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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 the Sligo 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 its therefore fully committed to the following keys principles of best practice in preventing and tackling bullying behaviour:

   - A positive school culture and climate which —

        o Is welcoming of difference and diversity and is based in inclusivity;

        o Encourages pupils to disclose and discuss incidents of bullying behaviour;

        o Is a non-threatening environment;

        o 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 —
        o Build empathy, respect and resilience in pupils; and
        o 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 effectiveness of Anti-Bullying Policy.

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

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- 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 education 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 which 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 with the 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 teachers for investigating and dealing with bullying in this school are as follows:

> o Class Teacher
> o Assistant Co-ordinator
> o Co-ordinator
> o Guidance Counsellor
> o House Master/Mistress
> o Member of Pastoral Care Team
> o Deputy Principal
> o Headmaster

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.

The education and prevention strategies that will be used by the school are as follows:

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- Fully implementation of SPHE, RSE, and CSPE programmes and curricula to ensure that school culture supports a safe social and personal environment. Training for staff in delivering these programmes.
- School wide training on bullying (to include all school personnel, students and parents and wider community)
- School wide delivery of lessons on bullying
- School wide delivery of lessons on relational aggression Cyber Bullying,
- Homophobic and Transphobic Bullying (Growing up LGBT, Stand Up
- Programme) Diversity and interculturalism (Spotlight on Stereotyping) (Changing Perspectives)
- Training for SPHE teachers on: resolving bullying; internet safety and cyber bulling; sexual orientation and homophobia
- The implementation of regularly whole school awareness measures. eg. Mental Health Week
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Encouragement of the student council to become involved in contributing a safe school environment. Buddy, mentor and other student support activities can help to support 1st year students transition confidentially, and encourage a culture of peer support.
    - Ensuring that students know who to tell and how to tell, eg..
        - Direct approach to teacher at an appropriate time, for example after class;
        - Hand note up with homework
        - Make a phone call to the school or to a trusted teacher in the school
        - Co-ordinators box
        - Get a parent or friend to tell on your behalf.

6. The schools procedures for investigation, follow-up and recording of bullying behaviour and established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

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PROCEDURES FOR INVESTING AND FOLLOWING UP BULLYING BEHAVIOUR

STEP 1.

Initial report/disclosure of bullying behaviour

Action Taken if a teacher feels that they can resolve the situation	Procedure	Support and/or sanction may include
Subject Teacher, or any teacher/ Assistant Co-ordinator / Co-ordinator	Challenge the behaviour as being unacceptable	Serious talk with student(s) re effect of their behaviour
Member of the Pastoral Care Committee	Speak to both students separately and try and resolve the issue using an established intervention technique e.g. Restorative Approach	Verbal warning. Student(s) involved warned to stop
Always consult with an appropriate colleague or management	Keep a record (Informal)	Seek Verbal Agreement re: future behaviour
If possible have a colleague present when interviewing students	Teacher will follow up progress with: victim and bully, bystanders or others involved. N.B. If the incident has not being resolved within 20 days the relevant teacher must record the behaviour on the incident template.	Outline a fair outcome if appropriate, e.g. an apology, return of property etc.

STEP 2.

Subsequent report/disclosure e.g. second incident by the same student

Action taken by	Procedure	Support and/or sanction may include:
Relevant teacher, Coordinator, Assistant Co-ordinator involved.	Incident investigated by the Co-ordinator using Restorative Approach.	Serious talk with the student re: behaviour and future behaviour.

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Member of the Pastoral Care Committee may be involved.	Headmaster/Deputy Principal informed.	Sign written agreement re: future behaviour.
	Both sets of parents informed by Co-ordinator.	Parents/Guardians sign written agreement re: future behaviour.
	Keep a record.	Speak with school counsellor.
	Co-Ordinator follows up progress with victim and bully, bystanders and others involved.	Detention/other agreed sanction from school's Code of Behaviour.
		Monitor future behaviour.

