

Stratford College Anti-Bullying Policy

Ratified: Mr Michael Gilbert, School Manager

Date: April 2009

1. Introduction

This Anti-Bullying Policy was developed from the previous policy completed in March 2005. In the preparation of this document, the Committee consulted with students and with their parents as well as with the staff of the College and members of the Dublin Cool Schools Pilot Project. The policy has been forwarded to the Board of Management.

2. SCOPE

The policy addresses bullying behaviour, harassment and sexual harassment.

While it primarily addresses issues related to bullying of students, it applies also to teaching and other school staff, parents/guardians and others insofar as measures under the policy relate to them.

The policy applies

- During school time (including breaks)
- Going to and from school
- During school tours
- During extra-curricular activities
- To any behaviour of a bullying nature (outside school) which seriously impacts on a students' participation in school and / or where the matter relates to the school's duty of care of a student.

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3. Rationale

1. Developing the College's Anti-Bullying Policy is a priority issue identified by staff, students and parents.
- 2. The Department of Education and Science requires schools to have a written policy on bullying – an agreed procedure for investigating, recording and dealing with bullying behaviour. This school policy on bullying should be the result of a collaborative approach, involving all members of the school community.**
- 3. The Equal Status Acts 2000 and 2004 prohibit discrimination on nine specific grounds.**
4. Stratford College is a teaching and learning community committed to providing a nurturing environment where each individual can develop self-esteem and a sense of their place in and responsibility to society. Mutual respect for all traditions is central to the ethos of the College.

4. Relationship to Characteristic Spirit of the School (school's mission/vision/aims)

Mission Statement

Stratford College is a teaching and learning community committed to quality and excellence in education.

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We are dedicated to:

- Providing a nurturing environment where each individual can develop self-esteem and a sense of their place in, and responsibility to, society.
- Instructing Jewish students in their religion while fostering mutual respect for all traditions.
- Promoting personal achievement and academic success.
- Respecting the unique potential of every student and encouraging each to maximise it.

5. GOALS AND OBJECTIVES OF THE ANTI-BULLYING POLICY

To achieve a nurturing environment where respect for each other is paramount, the College aspires to meet the following objectives.

1. To create a school ethos which encourages students to disclose and discuss incidents of bullying behaviour
2. To raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, students, parents/guardians
3. To create a school ethos that acknowledges, accommodates and respects a diversity of students 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
5. To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation

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6. To further develop procedures for reporting and recording incidents of bullying behaviour
7. To develop procedures for investigating and dealing with incidents of bullying behaviour
8. To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour
9. To work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour

6. Key Measures

6A. Clearly define bullying and identify the types of behaviour involved

6B. Identify actions to prevent bullying behaviour

6C. Identify the steps to be taken in dealing with bullying incidents

6A. DEFINITION OF BULLYING AND TYPES OF BEHAVIOUR INVOLVED

The Department of Education and Science *Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools*, published in September 1993, define bullying as: "Repeated aggression, verbal, psychological or physical, conducted by an individual or a group against others."

Most bullying is repeated. However, once off incidents may be regarded as inappropriate under this policy if the victim is badly affected by the behaviour.

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Bullying encompasses harassment and sexual harassment.

Harassment relates to any form of unwanted conduct which violates a person's dignity and creates an intimidating, hostile, degrading or offensive environment for the victim in relation to any of the following: gender, marital status, family status, age, disability, sexual orientation, race, religion and membership of the Traveller Community.

Sexual harassment relates to any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

Types of behaviour involved

Examples of inappropriate behaviour are given overleaf. The behaviours described are unacceptable between all members of our school community, ie staff, students and parents.

This list is not exhaustive and similar types of behaviour may be regarded as bullying.

