



# Presentation Secondary School

Miltown, Co. Kerry.

## Pastoral Care & Guidance Policy & Plan

Reviewed - *October 2015*

Next Review Date – *October 2018*



# PASTORAL CARE & GUIDANCE POLICY & PLAN

## CONTENTS

1. **School Ethos**
2. **Rationale for Policy**
3. **Aims & Objectives**
4. **Roles & Responsibility**
5. **Pastoral Care & Guidance Provision**
  - *Informal*
  - *Formal*
6. **Educational & Career Guidance Policy**
7. **Social, Personal & Health Education (SPHE) Policy**
8. **Anti-Bullying Policy**
9. **Pastoral Care & Guidance Plan**
10. **Appendices**
11. **Other Relevant Policies**
  - *Code of Behaviour*
  - *Attendance Policy*
  - *Child Protection Policy*
  - *Special Educational Needs Policy*
  - *Substance Abuse Policy*
  - *Dignity in the Workplace Policy*



# PASTORAL CARE & GUIDANCE POLICY & PLAN



*Presentation Secondary School,  
Miltown, Co. Kerry*

## School Mission

*Our school is a Catholic school which aspires to the full development of all its members according to Christian Principles. Every effort is made to ensure that each student develops according to his/her talents and potential: physically, spiritually, emotionally, intellectually.*

*We aim to develop fully integrated people who are aware of their own dignity as persons, who have Christian values, who are reliable, trustworthy, honest, truthful, caring, prayerful, devoted to duty, lovers of God and of neighbour; people who are prepared to reach out to those less fortunate than themselves.*

Presentation Secondary School recognises pastoral care and guidance as integral and vital elements of our all our policies, structures, procedures and practices. We seek to ensure that the values pertained in our mission and the **CEIST Core Values** are embedded in day-to-day life in our school.

- *Promoting Spiritual and Human Development*
- *Achieving Quality in Teaching and Learning*
- *Showing Respect for Every Person*
- *Creating Community*
- *Being Just and Responsible*

## Rationale for Policy/Plan

This Pastoral Care & Guidance Policy and Plan will be infused with the key principles of our school ethos, mission & the CEIST Core Values.

The Education Act (1998) states that all second-level students are entitled to access to guidance under three interlinked headings.

- Personal & Social Development
- Educational Guidance
- Career Guidance

Delivery of all of these areas is a whole-school responsibility and they are integral to providing our students with a holistic and pastoral educational experience.

## Aims

This policy aims to :-

...ensure that all members of the school community are respected, supported, cared for, and educated in a holistic manner ensuring the development of the whole person spiritually, emotionally, socially and academically.

...bridge the difficult periods of transition faced by our students, from National School to second level and from second level to adult life, by providing appropriate guidance and support structures.

... promote self-esteem and confidence in all members of the school community and ensure that all individuals feel they are a valuable part of that community.

...to assist students in their overall development so that they can recognise, value, and enhance their talents and abilities and effectively manage their personal growth in a caring and positive community steeped in tradition, spirituality, and respect for all.

## Objectives

- To outline current practices in guidance and pastoral care, formal and informal.
- To clarify specific roles and responsibilities where appropriate, but also to promote guidance and pastoral care as the responsibility of all members of the school community.
- To ensure on-going monitoring and reviews of procedures in the areas of policy development, student development and staff training.
- To outline planned developments in the 'Guidance Plan' in order to ensure that guidance and pastoral care are maintained as active and on-going components of school life.

## **Pastoral Care Relationships & Roles**

It is the role of all members of staff to promote pastoral care and the holistic development of all our students.

### **The Board of Management**

The Board of Management have a responsibility to ensure that the underlying principles of the school ethos and mission are reflected in all areas of guidance and pastoral care, formal and informal.

### **Principal / Deputy Principal**

The Principal/Deputy Principal take the role of ensuring that guidance and pastoral care are integral parts of everyday school life.

### **Middle Leadership**

Middle leadership staff are also an integral part of the promotion of guidance and pastoral care in our school. The Year Head Team in conjunction with the SENCO, Principal & Deputy play a particularly important role in leading pastoral care in our school.

### **Class Tutors**

Class Tutors are assigned to each base class throughout the school. They play a key role in the pastoral care system and are often the first point of call for students in need. (See appendix 1)

### **Teaching Staff**

The practice of meaningful pastoral care should be visible in the teaching style and classroom management of each teacher in our school. It is how we act and behave every day, not something set apart from the daily work of teachers, since it centres around the personality of each of our students and the forces in his/her environment which facilitate or impede their personal development.

### **Parents**

Parents are encouraged to become involved in school life through the Parents Association and regular contact with the school. As partners in education we will work together to encourage the personal, social, spiritual and academic development of their sons/daughters.

### **Students**

Students themselves are also encouraged to take responsibility for their own development and progress. All members of the school community are encouraged to promote positive education, development and behaviour. Achievements are praised and progress rewarded.

### **Local Community**

Preparing students for adult life is an important part of students' personal and social development. In promoting links with the local community students can see and experience first-hand the importance of community support. A variety of community groups are invited to give workshops and talks to students, as well as students taking part in community based activities.

## Pastoral Care & Guidance Provision

Pastoral care and guidance take many forms, both formal and informal.

### **Informal Pastoral Care**

Informal guidance and pastoral care generally comes in the form of actively promoting positive relationships between students, staff, parents & the community. Its aim is to enhance and develop confidence, self esteem and respect in day-to-day dealings with one another, and to foster an overall understanding of and consideration for the difficulties/issues faced by our students at various stages of their development.

A supportive school environment for students and staff is essential for informal pastoral care & guidance to be effective. All members of our school community have a role in creating such an environment in which,

- ❖ ...people feel safe and valued
- ❖ ...self-esteem is fostered and nurtured
- ❖ ...respect, tolerance and fairness are evident
- ❖ ...high expectations and standards are promoted
- ❖ ...there is support for those with difficulties
- ❖ ...open communication is the norm
- ❖ ...effort is recognised and rewarded
- ❖ ...uniqueness and difference are valued
- ❖ ...conflict is handled constructively
- ❖ ...initiative and creativity are encouraged
- ❖ ...social, moral and civic values are promoted.

### **Students**

Students are encouraged to talk to each other and to staff about difficulties/problems they may encounter, whether it is the school counsellor, Year Head, Deputy Principal, Principal or other members of staff they feel comfortable with.

### **Staff**

Among staff an atmosphere of mutual respect, care and compassion is nurtured. Trust, understanding and support are also strengths that we have found vital to staff pastoral care. Key to this are formal and informal staff/school events, celebrations and acknowledgment of contributions and achievements. Staff are greatly valued by school management and all staff are afforded the opportunity to develop a leadership role in the school through professional development.

### **Parents**

We actively encourage our parents to talk to us in person or on the phone at any time, in order to build and further develop the strong and positive relationships we have with our parents. We seek their opinions and consult with them around issues relating to learning & teaching, school uniform and other areas of school life. We offer support in the form of workshops and information evenings aimed at assisting them in parenting their teenagers. We aim to keep them informed and engaged in school life so that the home-school partnership strengthens for the benefit of the student.

## **Formal Guidance and Pastoral Care**

**Formal** guidance and pastoral care is in the form of specific structures put in place for the purpose of enhancing our students' educational experience and personal development.