STEP 3.		
Where bullying behaviour persists/serious incident of bullying		
Action taken by	**Procedure**	**Support and/or Sanction**
Relevant teacher Principal or Deputy Principal involved	Parents and student meet with Principal/Deputy Principal.	Detention/Suspension/other agreed sanction from school's Code of Behaviour.
Co-ordinator	Use established intervention strategies.	Parents are met and conditions set regarding student's future behaviour.
Pastoral Care Team.	Feedback to Co-ordinator.	Counselling offered.
The incident may be referred to the Board of Management at the discretion of the Headmaster.	Record Kept (Formal Template).	Referral to child psychologist.
	Follow up progress with victim or others involved and continue to monitor the situation.	Contact with other support agencies e.g. anger management.
		The future of the student in the school may be considered.

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RECORDING OF BULLYING BEHAVIOUR

All records must be maintained in accordance with relevant data protection legislation. The School's procedures for noting and reporting bullying behaviour must adhere to the following:

(i) 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.

(ii) If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as it practicable, the relationships of the parties involved.

(iii)The relevant teacher must use the recording template 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 bully 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.

7. **THE SCHOOLS 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 and other parties involved will receive the utmost privacy and confidentiality in the initial and subsequent investigations. However, where a referral may seem appropriate or necessary this will be left to the discretion of the teacher or member of staff involved in the investigation. The parties will be given the opportunity of speaking to the Guidance Counsellor or any member of the Pastoral Care Team available to talk to them.

- The school will address the attitudes of bullying within the school community

- A series of events will be organised relating to raising awareness of bullying.

- Bullying will be incorporated into SPHE and Guidance lessons.

- In a case where sanctions need to be imposed, they will be enforced, as per the school's Code of Behaviour.

- Following an investigated incident of bullying, Assistant Co-ordinator or Co-Ordinators will monitor the behaviour of the students involved.

- Staff will be informed of necessary developments in bullying incidents on a regular basis at staff meetings. They will be asked to monitor and observe the students or classed involved in specific incidents and to pass on these observations to Assistant Co-ordinator or Co-Ordinator.

- Parents or guardians will be informed or serious incidents and if necessary they may be required to join in the restorative based approach to resolving the issue.

- A referral system will be in place to ensure that all incidents will be dealt with. If those investigating can't resolve the issue it will then be referred on to the following people
  - o Teacher
  - o Pastoral Care Team Member/Guidance Counsellor
  - o Assistant Co-ordinator / Co-Ordinators

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 reasonable practicable to prevent the sexual harassment of pupils or staff or harassment of pupils or staff on any of the nine grounds specified ie. 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 the 3rd day of March 2014

11. 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 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 complied will be made available to school personnel, published on the school website (or where none exists, be otherwise readily assessable 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.

Policy Reviewed and updated by Board of Management: _____10 Feb 2025_____

Signed ___Liz Green _____   Date: __10 Feb 2025_____
         On behalf of Board of Management

Signed ___Michael Hall _____   Date: __10 Feb 2025_____
         Principal

Due for next review: _____Sept 2026_____

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Approved and Adopted by Board on Management 3rd March 2014

Review History

Reviewed	10 February 2025
Reviewed	18th September 2023
Reviewed	28th November 2022
Reviewed	16 Sept 2021
Reviewed	15th Jan 2018
Reviewed	2016
Reviewed	09/02/2015

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Elements of a positive school culture and climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.

- The school acknowledges the uniqueness of each individual and his/her worth as a human being.

- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.

- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.

- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.

- The school has the capacity to change in response to pupils' needs.

- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.

- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.

- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.

- The school recognises the role of parents in equipping the pupil with a range of life-skills.

- The school recognises the role of other community agencies in preventing and dealing with bullying.

- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.

- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.

- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

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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.

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- Support the establishment and work of student councils.

APPENDIX 1

Examples of Bullying Behaviours

	Student to Student
GENERAL	- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. - Physical aggression - Damage to property - Name Calling - Slagging - The production, display or circulation of written words pictures or other material aimed at intimidating another person - Graffiti - Extortion - Intimidation - Gestures - The "look" - Invasion of personal space - A combination of any of the types listed.
CYBER	- Denigration: Spreading rumours, lies or gossip to hurt a person's reputation. - Harassment: Continually sending vicious, mean or disturbing messages to an individual - Impersonation: Posting offensive or aggressive messages under another person's name. - Flaming: Using inflammatory or vulgar words to provoke an online fight - Trickery: Fooling someone into sharing personal information which is then posted online. - Outing: Post or sharing confidential or compromising information or images - Exclusion: Purposefully excluding someone from an online group. Cyberstalking: Ongoing harassment and denigration that causes a person considerable fear of his/her safety. - Silent telephone/mobile phone calls - Abusive telephone/mobile phone calls - Abusive text messages - Abusive email. - Abusive communication on social networks e.g. Facebook/ Ask.fm/ Twitter/You Tube or game consoles. - Abusive website comments/blogs/pictures - Abusive post on any form of communication technology

