curriculum also deals with issues related to bullying, including dealing with abusive behaviour and understanding the effects of homophobic bullying.

Positive Recognition & Acceptance of Difference: A positive reinforcement of good behaviour is encouraged through our positive recognition system operated through school journals. Some of our initiatives include our Good Friend Week held each January; Seachtain na Gaeilge when we celebrate who we are and actively counteract any form of identity-based bullying; when we focus on providing information and assisting all pupils to be tolerant and accepting, to stand up for each other, to embrace difference.

Strategy 6.4: Involving Parents/Guardians and the Wider Community

Our Holy Family community includes the parents/guardians of our pupils. Through our Parent Association and parent representation on our Board of Management, our parents have been actively involved in the development of this policy document.

Our Parents Association will actively raise awareness of the issue of bullying by means of occasional workshops and/or talks for parents. Our Parents Association will play an active role in advising parents on the issue of bullying and of informing them of helpful publications/websites on, for example, how to handle situations in which a young person is being bullied via mobile phone (*A Parent's Guide to Mobile Phones* – NCTE website <http://www.watchyourspace.ie>).

Our school will encourage communication/links with those members of the wider community who come into regular contact with the school's pupils so as to minimise any bullying behaviours that might arise. These members of the wider community may include: 1) School bus drivers, 2) School traffic wardens, 3) Local shopkeepers/lunch venues, 4) Community youth workers, 5) Gardai, 6) Sports club personnel

Strategy 6.5: Respect Week

We view the holding of an annual Respect Week as being a core strategy central to the implementation of whole school support for bullying prevention. A core principle of Respect Week is that it should involve all members of the school community, not just a few selected classes and teachers.

7. Identification of the Steps to be Taken in Dealing with Bullying Incidents

A victim's silence is the greatest weapon of the person engaged in bullying behaviour. Any pupil who feels she is the victim of bullying should report the matter to any member of the school staff or to her parents. Pupils should never suffer in silence. Any pupil who is witness to, has knowledge of, or is involved in a bullying incident, should report the matter. All reports of bullying, no matter how trivial, will be recorded, investigated and dealt with by teachers. In that way, pupils will gain confidence in telling which is of vital importance in the prevention of bullying behaviours.

Who to tell?

Reports may typically be made to: another pupil, a parent, any staff member with whom the pupil feels comfortable, a member of the Care Team, class tutor or year head, principal or deputy principal.

Class tutor: Our school has a strong pastoral care system in place, and reports of all incidents will usually be filtered through the class tutor, who is the primary person for pastoral care of the pupil in her/his form class.

How to tell?

A number of methods to report an incident of suspected or alleged bullying may be used. These methods may include:

- Making a direct approach to a teacher at an appropriate time, e.g. after class
- Handing a note up with homework
- Making a phone call to the school or to a trusted teacher in the school
- Handing a note to the tutor
- Getting a parent or friend to tell on your behalf
- Filling in a confidential questionnaire administered by the school, e.g. in context of Respect Week or at other times during the school year

The relevant teachers for investigating and dealing with bullying are all teachers following the procedures outlined below. In Holy Family Secondary School, the Year Heads play a particularly important and ongoing role in the process as outlined in HFSS Procedures for Investigating and Resolving Bullying.

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 outlined in HFSS Procedures for Investigating and Resolving Bullying.

The school's programme of support for working with pupils affected by bullying is outlined in HFSS Procedures for Investigating and Resolving Bullying.

HFSS Procedures for Investigating and Resolving Bullying

1. Initial report/disclosure of bullying behaviour (Stage One)

Action taken by	Procedure	Support and/or sanction <i>may</i> include
Subject teacher, tutor, or any teacher who becomes aware of incident(s) Member of the Care Committee If the teacher feels that she/he can resolve the situation	Challenge the behaviour as being unacceptable. Speak to (both) pupils separately and try to resolve the issue using the Restorative Approach Teacher keeps a written record. Pupil(s) encouraged to write a report (<i>Incident Record Forms</i>) Teacher follows up progress with: victim and bully, bystanders or others involved. Teacher reports and give written record to relevant Year Head(s)	Serious talk with pupil(s) re effects of their behaviour Verbal warning. Pupil/s involved warned to stop. Seek verbal agreement re future behaviour. Outline a fair outcome <i>if appropriate</i> : e.g. an apology, return of property etc. Support for victim (from teacher dealing with disclosure of bullying behaviour)