### **1<sup>st</sup> Year**

#### **Transition Programme**

- ❖ National School visits to 5<sup>th</sup> & 6<sup>th</sup> class students
- ❖ Sharing of information (*National School/parents*)
- ❖ TY & 1<sup>st</sup> Year Show (*viewed by local 6<sup>th</sup> class*)
- ❖ Open Evening (*activities – Art, ICT, Home Ec, History etc*)
- ❖ Information / social evening – provisional class groupings based on friendship groups
- ❖ Summer meeting (*book collection etc*)
- ❖ Orientation Day (*1<sup>st</sup> Years only – end of Aug*)
- ❖ CAT 4 (*Sept*)
- ❖ Welcome mass (whole school)
- ❖ Subject Sampling
- ❖ Team Building Activity Day – (*Cappenalea/Waterworld/Wetlands*) Tutors & Year Head
- ❖ 1<sup>st</sup> Year Sports Day (organised by TYs)
- ❖ Friends For Life programme

#### **Sept - June**

- ❖ Class Tutor & Year Head support structure
- ❖ Tutor Period
- ❖ Mentor Programme – with trained TY students
- ❖ SPHE Classes
- ❖ Health, Nutrition & Sexuality Issues workshop (*District Health Nurse*)
- ❖ Active-living workshops (*Institute of Technology, Tralee*)
- ❖ Physical Education classes (*inc' health awareness and active living*)
- ❖ Extracurricular activities (*all students actively encouraged to participate in a range of activities*)
- ❖ Guidance for subject choice for 2<sup>nd</sup> Year (*Individual appointments - Guidance Counsellor*)
- ❖ Availability of school counsellor
- ❖ Prayer Room
- ❖ Year Head Rewards
- ❖ Games Club – *social inclusion*

### **2<sup>nd</sup> Year**

- ❖ Class Tutor & Year Head support structure
- ❖ Tutor Period
- ❖ SPHE classes
- ❖ RSE Workshops – South West Counselling
- ❖ Respect Me Workshops – Kerry Life Education
- ❖ School Tour
- ❖ Workshops - Choices & Relationships (*Kerry Life Education*)

- ❖ Team-building activities (*KDYS*)
- ❖ Screening to identify and address possible errors in subject choices (*Subject teacher, Year Head, Guidance Counsellor*)
- ❖ Homework support group for students identified with difficulties (*subject to SKDP funding*)
- ❖ Physical Education classes (*inc' health awareness and active living issues*)
- ❖ Extracurricular activities (*all students actively encouraged to participate in a range of activities*)
- ❖ Availability of school counsellor
- ❖ Prayer Room
- ❖ Games Club – *social inclusion*
- ❖ Year Head Rewards

### 3<sup>rd</sup> Year

- ❖ Class Tutor & Year Head support structure
- ❖ Tutor Period
- ❖ Emotional health & exams – (*Guidance Counsellor*)
- ❖ Study strategies (*Guidance Counsellor, Subject Teachers*)
- ❖ Leaving Certificate subject choice information evening & booklet for parents
- ❖ Subject choice information sessions for students
- ❖ Individual career guidance counselling on subject choices
- ❖ Identification of potential early school leavers (*teachers, Year Head, Guidance Counsellor*)
- ❖ Supervised Study Sessions (*5 days a week – all year*)
- ❖ Extracurricular activities (*all students actively encouraged to participate in a range of activities*)
- ❖ Availability of school counsellor
- ❖ Prayer Room
- ❖ Games Club – *social inclusion*
- ❖ Year Head Rewards

### 5<sup>th</sup> Year

- ❖ Class Tutor & Year Head support structure
- ❖ Tutor Period
- ❖ Screening to identify and address possible errors in subject choices
- ❖ Drugs Awareness workshop – An Garda Siochana Youth Liaison Officer
- ❖ Religious Education classes (*programme includes issues such as morality, life skills, world issues*)
- ❖ RSE Workshops – South West Counselling
- ❖ Study skills session (*Guidance Counsellor, Year Heads, Subject Teachers*)
- ❖ Health, nutrition, self esteem workshops (*variety of guest speakers*)
- ❖ Work experience placements & supports
- ❖ Extracurricular activities (*all students actively encouraged to participate in a range of activities*)
- ❖ Physical Education classes (*inc' health awareness and active living issues*)
- ❖ Availability of school counsellor
- ❖ Prayer Room
- ❖ Games Club – *social inclusion*
- ❖ Year Head Rewards



## **6<sup>th</sup> Year**

- ❖ Class Tutor & Year Head support structure
- ❖ Tutor Period
- ❖ Individual meetings with Guidance Counsellor
- ❖ Timetabled Career Guidance classes
- ❖ Religious Education classes (*programme includes issues such as morality, life skills, world issues*)
- ❖ Study skills session (*variety of guest speakers, Guidance Counsellor, Subject Teachers*)
- ❖ Developing individuals study plans (*Guidance Counsellor*)
- ❖ Visits to University/College/IT Open Days
- ❖ Guest speakers from Industry, Universities etc
- ❖ Group and individual sessions on CAO/UCAS procedures (*Guidance Counsellor*)
- ❖ Individual meetings with Guidance Counsellor after Pre-exams if required
- ❖ Information sessions on third-Level grants, accommodation, scholarships etc
- ❖ Supervised Study Sessions (*5 days a week – all year*)
- ❖ Study Week – End of May
- ❖ Extracurricular activities (*all students actively encouraged to participate at a reasonable level*)
- ❖ Graduation Mass and activities
- ❖ Leaving Certificate Results Day – On-site support and advice
- ❖ Past-Students follow-up – Where are they now ?
- ❖ Repeat Students - advice & information sessions – Mentor
- ❖ PE Sessions before and after school
- ❖ Availability of school counsellor
- ❖ Prayer Room
- ❖ Games Club – *social inclusion*
- ❖ Year Head Rewards

## **Parents**

- ❖ South West Counselling – RSE
- ❖ Parenting Teenagers – Kerry Life Education
- ❖ Parenting a Young Adult – Kerry Life Education (6<sup>th</sup> Year parents)
- ❖ John Lonergan
- ❖ KDYS Neighbourhood Youth Project – Student & Family Support
- ❖ South Kerry Development Partnership – Educational Officer
- ❖ NEPS Psychologist (1<sup>st</sup> Year Parents inc Friends For Life)
- ❖ CAO & College Support Evening (Guidance Counsellor)
- ❖ How to Help Your Child Study (Guidance Counsellor)
- ❖ Options Information Evenings (1<sup>st</sup> → 2<sup>nd</sup>, 3<sup>rd</sup> → 5<sup>th</sup>, 3<sup>rd</sup> → TY)

## **Whole School Formal Pastoral Care & Guidance**

- ❖ Regular communication with parents/guardians (formal & informal)
- ❖ Class Tutor and Year Head Structure – Promoting and rewarding ‘Positive Behaviour’ - linking student behaviour with a pastoral approach. A key element of this is the development of a ‘Positive Behaviour Rewards’ approach. This encourages students to follow the Code of Behaviour because it is necessary for the progress, equality and happiness of all students and staff and not just to avoid sanctions.
- ❖ Availability of Principal, Deputy Principal, Guidance Counsellor, Year Heads, School Counsellor, Class Tutors and other teachers throughout the school year for students with difficulties.
- ❖ Communication with external agencies where required in particular the National Education Welfare Board/TUSLA, National Educational Psychological Service (NEPS), Health Service Executive, National Council for Special Education (NCSE), Neighbourhood Youth Project (NYP), KDYS, South Kerry Development Partnership.

## **Whole School Evaluation of Pastoral Care & Guidance**

Evaluation of pastoral care is a consultative process with staff, students and parents.

Regular monitoring of pastoral care systems/approaches occurs through fortnightly meetings between the Year Heads, the SENCO, Guidance Counsellor, Principal & Deputy Principal.

# Guidance and Counselling Plan & Activities 2016 - 17

**Date Reviewed** – *May 2016*

**Date of Next Review** – *May 2017*

## Guidance & Counselling Plan & Activities

### **Ethos & School Mission**

The values of Presentation Secondary School's ethos and mission along with the CEIST Core Values, seek to ensure the holistic development of our students. Educational and Career Guidance in our school seeks to assist in this aim by providing students with the information, skills and confidence required to make positive choices throughout their lives.

### **Aims**

Educational & Career Guidance in Presentation Secondary School seeks to encourage students to...

- ❖ ...identify their own key motivating factors.
- ❖ ...prepare for successful transition into adulthood.
- ❖ ...to manage their successful transition from primary to post-primary education and then from post-primary to further or higher education, training or employment.
- ❖ ...develop the use of research and ICT skills so that they can be self-directed in their career exploration and development.
- ❖ ...learn about job search and job retention skills.
- ❖ ...learn about the world of work, including employment rights and responsibilities.
- ❖ ...develop an awareness of Lifelong Learning.
- ❖ ...develop skills to become independent and self-motivated learners.

## Whole School Approach to Guidance

In the delivery of the school guidance service, the Guidance Counsellor, Kathleen Stack, links with:

- School Management
- Year Heads
- Class Tutors
- Parents
- Subject Teachers and Departments
- Counsellor
- Special Education Needs Co-ordinator & teachers
- LCVP and TY Co-ordinator
- SNAs
- School Maintenance Staff

## Guidance & Counselling Service

The Guidance Counsellor and Counsellor link with students throughout their time in school.