N.B. A false claim of bullying against another member of the school community will be regarded as a serious misbehaviour in our school

Student to Student

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General	<ul style="list-style-type: none"> • 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 • Throwing stuff • Name calling • Slagging • Snide remarks, Heckling, Jeering • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Graffiti • Extortion • Intimidation • Gestures • The "look" • Invasion of personal space • A combination of any of the types listed. • Pulling clothes • Touching / Pushing • Telling tales in order to get someone into trouble • Mimicking accents or voice • Exclusion • Spreading Rumours • Silent treatment
Cyber	<ul style="list-style-type: none"> • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email

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	<ul style="list-style-type: none"> • Abusive website comments/Blogs/Pictures • Photos <p>Comments on Bebo/Facebook etc</p>
Homophobic	<ul style="list-style-type: none"> • Spreading rumours about a persons sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian • Labelling <p>Making fun of clothing or mannerisms</p>
Racial	Discrimination, prejudice, comments, jokes or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone’s friends away • “Bitching” • Spreading rumours • Breaking confidence • Comments on appearance • Talking loud enough so that the victim can hear • The “look”
Sexual	<ul style="list-style-type: none"> • Unwelcome sexual comments or touching

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	<ul style="list-style-type: none"> • Harassment • Innuendo • Looking-Leering • Put downs
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Student to Staff

General	<ul style="list-style-type: none"> • Throwing Missiles • Brushing Past aggressively • Shouldering • Overfamiliar • Patronising • Squaring up / eye contact • Damaging Property • Bad language • Cheek / Back answering • Consistent interruptions • Comments outside school
Cyber	<ul style="list-style-type: none"> • Personal texts • Prank calls • Social networking sites • Rate my teacher
Homophobic	Reference to teachers clothes, car, sexuality, social life, personal activities
Racial	<ul style="list-style-type: none"> • Slagging accents • Reference to Racial stereotypes
Relational	<ul style="list-style-type: none"> • Undermining Teachers' authority
Sexual	<ul style="list-style-type: none"> • Physical Contact • Inappropriate body language • Asking personal questions

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Staff to Student

General	<ul style="list-style-type: none"> • Poking • Pushing • Name Calling • Belittling • Slagging
Cyber	<ul style="list-style-type: none"> • Personal texts • Social networking sites
Homophobic	Reference to clothes, car, sexuality, social life, personal activities
Racial	<ul style="list-style-type: none"> • Slagging accents • Reference to Racial stereotypes
Relational	<ul style="list-style-type: none"> • Personality Clash
Sexual	<ul style="list-style-type: none"> • Physical Contact • Innappropriate body language • Inappropriate Comments • Asking personal questions

Staff to Staff

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General	<ul style="list-style-type: none"> • Encroaching space in the staff room • Intrusion during class, not respecting teaching space • Taking or using others' property without asking • Leaving notes that are vagur and impersonal • Spreading rumours / gossip • Talking about other staff in the staff room • Innappropriate comments • Over intense observation • Lack of respect • Patronising / undermining authority • Overly high expectations
Cyber	
Homophobic	Reference to clothes, car, sexuality, social life, personal activities
Racial	<ul style="list-style-type: none"> • Slagging accents • Reference to Racial stereotypes • Religious intolerance • Intolerance of ethnicity, religion, cultural views
Relational	<ul style="list-style-type: none"> • Exclusion socially
Sexual	<ul style="list-style-type: none"> • Innappropriate physical contact • Inappropriate Comments / Innuendo • Overfamiliarity

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6 B. Actions to prevent bullying

- Our Anti-Bullying Policy is an integral part of Stratford College's Code of Behaviour.
- Everyone in Stratford College has a duty to look out for any behaviour which can be deemed bullying (from list above). This includes parents/guardians and the wider school community.
- Class tutors can remind students regularly of affects of Bullying.
- Supervision and monitoring of students behaviour, including lockers, yard, corridors and areas with access to computers.
- Inclusion in the Curriculum – create awareness in a wide range of subjects.
- Friendship Week – activities are planned that raise awareness and prioritise anti-bullying interventions.
- Teacher training for all staff
- Development of the Anti-Bullying Charter for all classrooms.
- The school will address the attitudes of bullying within the school community through the administering of sociograms to all class groups (by class tutors) twice and year.
- A series of events will be organised, relating to raising awareness of bullying, during friendship week

6C. Steps to be taken in dealing with bullying incidents

C1. Procedures for reporting (and dealing with) incidents of bullying

Who to tell & How to tell

In the case where a student(s) is being bullied he/she should be able to approach the following people:

- A Mentor **Possible restructuring of the mentor system*

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- Class Tutor and/or Guidance Counsellor.
- Any member of staff with whom the student feels comfortable.
- A member of the Care Team.
- Dean of Discipline.
- Principal or Deputy Principal.