2. Subsequent report /disclosure (Stage Two)

Action taken by	Procedure	Support and/or sanction <i>may</i> include
Any teacher, Tutor, Assistant Principal, Year Head	Incident investigated by the Year Head using Restorative Approach. The Year Head records the bullying behaviour in the standardised recording template and gives a copy to the Deputy Principal/Principal Both sets of parents informed by the Year Head Teacher/Year Head keeps a written record. Pupils write a report (<i>Incident Record Forms</i>) Year Head follows up progress with victim and bully, bystanders or others involved.	Serious talk with the pupil re: behaviour and future behaviour Sign written agreement re future behaviour Parents/Guardians sign written agreement re future behaviour Speak with school counsellor Detention /other agreed sanction from school's Code of Positive Behaviour Monitor future behaviour Support for victim (from member of staff dealing with disclosure of bullying behaviour)/ counselling/ regular meetings with year head

3. Where bullying behaviour persists / serious incident of bullying (Stage Three)

Action taken by	Procedure	Support and/or Sanction
Principal or Deputy Principal involved	Parents and pupil meet with Principal / Deputy Principal	Detention / Suspension / other agreed sanction from school's Code of positive behaviour
Year Head	Use Restorative Approach	Parents are met and conditions set regarding pupil's future behaviour
Care Committee may be involved.	Feedback to Year Head	Counselling offered /Referral to child psychologist/ Garda Juvenile Liaison Officer
The incident may be referred to the Board of Management at the discretion of the Principal	Teacher/Year Head keeps a written record. Pupils write a report (<i>Incident Record Forms</i>) Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation	Contact with other support agencies e.g. re anger management The future of the pupil in the school may be considered. Support for victim (from member of staff dealing with disclosure of bullying behaviour)/ counselling/ regular meetings with year head

- Every incident of suspected or alleged bullying will be recorded on an '*Incident Record Form*' (Appendix B). The Year Head will additionally record bullying behaviour in the standardised recording template (Appendix B) and give a copy to the Deputy Principal/Principal
- These '*Incident Record Forms*' and standardised templates will be filed securely in the Year Head or Deputy Principal's office
- Subsequently, they will be stored with other records pertaining to the pupil in the school archive
- Records of bullying incidents will be kept in Holy Family Secondary School for 5 years after all involved in the incident have left the school
- All serious incidents of bullying (e.g. an assault) should be reported to the principal straight away
- The class tutor(s) will be kept informed of all incidents and have access to relevant written records
- **Sanctions may include:** A contract of good behaviour; School community service; Withdrawal of privileges; detention, suspension, expulsion
- In the case of a complaint regarding a staff member, this should be referred immediately to the principal
- Where cases, relating to either pupil or teacher, remain unresolved at school level, the matter should be referred to the Board of Management

Links to related school policies

This Anti-Bullying Policy is a central school policy. It conforms to our school ethos and strengthens it. Other relevant school policies will be reviewed to ensure that they are consistent with this Anti-Bullying Policy. The following policies may be among those considered for review: Code of Positive Behaviour, Child Protection, Equality, Internet Safety: Acceptable Use Policy, Health and Safety, Supervision and Substitution, Critical Incident Policy, SPHE/RSE, Guidance and Counselling, Attendance, Admissions, Induction for new staff and pupils, Dignity in the Workplace, Pastoral Care Protocols.

8. Implementation Arrangements, Roles and Responsibilities

At the beginning of each school year, an ABC (Anti-bullying Co-ordinating) committee will be set up to review, evaluate, amend and relaunch HFSS Anti-Bullying Policy; to monitor the implementation of the policy; to ensure that the Anti-Bullying Charter is placed in all classrooms and in other appropriate areas of the school; to oversee the smooth running of Respect Week; to decide on new initiatives to promote positive,

respectful behaviour in our school; to provide/arrange CPD for the whole staff in relation to the prevention of bullying; to undertake, in consultation with the principal, other tasks in relation to bullying prevention. **This ABC committee will monitor the school's education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including, in particular, racial, homophobic and transphobic bullying).**

The Principal makes an Anti-Bullying Report to the Board of Management at each of their scheduled meetings throughout the school year.

9. Reviewing and Evaluating the Policy

This policy and its implementation will be reviewed by the Board of Management once in every school year. Notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent Association. A record of the review and its outcome will be made available, if requested, to the patron and to the Department of Education and Skills.

The ongoing review and evaluation of this policy will take cognisance of changing information or guidelines (e.g. from the Department of Education and Skills or the NEWB), legislation and feedback from parents/guardians, pupils, teachers and others. The policy will be revised as necessary in the light of such review and evaluation and within the framework of school planning.