Guidance and counselling is provided to students to assist them in their education and vocational choices, thorough the medium of classes, information sessions and individual appointments. Students are taught how to use the multitude of resources and tools available to assist them as they make their choices for and after Leaving Certificate.

Students make appointments with the Guidance Counsellor & Counsellor for a variety of reasons such as careers, information and personal reasons. Each student is entitled to “adequate guidance” under the Education Act 1998. This will vary from student to student with some students requiring more time than others.

Personal counselling appointments may arise for a variety of reasons. Counselling has, as its objective the empowerment of the student so that she/he can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. The work of the Guidance Counsellor is supported through the provision of individual counselling sessions provided by another qualified counsellor in the school and external agencies, including KDYS who visit for mentoring sessions.

Parents complete consent forms at the start of each school year to confirm their son/daughter has permission to attend school counselling services.

## Appointments Procedures

### Appointments - Counsellor

There are two modes of appointment allocation to students:

1. Referral by Principal/Deputy – Principal/Deputy will speak with the Counsellor to request an appointment. Where suitable this will be followed by the student then going to the counsellor themselves for an appointment. In some cases this may not be within the student’s comfort zone and the counsellor will approach the student with an appointment.
2. Student Self-referral – Students can approach the counsellor directly for appointments. Half termly reports are given to the Principal indicating which students are being met or have been met.

## **Appointments - Guidance Counsellor**

There are generally five modes of appointment allocation to students:

- 1) Students frequently meet the Guidance Counsellor in the corridors or at the guidance office to schedule appointments. The Guidance Counsellor carries a clipboard with the week's timetable and appointment slips to assist in immediacy.
- 2) Teachers may recommend an appointment for a number of reasons, including a noticeable change in the student's mood, disposition or grades, poor organisational skills, difficulties with friends or a suggested level change in a subject.
- 3) Tutors and Year Heads may ask the Guidance Counsellor to schedule an appointment with the student. The reasons may include the above or it may relate to frequent notes in the journal, absenteeism, or behavioural challenges. The Guidance Counsellor is a Year Head and attends Year Head meetings. Students discussed at Year Head meetings as students of concern are allocated an appointment.
- 4) The Principal, Deputy Principal and SENCO regularly refer students.
- 5) Parents phone the school to request a phone call or to meet their son/daughter.

On receiving an appointment the following procedures will be followed

- A slip will be given to the student. On it will be written the appointment time.
- They present this slip to their teacher at the appointed time or in advance.
- The Guidance Counsellor keeps a written record of all appointments on a clipboard.
- After the appointment notes are kept in a yearbook allotted to each year group. This allows for all notes to be easily available with reduced administration. It also provides continuity should there be a change in personnel.

## **Record Keeping Procedures**

- Student records are kept for a minimum of 7 years.
- Vocational, educational and some personal records are kept in a log book assigned to each year group by the Guidance Counsellor. In the case of the Counsellor records are kept in one log book.
- It is good practice that the records of personal counselling sessions should contain some of the actual words and phrases used by the client.
- To ensure accuracy the Guidance Counsellor & Counsellor write up notes during the session. The notes are for the purpose of continuity and a simple record.
- Notes are as brief as possible.

## Confidentiality

A professional relationship involving confidentiality is at the core of guidance & counselling. The Guidance Counsellor and Counsellor take all reasonable steps to ensure that consultation with students takes place in an appropriately private environment – usually the Guidance Office & Chaplain's Office.

It is the duty of the Guidance Counsellor and Counsellor to inform each student about their legal limits on confidentiality.

1. If a student share information whereby a person's life is at risk
2. If a student shares information regarding any form of abuse.

The Guidance Counsellor and Counsellor will discuss information about students only for professional purposes and only with those who are clearly entitled to be consulted. Written and oral reports contain only such data as are pertinent to the case and every effort will be made to avoid undue invasion of the student's privacy.

With regard to personal counselling, the Guidance Counsellor and Counsellor provide reports to the Principal at the end of each term listing the students they have met, the general issues presented and any areas for future development. Any additional personal information is on a need-to-know basis to protect confidentiality.

Subject to legislation, the Guidance Counsellor will take all reasonable steps to safeguard the storage, retrieval and disposal of students' records, both written and electronic.

The Guidance Counsellor and Counsellor will take all reasonable steps to ensure that colleagues, the Principal/Deputy Principal and others with whom they work understand and respect the need for confidentiality.

## Qualification & Commitment to Supervision

Both the Guidance Counsellor and the Counsellor are committed to supervision counselling and see it as an integral part of their professional role.

- Guidance Counsellor – Ms. Kathleen Stack – UCC Higher Diploma in Guidance & Counselling for guidance + MEd
- Counsellor – Mr Denis Maguire – MEd Guidance & Counselling - QUB

## Guidance Counselling

The Guidance Counsellor is involved in a variety of tasks through the school year. Many of these are outlined in the following pages.

Task	Outline
First Year Transition Programme	<ul style="list-style-type: none"> <li>• Attend school Open Night in a meet and greet capacity to create familiarity.</li> <li>• Attend and present a PowerPoint to incoming parents on subjects offered and the transition.</li> <li>• Liaise with the SENCO regarding students with additional needs.</li> <li>• Attend a parents' talk on transition, homework in Autumn.</li> <li>• Visit classes to do a simple homework plan, highlighting the need for a quiet space, optimal homework time, written and learning homework and the need for revision.</li> <li>• Review Christmas results and meet with SENCO and the Principal/Deputy Principal to discuss any concerns. Schedule appointments with students of concern.</li> <li>• Review subject choices in relation to Christmas results and any other appropriate information.</li> <li>• Present a Subject Choice information evening to parents. We also use this as an opportunity to signal the potential challenges ahead in second year.</li> </ul>
Links with outside bodies	<ul style="list-style-type: none"> <li>• Organise visits to and from third level and FE colleges e.g. Open Days, 'Prep for Med School' UCC, KCFE.</li> <li>• National Learning Network- organise and facilitate meetings for SEN students and parents.</li> <li>• Have good working links with UCAS, Eunicas, Kerry ETB.</li> <li>• Attend Guidance Counsellor Information Days in colleges &amp; CAO Conference.</li> <li>• Attend I-Wish conference with science teachers and female students.</li> <li>• Visit out to Engineering Company on Engineer Week with Science teachers and students,</li> </ul>
Links with Parents and the Parents Association	<ul style="list-style-type: none"> <li>• Number of evening presentation to parents, including:               <ol style="list-style-type: none"> <li>1. Incoming First Years</li> <li>2. First Year Autumn Evening</li> <li>3. First Year subject choice</li> <li>4. Third Year/ Transition Year fifth year subject choice</li> <li>5. Sixth Year Information Evening</li> </ol> </li> <li>• Meeting parents individually by request.</li> <li>• Phone calls with parents.</li> </ul>
KDYS (Kerry Diocesan Youth Service)	<ul style="list-style-type: none"> <li>• Link with the NYP Youth Workers who come to the school on a needs basis.</li> </ul>



Liaising with past students	<ul style="list-style-type: none"> <li>• Have organised for past students to come in and meet with current students, regarding courses of study etc.</li> <li>• Attend Scholarship Awards in Third Level Colleges.</li> <li>• Meet past students after school hours for appointments if requested.</li> </ul>
Vocational Guidance	<ul style="list-style-type: none"> <li>• Individual appointments with students.</li> <li>• Meetings with parents.</li> <li>• Assisting with UCAS, Eunicas and other overseas applications.</li> <li>• Assisting with DARE &amp; HEAR applications.</li> </ul>
Educational Guidance	<ul style="list-style-type: none"> <li>• Subject choice: <ul style="list-style-type: none"> <li>-Classes with Third years and Transition Years</li> <li>-Individual appointments for students and parents</li> <li>-Parents' nights.</li> </ul> </li> <li>• Meeting with parents</li> <li>• Linking with SENCO regarding the after school choices/options of SEN students.</li> </ul>
Personal Guidance	<ul style="list-style-type: none"> <li>• Meeting with individual students as requested and needed.</li> </ul>
Kerry Branch IGC	<ul style="list-style-type: none"> <li>• Represented branch on Executive of IGC from 2001 - 2007</li> <li>• Standing Orders Branch Representative</li> <li>• Attend branch meetings</li> <li>• Attend branch counselling supervision</li> <li>• Involved with the organisation of the Careers Fair in Killarney.</li> </ul>
Linking with other members of staff	<ul style="list-style-type: none"> <li>• Liaise with other staff members regarding students, study techniques and plans.</li> </ul>

### **Students Changing Subjects/Levels**

- The student will be referred to the Guidance Counsellor in the event of that student wishing to change a subject, to ensure they understand the implications, if any, of their actions.
- Equally in the event of a change from higher to ordinary, ordinary to foundation or any other request for a change in level a student will be referred to the Guidance Counsellor for advice and Guidance.
- The Guidance Counsellor may consult with the relevant subject teacher and parents, if necessary.
- A Change of Subject/Level Form must be completed and returned to the Year Head.