A student should feel comfortable reporting a bullying incident by using one, or any, of the following approaches:

- Directly approaching a teacher at an appropriate time. e.g. after class, break/lunch time.
- Handing up a note with homework or at form time,
- Emailing the care team. A student could address a specific member of the team if they felt more comfortable.
- Getting a parent to contact the school by ringing the class tutor / care team member or emailing either.
- Participating in a sociogram twice a year (mid Oct – mid Nov and mid Feb – mid March) to all students to be administered by the Class Tutor

C2 Noting and Recording Incidents of Bullying.

- All reported incidents of bullying to be noted on the Bullying Incident Report form
- Bullying Incident Report form to be filled in by the teacher to whom it was reported
- Forms to be filed by the Care Team, a Folder is to be left in the office for staff to put reports into, for collection by the Care Team

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- Care Team will be responsible for keeping and maintaining files in the Care Team filing cabinet in the Tutor room
- Access to the cabinet to be restricted to the Care Team, the Principal and the Guidance Counsellor.
- Files are to be kept in the filing cabinet for 5 years after the student leaves the school

C 3. Dealing with reported Incidents of bullying

The principal of consultation applies across all measures here

The procedures for noting and recording as outlined above will apply.

The rights of all students will be respected and a fair hearing will be given to all students.

Staff will be aware that allegations of bullying need to be fully investigated before action is taken.

1. Initial steps to be taken following a report or disclosure of bullying behaviour

Action taken by	Procedure	Support and/or sanction <i>may</i> include
Any class or subject teacher	Speak to the student(s) involved	Serious talk with the student(s)
A member of the Care team	Speak to relevant student(s) and/or interview the class using the Questionnaire (see appendix) and filling out the	Verbal warning. Any issues at this stage should be followed up in a compassionate and non-confrontational

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Teacher or member of the Care team	<p>Sociogram (see appendix)</p> <p>Keep a record.</p> <p>Follow up progress with all parties involved and monitor the situation.</p>	<p>way.</p> <p>Outline a fair and mutually agreed outcome</p>
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2. Subsequent incidents/reports of bullying

Action taken by	Procedure	Support and/or sanction <i>may</i> include
<p>Any teacher</p> <p>Member of the Care team and/or Dean of Discipline may be involved</p>	<p>Incident should be investigated by the Care team using the Restorative model. (See appendix)</p> <p>Principal / Deputy Principal informed</p> <p>Parents of students involved should be contacted.</p> <p>Keep a record</p> <p>Class Tutor and Care Team to monitor progress with all parties</p>	<p>Serious talk with the student</p> <p>Second verbal warning</p> <p>Any sanctions imposed are the responsibility of the Dean of Discipline and will be applied as per the Code of Behaviour (See Appendix)</p> <p>Care Team to monitor behaviour</p>

3. Where bullying behaviour persists / serious incidents of bullying

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Action taken by	Procedure	Support and/or Sanction
Principal / Deputy Principal and Dean of Discipline involved	Parents to meet the Principal	Detention / Suspension as per the Code of Behaviour
Class Tutor and Care Team may be involved	Use Restorative approach where possible and appropriate	Parents to agree to a set of conditions for behaviour
School Manager will be notified at the discretion of the Principal or in the case of Suspension.	Feedback to Class Tutor and Care Team Keep a Record	Counselling offered Referral to external supports e.g. Child Psychologist may be suggested
	Follow up progress to be monitored by the Care Team and / or the Dean of Discipline and Principal	The future of the student in the school may be considered.

- Any reported allegations of bullying/harassment between students and staff should be dealt with directly by the Principal.
- In relation to staff to staff incidents, the matter should be referred directly to the Principal where an Incident report is to be filled out. Refer also to the ASTI Grievance procedure.