Identification of some practical indicators to gauge the effectiveness of this policy: Pupils, staff and parents/guardians are aware of the policy e.g. through prominent display of the Anti-Bullying Code in the school; practical action has been taken to prevent bullying; initiatives have been taken to promote equality and affirm diversity; procedures for recording, investigating and dealing with incidents reported have been implemented; the number of incidents addressed annually is calculated; positive feedback is received from pupils, parents/guardians and staff in relation to the anti-bullying policy and its implementation; bullying behaviour has reduced (indicators developed here may examine reductions in particular types of bullying behaviour specifically targeted under the policy, such as homophobic or cyber-bullying).

Some supports for the process of review and evaluation: a confidential survey of pupils and staff; feedback from pupil council or pupil body, buddies, prefects; observation of behaviour in classrooms, corridors, school grounds; parental feedback, including at parent/teacher meetings, from Parents Association; a comment/suggestion box.

10. Communication and Ratification

Following ratification of this Anti-Bullying Policy by Holy Family Board of Management, it will then be:

- Circulated within the school community (in hard copy and on the school website); to the staff, parents and pupils of the school
- The entire staff must be familiar with the policy and ready to put it into practice
- It is important that all concerned are made aware of any changes implied in curriculum delivery, school rules, sanctions and code of positive behaviour
- Parents/guardians should be informed of the Anti-Bullying Policy from the time of enrolment of the pupil (*See Appendix C for Anti-Bullying Agreement at Induction to School*)
- Parents/guardians and, if appropriate, pupils over 18 years, may be asked to sign a statement that they have read the policy and agree to be bound by it

This policy replaces all earlier HFSS Anti-Bullying Policies.

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 Holy Family 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 2013 *Anti-Bullying Procedures for Primary and Post-Primary School*.

This policy was ratified by the Board of Management on 12th March 2019.

This policy has been made available to school personnel, published on the school website and provided to the Parents Association. A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested.

The Principal makes an Anti-Bullying Report to the Board of Management at each of their scheduled meetings throughout the school year.

Signature of Chairperson, Board of Management: _____ Date: _____

Signature of Diocesan Representative: _____ Date: _____

Signature of Principal: _____ Date: _____

Appendix A

1. Holy Family Anti-Bullying Charter
2. Procedures for Investigating and Resolving Bullying
3. Practical Tips for Building a Positive School Culture & Climate

Holy Family Anti-Bullying Charter



Holy Family Secondary School has the responsibility to provide a safe, secure, caring, inclusive learning environment for all our pupils. In our school, pupils should, at all times, be free from fear, intimidation and any form of bullying.

We say a pupil is being bullied, when another pupil, or group of pupils, says nasty and unpleasant things. It is also bullying when, for example, a pupil is hit, pushed, threatened, teased repeatedly; sent nasty notes, messages, texts or emails; or is ignored or excluded; or when, for example, inappropriate comments are made about someone verbally, through text messages or on social networking sites, such as Facebook or Twitter.

We want Holy Family Secondary School to be a place where:

- Pupils, Teachers and Parents treat each other fairly, and with kindness and respect
- Bullying behaviour is not tolerated
- Pupils feel safe and are able to report bullying without being afraid
- Pupils stand up for and support each other

Holy Family Secondary School helps to stop bullying by having:

- An Anti-Bullying Policy
- An Annual Respect Week (Good Friend Week)
- A Code of Positive Behaviour
- Procedures for investigating and resolving incidents of bullying

Pupils help to stop bullying by:

- Reporting incidents of bullying to someone – another pupil, a parent, a teacher, class tutor, year head, deputy principal, principal
- Treating all other pupils fairly, and with kindness and respect

Parents help to stop bullying by:

- Being aware of how your daughter behaves every school day
- Monitoring carefully your daughter's use of mobile phone, internet, social networking sites
- Expecting your daughter to treat all other pupils fairly, and with kindness and respect

Bullying causes hurt and unhappiness.

Holy Family Secondary School does not tolerate bullying.

WE DEAL SERIOUSLY WITH BULLYING IN OUR SCHOOL.

Procedures for Investigating and Resolving Bullying

(For display with Charter in every classroom and in prominent areas of the school)

1. Initial report/disclosure of bullying behaviour (Stage One)

Action taken by	Procedure	Support and/or sanction <i>may</i> include
Subject teacher, tutor, or any teacher who becomes aware of incident(s) Member of the Care Committee If the teacher feels that she/he can resolve the situation	Challenge the behaviour as being unacceptable. Speak to (both) pupils separately and try to resolve the issue using the Restorative Approach Teacher keeps a written record. Pupil(s) encouraged to write a report (<i>Incident Record Forms</i>) Teacher follows up progress with: victim and bully, bystanders or others involved.	Serious talk with pupil(s) re effects of their behaviour Verbal warning. Pupil/s involved warned to stop. Seek verbal agreement re future behaviour. Outline a fair outcome <i>if appropriate</i> : e.g. an apology, return of property etc. Support for victim (from teacher dealing with disclosure of bullying behaviour)