## Guidance Counselling Scheme of Work

### August

- Attend school on the day of the Leaving Certificate Results. Review results briefly with Principal/Deputy Principal. Distribute results to students with Principal/Deputy Principal. Identify vulnerable students with Principal/Deputy Principal and be attentive and supportive of vulnerable and emotional students. A letter is provided to students outlining the availability of the Guidance Counsellor over the next week.
- Calculate the CAO points for all students and add to record.
- Schedule meetings for following days as required.
- On the morning of CAO offers the Guidance Counsellor is available in the school to meet with students and parents.
- All Leaving Certificate students receive a Repeat Application Form in their envelope on the day of the Leaving Certificate results. Students who apply to repeat are interviewed by the Principal/Deputy Principal and Guidance Counsellor. Our interviews are centred around their possible options, including repeating in our school or elsewhere, accepting CAO offers and FETAC courses. Then we identify subject options. Frequently, students make poor repeat subject choices and we explore this. We strive to identify a hundred point potential improvement in order to recommend repeating instead of FETAC courses. Parents sometimes attend or we may have a second interview with the student and parents. A repeat subject is offered in place of the least popular core subject.
- Meet with students who wish to repeat a year group such as fifth year or withdraw from transition year.
- Parents may be met if they have concerns about their son/daughter in any year group.
- All guidance counselling work conducted in August is conducted on a voluntary basis.

### September:

- Meet with Principal/Deputy Principal and SENCO regarding incoming First Years.
- Review of summer house examination results with Principal/Deputy Principal and SENCO.
- Fifth year subject choices are monitored. Any student making a subject change must meet with the guidance counsellor. Students are allowed to make changes up until the Monday after the Junior Certificate Results, provided there is space in the class. After this time a meeting is required with the guidance counsellor, principal and parents.
- Liaise with repeat students – The first two weeks require support for the repeat students in setting a good work ethic, assessing the group dynamic, integrating with the sixth year group, dispelling the notion of failure and working with teachers to identify any changes in coursework/textbooks. In particular, Home Economics, English and Languages require a plan. Extra English classes may be provided to study parts of syllabus that has changed.
- Timetabled classes with 3<sup>rd</sup> (SPHE) & 6<sup>th</sup> years.
- Identify and meet sixth year students who are finding the transition to Leaving Certificate difficult.
- A review of the fifth year summer results and comparison with fifth year Christmas results takes place. CAO points are calculated for all Leaving Certificate students. A copy is provided to Principal/Deputy Principal and Year Head.
- Individual appointments.
- Kerry Branch-Meeting/Supervision

**October:**

- Individual appointments
- Leaving Certificate study and wellbeing
- Prepare LCs for Open Days- UCC & UL/LIT/MARY I
- UCC GC Day.
- GC Day- CIT
- Guest Speakers
- Liaise with other teachers
- Link with NYP worker where necessary
- Liaise with parents, where necessary
- Kerry Branch-Meeting/Supervision

**November:**

- Review of first year term reports with Principal/Deputy Principal and SENCO
- CAO Conference
- Guest Speakers
- Open Days- ITT & KCFE: Prepare LCs
- Individual appointments
- Careers Fair Killarney for fifth years
- Liaise with other teachers
- Link with KDYS worker
- Liaise with parents, where necessary
- Kerry Branch-Meeting/Supervision
- Attend Kerry Life Education presentation to sixth year parents
- Review of Leaving Certificate and Junior Certificate November reports and calculate CAO points for Leaving Certificate students. Meet with Principal/Deputy Principal and SENCO to review results. Identify student achievement and/or changes in performance or behaviour. Liaise with Year Heads and teachers with regards any concerns.

**December:**

- Individual appointments
- HEAR & DARE applications
- Guest speakers
- Liaise with other teachers
- Link with KDYS worker, where necessary
- Liaise with parents, where necessary

**January:**

- Individual appointments
- HEAR & DARE applications
- Liaise with other teachers
- Link with KDYS worker, where necessary
- Liaise with parents, where necessary
- Kerry Branch-Meeting/Supervision
- Meet with Principal/Deputy Principal and SENCO to review results of first, second, and fifth year student Christmas house examination results. Identify student achievement and/or changes in performance or behaviour. Liaise with Year Heads and teachers with regards any concerns.

**February:**

- Parents' Night on fifth year options.
- Third year level change must be recorded and sent to DES. This is a busy period assisting students and teachers with level choices.
- Individual appointments
- HEAR & DARE applications
- Guest speakers
- Liaise with other teachers
- Link with KDYS workers, where necessary
- Liaise with parents, where necessary
- Kerry Branch-Meeting/Supervision

**March:**

- Individual appointments
- Meet with Maths teachers about potential fails and need for level change in sixth years. I meet students in their class group outlining the need to choose the appropriate level. I meet with the students at risk to consider their options and the entry requirements for courses.
- Students who need to make level change are likely to make it at this time. This requires exchanges with students, teachers and parents.
- Review first year subject choice and liaise with SEN co-ordinator
- Work with third year and transition year students regarding fifth year choices
- Parents' Night for First Years Subject Choice
- Guest Speakers
- Liaise with other teachers
- Link with KDYS worker where necessary
- Liaise with parents, where necessary
- Kerry Branch-Meeting/Supervision

**April:**

- Review pre-examination results and meet with Principal/Deputy Principal and SENCO.
- Interview preparation work with students
- Individual appointments
- Liaise with other teachers
- Link with KDYS worker, where necessary
- Liaise with parents, where necessary
- Incoming First year Night

**May:**

- Individual appointments
- DATS testing with Transition Year students
- Link with KDYS worker, where necessary
- Liaise with parents, where necessary
- Liaise with other teachers
- Meet with Principal/Deputy Principal and SENCO about students with special needs and their access to the curriculum. Schedule meetings with parents regarding their options.
- Evaluate the school year with Principal/Deputy, SENCO, other relevant staff and students

**Throughout year:**

- Liaise with outside agencies in conjunction with Principal/Deputy Principal and SENCO
- Liaise with TY programme co-ordinator
- Liaise with LCVP teachers
- Liaise with Principal and Deputy Principal, SENCO and Year Heads

## **Evaluation & Review of Guidance & Counselling**

- Evaluation of the work of the Guidance Counsellor takes place annually through consultation with Principal/Deputy, SENCO, other relevant staff, students and parents. Strengths and weakness of the guidance programme are discussed and areas for develop identified.

## **Future Development of Guidance & Counselling**

- Review Written Permission: It is essential that when attending a Career meeting a student gets their appointment card signed by a teacher. There is a risk that the teacher may be unaware of the reason for the student's absence from class. Equally, a student could potentially be truant from class and suggest they were with the guidance counsellor. Currently, students can ask parents to sign it. This was introduced so that parents were included in the guidance process. However, students rarely get it signed at home. Need to address this issue.
- Wellbeing - Work with other relevant staff, students & parents to develop, implement and evaluate new programme.

# SPHE & RSE Policy

*~ Social, Personal & Health Education  
~ Relationships & Sexuality Education*

**Date Reviewed** – *April 2015*

**Date of Next Review** – *April 2018*

## **Social, Personal & Health Education (SPHE) & Relationships & Sexuality Education (RSE) Policy**

### **Ethos & School Mission**

The values of Presentation Secondary School's ethos and mission will be at core of our SPHE programme. A holistic approach to the educational development of our students is a shared aim and shall form the basis of all SPHE classes/programmes/activities.

### **Rationale for Policy**

Social, Personal and Health Education (SPHE) provides students with a unique opportunity to develop the skills and competence to learn about themselves, to care for themselves & others, and to make informed decisions about their health, personal lives, and social development. All these decisions must be made in the context of the wider community.

SPHE enables students to participate as active and responsible young adults in the personal and social dimensions of society and to make responsible decisions that respect their own dignity and the dignity of others.