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HOMOPHOBIC AND TRANSGENDER	• Spreading rumours about a person's sexual orientation • Taunting a person or a different sexual orientation • Name calling e.g. Gay, Queer, Lesbian • Physical intimidation or attacks • Threats
RACIAL	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.
RELATIONAL	• This involves manipulating relationships as a means of bullying. • Behaviours include: • Malicious gossip • Isolation and Exclusion • Ignoring • Excluding from the group • Taking someone's friends away • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look"
SEXUAL	• Unwelcome sexual comments or touching • Harassment

Student to Staff	
GENERAL	• Throwing Missiles • Brushing Past Aggressively • Shouldering • Overfamiliar • Patronising • Squaring up/eye contact • Damaging Property • Bad Language • Cheek/Back Answering • Consistent Interruptions • Comments outside School

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CYBER	- Personal Text - Prank calls - Social Networking Sites - Websites
HOMOPHOBIC	Reference to teachers clothes, car, sexuality, social life, personal activities
RACIAL	- Slagging Accents - Reference to Racial Stereotypes
RELATIONAL	Undermining teachers authority
SEXUAL	- Physical contact - Inappropriate body language - Asking personal questions

Staff to Student	
GENERAL	- Poking - Pushing - Name Calling - Belittling - Slagging
CYBER	- Personal texts - Social Networking Sites
HOMOPHOBIC	Reference to clothes, car, sexuality, social life, personal activities
RACIAL	- Slagging accents - Reference to racial stereotypes
RELATIONAL	Personal Clash
SEXUAL	- Physical Contact - Inappropriate body language - Inappropriate Comments - Asking personal questions

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	Staff to Staff
GENERAL	- Encroaching space in the staff room - Intrusion during class, not respecting teaching space - Taking or using others' property without asking - Leaving notes that are vague or impersonal - Spreading rumours/gossip - Talking about other staff in the staff room - Inappropriate comments - Over intense observation - Lack of respect - Patronising/undermining authority - Overly high expectations
CYBER	- Personal texts - Social Networking Sites
HOMOPHOBIC	Reference to clothes, car, sexuality, social life, personal activities
RACIAL	- Slagging accents - Reference to racial stereotypes - Religious intolerance, - Religious, cultural views.
RELATIONAL	Exclusion socially
SEXUAL	- Inappropriate physical contact - Inappropriate Comments/innuendo - Overfamiliarity

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INTERNAL SUPPORTS AVAILABLE IN COUNTERING BULLYING

Team/Personal Structures	Policy Documents	Material Resources
Board of Management, Head Master and staff. HSCL Officer School Completion Coordinators. National Behaviour Support Service Special Needs Assistants	Whole School Plan Code of Discipline Acceptable use Policy Child Protection Policy Attendance Policy Admissions Policy Health and Safety Policy Dignity in the Workplace Critical Incident Policy.	School Development Planning; Guidelines for Post — Primary Schools (1993) Looking at Our School — A Guide to Self-Evaluation in Second-Level Schools.
SPHE Co-ordinators and teachers	SPHE Policy RSE Policy Anti-Bullying Policy	SPHE Curriculum/Syllabus SPHE School Handbook Relationships and Sexuality Education Resource Materials (Junior and Senior Cycle)
Pastoral Care Personnel	Pastoral Care Policy	Guidance and Counselling Programme

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Guidance and Counselling Programme Chaplain/RE Team Assistant Co-ordinator / Co-Ordinators	Guidance and Counselling Plan	RE-Syllabus/Curriculum
CSPE Team	CSPE Policy	CSPE - syllabus and guidelines
Student Council Buddy/Mentor System Parents' Council	Anti-Bullying Policy	
LCVP Co-ordinators		LCVP Programme Materials