2. Subsequent report /disclosure (Stage Two)

Action taken by	Procedure	Support and/or sanction <i>may</i> include
Any teacher, Tutor, Assistant Principal, Year Head Member of the Care Committee may be involved.	Incident investigated by the Year Head using Restorative Approach Deputy Principal/Principal informed Both sets of parents informed by the Year Head Teacher/Year Head keeps a written record. Pupils write a report (<i>Incident Record Forms</i>) Year Head follows up progress with victim and bully, bystanders or others involved.	Serious talk with the pupil re: behaviour and future behaviour Sign written agreement re future behaviour Parents/Guardians sign written agreement re future behaviour Speak with school counsellor Detention /other agreed sanction from school's Code of Positive Behaviour Monitor future behaviour Support for victim (from member of staff dealing with disclosure of bullying behaviour)/ counselling/ regular meetings with year head

3. Where bullying behaviour persists / serious incident of bullying (Stage Three)

Action taken by	Procedure	Support and/or Sanction
Principal or Deputy Principal involved Year Head Care Committee may be involved. The incident may be referred to the Board of Management at the discretion of the Principal	Parents and pupil meet with Principal / Deputy Principal Use Restorative Approach Feedback to Year Head Teacher/Year Head keeps a written record. Pupils write a report (<i>Incident Record Forms</i>) Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation	Detention / Suspension / other agreed sanction from school's Code of positive behaviour Parents are met and conditions set regarding pupil's future behaviour Counselling offered /Referral to child psychologist/ Garda Juvenile Liaison Officer Contact with other support agencies e.g. re anger management The future of the pupil in the school may be considered Support for victim (from member of staff dealing with disclosure of bullying behaviour)/ counselling/ regular meetings with year head

Practical Tips for Building a Positive School Climate and Culture

Extract from DES 2013 Anti-Bullying Procedures for Primary and Post-Primary Schools

- 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, sound 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 Parent 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 tend to be times where there is less structures supervision such as when pupils are in the playground/school yard/outdoor areas or moving classrooms
- Support the establishment and work of student councils

Appendix B

1. Pupil Incident Record Form
2. Teacher Incident Record Form
3. Standardised Template for Recording Bullying Behaviour

Pupil Incident Record Form

(To be filled out by pupil who has been involved in or is aware of incident)



Name of Pupil:

Class:

Details of Incident

(If you have more to write than fits below, then please continue your report on the back of this Form.)

Signature of Pupil: _____ Date: _____ Time: _____

Teacher's use only

Signature of Teacher: _____ Date: _____ Time: _____
(to whom this incident has been reported):



Teacher Incident Record Form

(To be filled out by teacher who has become aware of alleged incident(s) of bullying)

Name of Pupil: _____

Class: _____

Details of Incident: *(If you have more to write than fits below, then please continue your report on the back of this Form.)*

Action Taken: Guided by Procedures for Investigating and Resolving Bullying *(Please circle or add actions taken)*

1. Initial report/disclosure of bullying behaviour (Stage One)

Action taken by	Procedure	Support and/or sanction may include
Subject teacher, tutor, or any teacher who becomes aware of incident(s)	Challenge the behaviour as being unacceptable. Speak to (both) pupils separately and try to resolve the issue using the Restorative Approach	Serious talk with pupil(s) re effects of their behaviour Verbal warning. Pupil/s involved warned to stop. Seek verbal agreement re future behaviour.
Member of the Care Committee	Teacher keeps a written record. Pupil(s) encouraged to write a report <i>(Incident Record Forms)</i>	Outline a fair outcome <i>if appropriate</i> : e.g. an apology, return of property etc.
If the teacher feels that she/he can resolve the situation	Teacher follows up progress with: victim and bully, bystanders or others involved.	Support for victim (from teacher dealing with disclosure of bullying behaviour)

2. Subsequent report /disclosure (Stage Two)

Action taken by	Procedure	Support and/or sanction may include
Any teacher, Tutor, Assistant Principal, Year Head	Incident investigated by the Year Head using Restorative Approach Deputy Principal/Principal informed	Serious talk with the pupil re: behaviour and future behaviour Sign written agreement re future behaviour
Member of the Care Committee may be involved.	Both sets of parents informed by the Year Head Teacher/Year Head keeps a written record. Pupils write a report <i>(Incident Record Forms)</i> Year Head follows up progress with victim and bully, bystanders or others involved.	Parents/Guardians sign written agreement re future behaviour Speak with school counsellor Detention /other agreed sanction from school's Code of Positive Behaviour Monitor future behaviour
		Support for victim (from member of staff dealing with disclosure of bullying behaviour)/ counselling/ regular meetings with year head