### **Aims**

- ❖ To contribute towards the development of all aspects of the individual, including aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development, for personal and family life, for working life, for living in community and for leisure.
- ❖ To develop the students' personal and social confidence and self-esteem through a broad, well balanced holistic programme.
- ❖ To prepare students for the requirements of adult life and of life outside full-time education in particular to enable them to develop a framework for responsible decision-making.
- ❖ To contribute to the moral and spiritual development of students and to develop a tolerance and respect for the values and beliefs of others.
- ❖ To provide opportunities for reflection and discussion
- ❖ To promote physical, mental and emotional health and well-being.
- ❖ To prepare students for the responsibilities of citizenship in the national context and in the context of the wider European and global communities.

## **The Needs of the Students**

SPHE must be considered in the context in which the students find themselves and the changing social and cultural milieu in which they form relationships and make decisions/choices. While the principle of relevance is one that should inform the whole curriculum, it has particular implications for SPHE. Students should be challenged to critically examine this ever-changing context and given the skills that empower them “to participate fully and creatively in their communities” (*Charting our Education Future*, p.10.)

## **Whole School Approach to SPHE**

SPHE is an integral part of the school’s overall Guidance and Pastoral Care Policy. As such all members of staff have a role to play in the promotion of the core values and key elements promoted and instilled in our students through the SPHE programme. Many current staff have also been involved in whole-school SPHE training.

## **Teachers of SPHE**

Given the importance of the whole-school climate for successful SPHE, every teacher in our school is, in many ways, a teacher of SPHE. However, teachers directly involved in the timetabled SPHE programme have a particular responsibility and require particular support.

Every attempt will be made to ensure that teachers assigned to SPHE have participated in training & In-service and therefore have a full understanding of and a familiarity with the methodologies associated with education in this area. Training and In-service are provided regularly and teachers are encouraged to become familiar with the NCCA “Guidelines for Teachers (SPHE)”

All teaching is challenging, but teaching an SPHE programme is a particular challenge, demanding a range of skills and a high degree of sensitivity.

## **Home-School Links**

Links between home and school play a vital role in supporting the efforts of parents and guardians in the home and the work of the teachers in the classroom. Such links are particularly important in SPHE.

Presentation Secondary School seeks to develop well-structured continuing links with the lives of the students outside the classroom and outside the school. Such links can inform an SPHE programme; they can help teachers to prioritise modules of particular relevance.

These links can also provide parents with strategies for supporting the work of the school in its SPHE programme.



## SPHE Programme of Study

The curriculum for SPHE in the Junior Cycle is presented in ten modules, each of which appears in each year of the three-year cycle.

- 1) Belonging and integrating
- 2) Self-management: a sense of purpose
- 3) Communication skills
- 4) Physical health
- 5) Friendship
- 6) Relationships and sexuality
- 7) Emotional health
- 8) Influences and decisions
- 9) Substance use
- 10) Personal safety

## SPHE Teaching Strategies & Methodologies

### EXPERIENTIAL LEARNING

The structured experiential method, or active learning, is widely recognised as the most appropriate method for use in all forms of SPHE and is actively encouraged in our school. The use of this method in the classroom setting ensures that students actively participate in their own learning. They are not simply the passive recipients of information. Active participation gives a greater significance to the learning because it arises out of the students' own experience, ideas and behaviour. This method is made up of four stages: experiencing, processing, generalizing and applying.

- ❖ **Experiencing** - This is usually the 'activity stage'. The experience is generated in the classroom through the use of a structured exercise such as role-play, simulation, drama, engaging with a text, etc. The students have to be participants rather than observers in this initial experience.
- ❖ **Processing** - Initially, processing consists of reflection on, and sharing of, the variety of reactions to the experience. Then, analysis occurs, through a variety of methods, in order to explore and evaluate the initial experience and the reactions to it.
- ❖ **Generalizing** - In this phase of the cycle, generalisations are extracted from the sharing and discussion and principles developed. Consideration is then given to how these might influence attitudes and behaviours in the context of moral, religious and cultural values.
- ❖ **Applying** - The fourth phase of the cycle calls for the application of the learning in new situations. The teacher can use a variety of methodologies to encourage the application of the learning to new contexts. Students should be encouraged to set themselves an action plan – short term or long-term as a result of their learning. This might be written in an SPHE journal which is kept throughout the programme.

### SAMPLE TEACHING STRATEGIES

- |                        |                                     |
|------------------------|-------------------------------------|
| ❖ Group Discussion     | ❖ Games – Icebreakers / Simulations |
| ❖ Case Studies         | ❖ Debates                           |
| ❖ Brainstorming        | ❖ Project Work                      |
| ❖ Role Play            | ❖ Visitors                          |
| ❖ Artwork              | ❖ Learning Events                   |
| ❖ Narrative Expression | ❖ Multi-Media Tools                 |

## Classroom Contract / Agreement

The following basic rules should apply to SPHE classes/discussions. Teachers of SPHE will work with students to determine these, and others as may be suggested by students, as a classroom contract.

- ❖ **Confidentiality** - Personal details which may be revealed in the class are not discussed outside the group. I can talk about my learning in the class, the material being covered and the activities we are doing.
- ❖ **Responsibility** - I will take responsibility for my own sharing and make “I” STATEMENTS. and I will share responsibility for the progress of the class group.
- ❖ **Freedom** - I have the freedom to opt out or pass in discussions.
- ❖ **Participation** - I will participate and not dominate.
- ❖ **Listening** - I will listen when another person is speaking.
- ❖ **Respect** - I will respect others’ views even when it is different from mine.
- ❖ **Request** - If I want something I will ask for it by raising my hand.
- ❖ **Time-keeping** - I will keep to the allotted time for the task.
- ❖ **Materials** - I will bring the materials needed for the class and complete any home task so that the group can progress to the next stage of the learning.
- ❖ **Punctuality** - I will be punctual.

## **Relationships and Sexuality Education**

RSE is a developmental process through experiential learning in which students participate to help cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships.

### **Relationships and Sexuality Education within Social Personal and Health Education**

The *Draft Guidelines for RSE* (NCCA, June 1995, 1.2) state that Social Personal and Health Education is “spiral, developmental in nature and age appropriate in content and methodology”.

The RSE programme is designed to follow this principle and pattern. Apart from the specific lessons of RSE, SPHE covers other areas which would be pertinent to the development of a healthy attitude to sexuality in oneself and one’s relationship with others. SPHE deals with many issues such as self esteem, assertiveness, communication and decision making skills - all of which can contribute to the effectiveness of the RSE programme.

### **Aims of our Relationships and Sexuality Education Programme**

All programmes/schemes of work taught at Presentation Secondary School are taught within an environment which actively promotes the Ethos and Mission the Presentation Order & of the CEIST Core Values.

Relationships and sexuality education as taught in the framework of Social, Personal and Health Education has as its specific aims:

- a) To develop in our students a sense of self-worth and to encourage them to see life as a gift from God to be nurtured and treasured in each of us.
- b) To help students understand and develop friendships and relationships
- c) To promote an understanding of sexuality
- d) To promote a positive attitude to one’s own sexuality and in one’s relationship with others
- e) To promote knowledge of and respect for reproduction
- f) To enable students to develop attitudes and values toward their sexuality in a moral, spiritual and social framework in keeping with the policy of the school
- g) To provide opportunities for students to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.

It is acknowledged that in a course of limited duration these aims are aspirational.

## Management and Organisation of Relationships and Sexuality Education

Arrangements regarding the teaching of the programme and the deployment of staff will be made by the Principal. **The RSE Programme developed and produced by the Department of Education & Science Will form the core units of our RSE programme.**

### 1. Informing and Involving Parents

Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. The policy has been designed in consultation with Parents' Association representatives and the views expressed by parents will be taken into account when reviewing the policy. A copy of this policy will be made available to any parent on request to the School Office and can be downloaded from the school website.

Parents will be sent a letter shortly before the commencement of RSE units of work, informing them of when the units will take place and providing a summary of the content.

The views of students have also been considered in the development of this policy through the Student Council.

### 2. Offering Advice

The school's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception - however sources of professional information and advice will be identified when appropriate. Teachers may provide students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. their doctor or other suitable agency. Advice offered should not be directive and should be appropriate to the age of the student.