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C 4 Follow-Up Steps to be taken

- 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 sociograms to all class groups (by class tutors) twice a year.
- A series of events will be organised, relating to raising awareness of bullying, during friendship week.
- 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, by the Dean of Discipline, or the Principal.
- Following an investigated incident of bullying, Class Tutors, members of the Care Team and break-time Supervisors will monitor the behaviour of the students involved. If deemed necessary a Class Tutor, or Care Team member, may administer a further sociogram, if deemed necessary.
- Staff will be informed of necessary developments in bullying incidents, at weekly staff meetings. They will be asked to monitor and observe the students or classes involved in specific incidents and to pass on these observations to a member of the Care Team.
- Parents or guardians will be informed of 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 issue it will then be referred onto the following people

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- Teacher/Class Tutor.
- Care Team Member/Guidance Counsellor
- Dean of Discipline
- Principal
- Outside Agencies

7. Links to Other Policies and to Curriculum Delivery.

This policy is consistent with other policies in Stratford College;

- Code of Behaviour
- Child Protection
- Equality
- Internet Safety: Acceptable Use Policy
- Health and Safety
- SPHE/RSE
- Guidance
- Learning Support
- Admissions Policy
- Induction for New Staff
- Dignity in the Workplace

This policy links to the following Curriculum areas

- SPHE: the issue of bullying dealt with in each of three years of Junior Cycle SPHE
- The Cool School anti-bullying lessons , could be taught by subject teachers and Class Tutors during Friendship week. e.g. CSPE (Human Rights), English (personal accounts), PE (Q of sporting exclusion)
- Other links could include

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- Transition Year
- LCVP
- Tutor Time
- Monthly assembly
- Friendship Week

8. Implementation Arrangements - Roles & Responsibilities.

A designated Care Team will initiate the implementation of the Policy. The following will act to prevent bullying in Stratford College.

- Principal
- Deputy Principal
- Care Team
- Class Tutor
- Guidance Counsellor
- Class Teachers
- Board of Management
- Students
- Parents/Guardians
- Ancillary Staff

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9. Ratification and Communication

The board of management will ratify the Anti Bullying Policy in April 2009

The policy will be communicated to all members of the school community through the following channels:

- The policy will be brought to the attention of students, staff and parents, through the newsletter and will be available to view on the school website.
- The Anti-Bullying charter will be displayed in all rooms and noticeboards in the school.
- Students, parents and staff will be informed of changes in curriculum that will facilitate anti-bullying week, school rules sanctions and code of behaviour.
- Parents/guardians will be informed of the Anti Bullying Policy form the time of enrolment of the student. Parents and students will sign an Anti-Bullying Agreement.
- All students and parent will sign and agreement stating that they have read the policy and agree to be bound by it.

10. Implementation Date

The Anti-Bullying Policy will be implemented in April 2009

It will be launched in Stratford College in the presence of representative from the student body, staff, parents and the Board of Management.

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11. Monitoring and Implementation of the Policy

The implementation of the policy will be monitored to confirm that the actions/measures set down under the policy are implemented

The monitoring will be undertaken by the Care Team and the Principal.

12. Reviewing and Evaluating the Policy

The Care team will report to the staff at the end of year staff meeting and the policy will be reviewed every three years and/or if it becomes apparent that a conflict/problem exists within the policy.

The following factors will be considered when gauging the effectiveness of the policy:

- The students, staff and parents/guardians awareness of the policy.
- The practical actions been taken to prevent bullying.
- The initiatives been taken to promote equality and affirm diversity.
- The procedures for recording, investigating and dealing with incidents reported.
- The number of incidents addressed annually.
- Feedback received form students, staff and parents/guardians.

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The policy could be reviewed reevaluated by the following means:

- Confidential survey of students and staff.
- Feedback from the Student's Council and Mentors.
- Staff will continually observe behaviour in classrooms, corridors and schoolyards.
- Feedback form parents through the parent-teacher meetings or through the class tutors.
- Provision of a comment or suggestion box.

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Appendices

1. Restorative Model
 - Questionnaire
 - Sociogram
 - Teachers Observation form
2. Incident Report form
3. Code of Behaviour

Questionnaire for Sociogram

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 rumours, 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?

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Bullying Sociogram

Teacher _____ Class _____ Date _____

Student name	What is the behaviour?	Directed towards?

Stratford College 27th August 2006

Class Observation Form

Teacher _____ Class _____ Date _____

Time	Name	Behaviour	Directed Towards

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INCIDENT REPORT FORM

Pupil:	Year:
Date:	Present:
Details:	
Additional notes/comments:	
Signed:	

Upon completion, please pass on to the Class Tutor and then the Principal

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