3. Where bullying behaviour persists / serious incident of bullying (Stage Three)

Action taken by	Procedure	Support and/or Sanction
Principal or Deputy Principal involved	Parents and pupil meet with Principal / Deputy Principal	Detention / Suspension / other agreed sanction from school's Code of positive behaviour
Year Head	Use Restorative Approach	Parents are met and conditions set regarding pupil's future behaviour
Care Committee may be involved.	Feedback to Year Head	Counselling offered /Referral to child psychologist/ Garda Juvenile Liaison Officer
The incident may be referred to the Board of Management at the discretion of the Principal	Teacher/Year Head keeps a written record. Pupils write a report <i>(Incident Record Forms)</i> Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation	Contact with other support agencies e.g. re anger management The future of the pupil in the school may be considered Support for victim (from member of staff dealing with disclosure of bullying behaviour)/ counselling/ regular meetings with year head



Standardised Template for Recording Bullying Behaviour

Standardised Template for Recording Bullying Behaviour (requirement of 2013 Anti-Bullying Procedures for Primary and Post-Primary Schools)

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)* & make brief comment if considered necessary)

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (Tick relevant box(es)* & make brief comment if considered necessary)

Locker Area	
Corridor	
Toilets	
Classroom	
Study Hall/ Dining Hall/Assembly Hall	
Outdoor Area	
Other (Specify)	

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

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

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

9. Details of actions taken

Signed _____ (Year Head) Date: _____

Appendix C

1. Anti-Bullying Agreement
2. Good Behaviour Agreement
3. Restorative Justice

Anti-Bullying Agreement

Holy Family Secondary School



Pupil Name: _____ Year: _____

BULLYING IS UNACCEPTABLE AND WILL NOT BE TOLERATED IN HOLY FAMILY SECONDARY SCHOOL

I understand that

- **A record of incidents will be kept**
- **Procedures as described in our Anti-Bullying Policy will be followed**
- **Everyone involved in bullying will receive help**
- **Pupils who persistently bully may be suspended**

I must not:

- **Hurt another person physically or emotionally**
- **Threaten or intimidate**
- **Deliberately exclude or isolate**

I have read and I understand the 'Procedures for Investigating and Resolving Bullying'. I am aware that I may obtain a copy of the 'Anti-Bullying Policy for Holy Family Secondary School' in the school office or I may download it from the school website.

Pupil Signature: _____ Date : _____

Parent Signature: _____ Date : _____

School Signature/Stamp: _____

Good Behaviour Agreement

(To be agreed and signed, if required, during the school year)



I agree:

1. To be respectful to all my teachers
2. To be respectful, kind and caring to all other pupils
3. To behave well in all my classes
4. To be co-operative in all my classes
5. To come to school on time (8.45a.m. and 1.40p.m.)
6. To go to classes on time
7. To have my books and all required class materials in class
8. To do my class work and home work
9. To wear the correct school uniform
10. Not to leave school, without permission, during the school day

11. –

12. –

13. --

I understand that I made a commitment with my parents that, as a pupil in Holy Family Secondary School, I would always do my best to behave excellently at all times.

I understand also that my genuine efforts to act always with respect and care will be acknowledged by the Year Head, Principal, Deputy Principal and teachers of the school.

Pupil Signature: _____

Date: _____

Parent Signature: _____

Date: _____

School Stamp :

A useful framework for dealing with bullying behaviour is offered by the concept of Restorative, as opposed to Retributive Justice. The 'restorative' approach contrasts with the traditional model of apportioning blame and

Retributive Justice

1. Misdemeanour defined as violation of school rules.

2. Focus on establishing blame, on guilt, on the past. (*Did you do it?*)

3. Adversarial relationship and process
Punishment to deter/prevent.

4. Accountability defined as taking punishment, deciding to put things right

5. Conflict seen as individual v. School

Adapted by Hopkins (2002).

Restorative Justice

1. Misdemeanour defined as violation of one person's rights by another.

2. Focus on problem-solving by expressing feelings and needs first, and then how to meet those needs.

3. Dialogue and negotiation. Everyone involved listening to each other. Restitution. Reconciliation and restoration as goal.

4. Accountability defined as understanding the impact of the action, and making reparation.

5. Misdemeanours recognised as interpersonal conflicts. Value of conflict as potential opportunity for learning recognised.