### 3. Explicit Questions

It may not be appropriate to deal with some explicit questions in class. Teachers may choose to say that it is not appropriate to deal with that question at this time. If a teacher becomes concerned about a matter that has been raised he/she should seek advice from the SPHE co-ordinator or the Principal.

When deciding whether or not to answer questions the teacher should consider the age and readiness of the students, the RSE programme content, the ethos of the school and the RSE policy.

An awareness of Child Protection issues, risks and procedures must also be demonstrated when considering questions posed through RSE.

#### 4. **Confidentiality**

It is school policy that in circumstances where a student is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately to the Designated Liaison Person DLP (Principal) or in their absence the DDLP (Deputy Principal). The DLP (Principal), acting in accordance with DES Child Protection Procedures, will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling. /

The following is also school policy:

- a) teachers must not promise absolute confidentiality.
- b) students must be made aware that any incident may be conveyed to the DLP (Principal) and possibly to parents if the Principal decides that it is in the best interests of the student to notify parents;
- c) teachers must use their professional judgement to decide whether confidence can be maintained having heard the information;
- d) teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential - the student can then decide whether to proceed or not.

The Child Protection Procedures for Post Primary schools state in 4.1.1. and 4.2.1.

*4.1.1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person in that school. A written record of the report should be made and placed in a secure location by the Designated Liaison Person. The need for confidentiality at all times, as previously referred to in Chapter 1 Paragraph 1.2 of these guidelines, should be borne in mind. The supports of the school should continue to be made available to the child.*

*4.2.1 If the Designated Liaison Person is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant health board immediately.*

#### 5. **Withdrawing Students from the RSE Programme**

- a) Parents are informed by letter of their right to withdraw their child from RSE.
- b) Issues such as over population and birth control are met in a minor way in subjects such as Geography, CSPE etc. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the RSE Programme. Biological aspects of reproduction are also taught through Science/Biology and are not considered part of the RSE programme outlined in this policy.
- c) Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so. We can sometimes help them resolve misunderstandings or misgivings if we are aware of the reasons for withdrawal. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent. *(See also appendix 1)*

## 6. Using Visiting Speakers and Other Guests

The SPHE Co-ordinator will provide any visiting speakers/facilitators with a copy of this RSE policy, well in advance of the visit. After gaining approval from the Principal for the visit the organiser will make the visitor aware of the ethos of the school and the manner of delivery for the RSE programme.

Visiting speakers/facilitators will be given advance notice of the composition of the class and an idea of how their contribution fits into the scheme of work.

In order to inform the visiting speakers/facilitators of the precise requirements of a group and to make better use of the time, SPHE teacher may assist classes in compiling questions in advance which can then forwarded to the visitor. This will involve the students in the visit and will make the experience more relevant for them - it also facilitates planning.

### Regular Visiting Speakers/Facilitators in RSE

- 1<sup>st</sup> Year – Nurse Crean
- 2<sup>nd</sup> Year – South West Counselling
- 3<sup>rd</sup> Year – Nurse Crean
- 5<sup>th</sup> Year – South West Counselling

## 7. Special Needs

Students with special educational needs may need more help than others in coping with the physical and emotional aspects of growing up. Some may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others.

Where appropriate the SENCO and SNAs will be consulted and utilized.

## Evaluation & Review

- Provision of SPHE & RSE will be reviewed regularly in order to ensure quality of learning and teaching.

## Future Development Priorities

- Appointment of an SPHE Coordinator
- Continued training and In-service for SPHE & RSE
- Development of SPHE in the context of the school's Wellbeing programme 2017/18

## Parental Withdrawal From RSE

Procedures on receiving a parental request for withdrawal from the RSE programme:

- 1) SPHE Coordinator and the Principal/Deputy Principal will discuss the nature of the concerns with the parent/guardian and if appropriate attempt to reassure them.
- 2) The Coordinator may consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the RSE programme and the entitlement of the other students, e.g. it may be appropriate and desirable to have single sex classes for some sections of the RSE programme;
- 3) The Coordinator will point out that students who have been withdrawn may be vulnerable to feeling left-out – efforts will be made to ensure minimal discomfort to the student and minimal disruption to the programme;
- 4) The Coordinator will also point out that students may receive inaccurate information from their peers or online if they are not provided with the correct information in an appropriate environment;
- 5) The parents/guardians will be offered access to appropriate information and resources to assist in their decision making.
- 6) Every effort is made to ensure that where a student is withdrawn there is no disruption to other parts of their education,

# Policy to Counter Bullying Behaviour





# POLICY TO COUNTER BULLYING BEHAVIOUR

~ ~ ~

*Presentation Secondary School,  
Miltown, Co. Kerry*



## School Mission

*Our school is a Catholic school which aspires to the full development of all its members according to Christian Principles. Every effort is made to ensure that each student develops according to his/her talents and potential: physically, spiritually, emotionally, intellectually.*

*We aim to develop fully integrated people who are aware of their own dignity as persons, who have Christian values, who are reliable, trustworthy, honest, truthful, caring, prayerful, devoted to duty, lovers of God and of neighbour; people who are prepared to reach out to those less fortunate than themselves.*

The Policy and Procedures for dealing with incidents of bullying behaviour have been developed in a collaborative and consultative way with all the partners in the school community and have been adopted by the Board of Management and staff of Presentation Secondary School, Miltown.

## Policy Aims

The School has a primary responsibility for the care, welfare and safety of our students. We carry out this duty through our ethos, school mission, pastoral care and other policies. Together these aim to provide a caring, supportive and safe environment in which all our young people can learn and develop their full potential, valuing individuals for their unique talents and abilities.

Our goal is to raise awareness of bullying as an unacceptable form of behaviour and to establish a high degree of collective vigilance.

We aim to create an atmosphere of openness, which encourages subjects of bullying behaviour to disclose and to dispel the culture of secrecy in which the student often feels a sense of hopelessness and futility against the power being exercised by those involved in bullying behaviour.

We also seek to protect our students by helping them to learn about the risks of possible abuse and helping them to acquire the confidence and skills they need to keep themselves safe.

**The overriding concern of all adults in our school community must be the care, welfare and safety of the child/student.**

There are five sections to this policy:

- 1) Considerations in outlining a positive school policy on countering bullying
- 2) Definition of Bullying
- 3) Anti-bullying statement which is the rationale for the policy
- 4) The procedures for dealing with complaints, disclosures and suspicions of bullying
- 5) The Anti-Bullying Charter which is displayed in every classroom in the school.

## Considerations

At Presentation Secondary School Miltown we strive to create the best environment for learning and for psycho-social growth and development of each student. As a caring school community, we hold that all cruel and abusive behaviour, which is persistent and pervasive, is unacceptable and repugnant to the ethos of our school. Bullying behaviour, by its very nature, may cause psychological harm and damages the educational process.

In formulating this policy Presentation Secondary School...

- ... values the uniqueness of each individual and his/her worth as a human being.
- ...acknowledges the right of each member of the school community to enjoy school in a secure environment. The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- ...has a clear commitment to promoting equity in all aspects of school life.
- ... responds to the needs, fears or anxieties of individual members in a sensitive manner.
- ...takes particular care of "at risk" students and aims to provide early intervention when necessary.
- ... promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in group and community.
- ... promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- ...acknowledges that cyber/text bullying is of growing concern. Software has been installed to ensure that social networking websites are not accessible from school computers and use of mobile phones/camera phones is not permitted during the school day. Whilst there are limitations on the actions a school can take to prevent such cyber/text bullying outside of school, every effort will be made to educate our students and encourage positive use of new technologies and positive behaviour towards each other. Where such bullying encroaches into school time incidents will be dealt with in accordance with this policy.
- ...recognises the need to co-operate with and keep parents informed on procedures to improve relationships within the school community.
- ...has the capacity to change in response to student's needs.
- ...disapproves of vulgar, offensive, sectarian, racist or other aggressive behaviour or language by any of its members.
- ...uses various aspects of the curriculum to promote positive attitudes and values among the student body and the school community as a whole.
- ... recognises the rights of parents to share in the task of equipping the student with a range of life-skills.
- ... recognises the role of other community agencies in preventing and dealing with bullying.
- ...acknowledges that all 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 in accordance with our ethos, school policies and DES legislation.

## Anti-Bullying Procedures for Primary & Post-Primary Schools

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 Presentation Secondary School, Miltown 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.

### Key Principles & Best Practice

2. **The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:**
  - A positive school culture and climate which-
    - ❖ is welcoming of difference and diversity and is based on inclusivity;
    - ❖ encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - ❖ promotes respectful relationships across the school community;
  - Effective leadership;
  - A school-wide approach;
  - A shared understanding of what bullying is and its impact;
  - Implementation of education and prevention strategies (including awareness raising measures) that-
    - ❖ build empathy, respect and resilience in students; and
    - ❖ explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
  - Effective supervision and monitoring of students;
  - Supports for staff;
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
  - On-going evaluation of the effectiveness of the anti-bullying policy.

### Definitions of Bullying

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

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip, teasing, taunting, threatening, hitting, extortion and other forms of relational bullying by one or more persons against the subject.

- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

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

The more extreme forms of bullying behaviour, when they are perpetrated by adults rather than children, would be regarded as physical and/or emotional abuse. Such serious incidences of bullying should be dealt with in accordance with the adopted Child Protection Guidelines.

## Relevant Teachers

**The relevant teacher(s) for investigating and dealing with bullying are as follows:** (Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- Relevant Year Head
- Deputy Principal
- Principal

## Education & Prevention

**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

- SPHE/Life Skills & ICT programmes
- Buddy Mentoring Programme
- Class Tutors
- Kerry Life Education workshops & information evenings for parents.
- Anti-Bullying Awareness Week ???
- Attendance at numerous mental health awareness seminars/workshops
- Dr. Maureen Griffin – Internet Safety

Bullying is a highly distressing and damaging form of abuse and it is not tolerated in our school.

We seek to address this issue in a firm and positive manner through a range of measures and strategies which will enable all the members of the school community to deal effectively with bullying behaviour.

**All students' sign up to our Anti-Bullying Charter (see appendix 1) & policy and staff are vigilant at all times to the possibility of bullying occurring.**

We aim to promote a culture of respect & appreciation of others in our extended school community. We will take all possible steps to prevent bullying occurring & will implement the specified procedures where it does occur.

## Procedures

4. **The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows** (Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

### *Dealing with Complaints, Disclosures, Suspicions of Bullying*

## No-Blame/Shared Concern Approach

### Stage 1

#### 1. Recording Complaints/ Disclosures of Bullying

While there may be different levels of bullying, all incidents should be recorded in writing.

All incidents are recorded on a Bullying Incident Form and filed by the Year Head of the alleged offending student(s). Such forms should be treated as confidential information, stored in a secure place and made available only to appropriate persons.

Bullying behaviour may come to the attention of a staff member in a variety of ways.

##### a) **Direct Verbal Disclosure / Telling**

Subjects of bullying behaviour may gain confidence by 'telling' and just talking about what has happened to them. Building confidence may be a vital factor in making progress. A student may simply wish to:

- Discuss what is happening to him/her
- Seek advice
- Express how he/she feels in relation to perceived incidents of bullying
- While doing this with a trusted teacher, he/she may not want any action taken for the time being. The teacher should respect the students' wishes in so far as this may be done without endangering him/her.

##### b) **Suspicions of Bullying**

A teacher who suspects that a student may be a subject of bullying behaviour (either through observation, information given by a third party or other means) is requested to fill in the **Bullying Alert Form** (see appendix 2). This should be passed on to the relevant **Year Head** as the 'relevant teacher'.

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way students will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;

Non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

## 2. Informing the Year Head

A teacher who receives a complaint/disclosure that a student is the subject of bullying behaviour should report the matter to the relevant Year Head as soon as possible. In assessing the situation they will decide on a course of action. *In cases where the report has come from parents or students and has been given directly to the Principal/Deputy Principal, they will liaise with the Year Head at the earliest possible moment to determine who will take the lead.*

*It is important to consider that in some cases of apparent bullying, students who have previously been friends may have fallen out with one another, leading to tensions between them and/or within a group.*

The Year Head will interview the student giving consideration to the guidelines in appendix 3.

### a) **Initial Report**

The student should be asked if they would be happy to **write down** the things that have happened and the way they feel. If necessary students can be given help with this but the words used **MUST** be that of the students. This process often helps the student to think carefully about incidents, in particular if it is uncertain if bullying is actually taking place.

Where the student does not feel happy with writing the account themselves the teacher may write it, using **the student's words**, and ask the student to sign the account to verify they are happy with this.

If a student is too upset or uncomfortable with writing an account then the teachers should simply write an account of what they have been told as soon as possible after the interview.

### b) **Investigation**

An investigation should be conducted discreetly to determine the facts and attempt to rectify the situation. A fair hearing must be given to both sides.

In order to prevent repercussions for the subject who may be seen as having told ('grassed'/'ratted') every effort should be made to protect the subject and the bystanders.

It is not advisable to question students publicly or, initially, as a group. A low key approach outside of class is the most effective way of investigating incidents of bullying behaviour.

**Under normal circumstances action should not be taken without the subject's permission.** Sometimes the plight of the subject is made worse because either the parent or the teacher has presumed to know the answer.

When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner; Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by students, staff or parents;

All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way;

- (i) Each student is interviewed individually. **It is important not to make accusations at this stage.**
- (ii) As soon as the student has acknowledged some awareness (not necessarily guilt) relating to what has been happening, the student should be asked directly **what he/she can do to improve matters.** The interviewer's primary concern is not to apportion blame but to produce a constructive response and change the situation.
- (iii) It does not in any way excuse or condone the bullying behaviour. A responsible response is invited and expected.

- (iv) If the interviewee does not come up with suggestions, the interviewer should make some. The interviewer should express strong approval for any constructive proposals. Proposals/plans should be simple, clear and realistic. Another meeting should be arranged to find out what has actually been done in relation to promises/plans made. Close monitoring of what was promised is essential.
- (v) At the meeting no threats are made nor any warnings given. A hostile, blaming attitude on the part of the authority figure may increase the likelihood that the bullying behaviour will continue and may unite the offenders more strongly.
- (vi) Returning to the subject of the alleged bullying the interviewer should let him/her know what steps the offender(s) have offered to take to put things right. However, it would be useful to find out from the subject if he/she perceives that there is anything in his/her behaviour which provokes or elicits bullying behaviour. This should be done in a manner that he/she does not feel that he/ she is being blamed.
- (vii) Once it is evident that good progress is being made or could be made, a meeting of the whole group may be organised at which the issues that have come to light can be discussed by all parties in a supervised and managed environment. The relevant Year Head and the Deputy Principal or the relevant Year Head and another Year Head will facilitate such discussions. Only if all parties are agreeable will such discussions take place at this stage.
- Principal/Deputy and a Year Head or Two Year Heads will facilitate discussion.
  - The 'No-Blame' / 'Shared Concern' approach will be explained to all parties. Student will be informed that this stage of the process efforts are to find a solution not apportion blame and sanctions.
  - Each student will give their account, express their feeling in relation to the issues and will have the right to reply. However, at all times the dignity of all present will be respected.
  - At the end of discussions student will be asked for their solutions to the problems. If none are forthcoming the teachers present will recommend some. It is expected that students will agree with these and be content to implement them. However, if there is resistance then these solutions will be put forward as 'expected behaviour'.
  - Unacceptable behaviour will also be outlined. Students will be informed that should they choose to continue with such behaviour it will be regarded as bullying behaviour and will result in procedures outlined in Scenario A.
  - In cases where the subject may have behaved provocatively, adjustments in behaviour should be facilitated on of both sides. **All discussions will end with a clear statement of what is expected from each person as a result**, what behaviour(s) are unacceptable and that should similar incidents occur in the future Stage 2 of Anti-bullying Policy will be implemented.
- (viii) If this approach appears to have been successful it may be decided that parents need not be contacted at this stage. However, records will be kept in their file and should any further incidents of bullying arise parents will be contacted as per procedures in Stage 2. In some cases it may be deemed necessary to contact parents of some of the parties involved at this stage.

**The objective is to change the attitudes of the alleged offender(s) towards the subject or other potential subjects. The use of punishment and contacting parents at this stage is often ineffective as it may breed resentment, increase group solidarity, further endanger the subject, and challenge the offenders to discover ways of bullying which are harder to detect.**

*Dealing with Complaints, Disclosures, Suspicions of Bullying*  
**Cases which CANNOT be solved by the No-Blame/Shared Concern Approach**  
**Stage 2**

In severe cases of bullying behaviour or where individuals do not respond to the above method, further action will be required.

At this stage the Principal/Deputy Principal should be informed of the situation and will become involved in the process with the Year Head. In some cases the Principal/Deputy Principal may be involved from the outset.

The alleged offender(s) will be interviewed by the Principal/Deputy Principal and the Year Head will outline and remind the student of previous intervention in Stage 1.

If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved may be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

Each member of a group will be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.

### **Scenario A**

Where in the professional judgement of the Principal/Deputy/Year Head it is determined that the issues appear to be more of unpleasant behaviour on both sides due to a falling out or other difficulties rather than 'bullying' behaviour, the following procedures will be implemented ....

- 1) The students involved will again be individually interviewed by the Principal/Deputy/Year Head.
- 2) A further opportunity to sit down and discuss the issues/difficulties with all parties will be recommended.
  - Principal/Deputy and a Year Head or Two Year Heads will facilitate discussion.
  - Each student will give their account, express their feeling in relation to the issues and will have the right to reply. However, at all times the dignity of all present will be respected.
  - At the end of discussions student will be asked for their solutions to the problems. If none are forthcoming the teachers present will recommend some. It is expected that students will agree with these and be content to implement them. However, if there is resistance then these solutions will be put forward as 'expected behaviour'.
  - Unacceptable behaviour will also be outlined. Students will be informed that should they choose to continue with such behaviour it will be regarded as bullying behaviour and will result in procedures outlined in Scenario B.
- 3) Parents of all parties will be informed of the discussion and agreed outcomes in relation to their son/daughter.
- 4) Should these discussion appear to be successful then the Principal/Deputy/Year Head will check-in again with all parties within 3-4 weeks to monitor progress (sooner if deemed necessary). In cases where the behaviours previously deemed 'unacceptable' continue procedures outlined in Scenario B will be implemented.



**Scenario B**

Where in the professional judgement of the Principal/Deputy/Year Head it is determined that **bullying has occurred** the following procedures will be implemented.

- 1) Parents of the offender(s) will be contacted, informed of the situation and their assistance sought.  
The offending student may then be interviewed in the presence of his/her parents. This would be particularly important where the offender does not appear to understand the gravity of the offence or where on-going support from parents may be required by him/her.  
The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their son/daughter.
- 2) The incident will be recorded on Appendix 2.
- 3) Sanctions deemed fair and appropriate may be applied with a view to assisting the offender to adjust his/her behaviour. Such sanctions might include:
  - Firmly reminding the student of the ethos and rules of the school which are in place to protect all students.
  - An apology written or in person to the subject of the bullying behaviour.
  - Detentions and/or withdrawal of privileges.
  - A written assurance that the bullying behaviour will not be repeated.
  - Exclusion from certain school activities for a specified period of time.
  - Being escorted to and from school by a parent (e.g. where bullying occurs on the way to or from school)
  - A written account of the bullying incident and the student's plans to put things right with the subject. (*Help may be given with this*)
- 4) The offending student(s) are informed that the incidents are being recorded. A formal, verbal warning not to re-offend/repeat unacceptable behaviour will be given.
- 5) The parents of the student subjected to the bullying behaviour will also be informed that action has been taken, but details cannot be divulged. It must also be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents and the school.
- 6) The Principal/Deputy/Year Head will meet with the subject of the bullying behaviour after 20 school days (after Appendix 2) to determine if the issues have been adequately addressed.
- 7) **Appendix 3 – Recording Template** (*Anti-Bullying Procedures for Primary and Post-Primary Schools*)  
In cases where the Principal/Deputy/Year Head considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at **Appendix 3** *Section 6.8.10 (iii)*  
  
In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - ❖ Whether the bullying behaviour has ceased;
  - ❖ Whether any issues between the parties have been resolved as far as is practicable;
  - ❖ Whether the relationships between the parties have been restored as far as is practicable; and
  - ❖ Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
- 8) The offending student (and their parents) will be informed that he/she is in breach of the school's anti-bullying policy and that a formal report of the bullying behaviour (Appendix 3) will be forwarded to the Board of Management as is required by DES procedures.

- 9) Referrals to/support from outside agencies not previously involved may be appropriate at this stage. For example NYP, NEPS
- 10) Consideration will be given to the specific circumstances of each individual case and the nature of & severity of the behaviour/incident(s).
- Firmly reminding the student of the ethos and rules of the school which are in place to protect all students.
  - An apology written or in person to the subject of the bullying behaviour.
  - Detentions and/or extended withdrawal of privileges.
  - A written assurance that the bullying behaviour will not be repeated.
  - Exclusion from certain school activities for a specified period of time.
  - Being escorted to and from school by a parent (e.g. where bullying occurs on the way to or from school)
  - A written account of the bullying incident and the student's plans to put things right with the subject. *(Help may be given with this)*
  - Suspension
  - Exclusion
- 11) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures.
- 12) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Parents and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

It is very important that all involved (including each set of students and parents) understand the above approach from the outset;

### **Programmes of Support**

#### **The school's programme of support for working with students affected by bullying is as follows**

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

#### **Support for the Subject of Bullying Behaviour**

The subject's self-esteem/self-confidence may have suffered. He/she may still be fearful of becoming involved in similar incidents. He/she may be hurt, angry and confused.

The subject should be offered regular and consistent support by the counsellors, chaplain or other staff member whom the student trusts. Help of a different nature will be required by different kinds of students.

In cases of some it might be helpful to:

- Encourage him/her student to make friends and stay with friends. Friends can be a good protection against bullying.
- Work with school counsellor and/or a teacher they feel comfortable with to encourage the student to become assertive gradually. Teach him/her to stand his/her ground and to look the offender in the eye. Eye contact and positive body language (head up and shoulders back) are important aspects of being assertive. Teach the child a positive assertive response and get him/her to practice it.
- Follow-up meetings with the relevant parties involved may, where deemed appropriate, be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable. This can have a therapeutic effect;
- Where appropriate referrals will be made to school counsellor, NYP and/or other outside agencies.

### **Support for the Offender(s)**

Interventions will be offered to the student involved in bullying behaviour to enable him/her to make necessary attitudinal and behavioural changes. These may involve working with the school counsellor, NYP, NEPS and/or other outside agencies where appropriate.

It is useful to determine why the student is involved in bullying behaviour. However, the first step is to get the offender to realise that his/her behaviour is unacceptable and is causing distress.

## **Supervision & Monitoring**

### **5. Supervision and Monitoring of Students**

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.

## **Prevention of Harassment**

### **6. Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

## **Publication & Distribution of Policy**

7. **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.

## **Review of Policy**

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

**Date Reviewed** – February 2017

**Date of Next Review** – February 2020



# Anti-Bullying Charter

~ ~ ~

*Presentation Secondary School,  
Miltown, Co. Kerry*



Bullying is the act of being unkind, overbearing and/or domineering of one or more person(s) to another. Bullying happens when one or more people keep picking on another person over a period of time. It can involve

- ❖ Physically harming a person/beating someone up
- ❖ Constantly verbally abusing a person/name-calling/slagging/jeering a person
- ❖ Deliberately ignoring/excluding a person/making them feel left out
- ❖ Participating in online activities which isolate, intimate and/or humiliate others and prevent them from feeling safe and happy at school.

Bullying is a serious issue which can prevent students from progressing and being happy at school. It can also interfere with their social development and life outside of school.

It is the policy of Presentation Secondary School to ensure, as far as is possible, that no student or member of the school community shall be the victim of bullying.

Teachers in our school have always shown a positive and caring attitude to students in their care and will continue to do so. Great care will be taken when dealing with the victim of bullying and also when dealing with the bully. However, sanctions will apply where necessary.

It is hoped/encouraged that students who encounter bullying in school, either as a victim or as an observer, will seek help by communicating such information to a trusted friend, a teacher, Year Head, the Deputy Principal or the Principal, in a confidential manner. This communication is for the betterment of all parties concerned and to help to maintain the important sense of community that gives this school its strength and character.

Rights	Responsibilities
I have a right to be: <ol style="list-style-type: none"> <li>1) Safe in school</li> <li>2) Physically safe</li> <li>3) Expect my property to be safe in school</li> <li>4) Free from all forms of verbal bullying</li> <li>5) Free from extortion</li> <li>6) Free from emotional bullying</li> <li>7) Free from any hurtful remarks regarding person, ethnicity, religion and culture</li> </ol>	I have the responsibility to ensure that: <ol style="list-style-type: none"> <li>1) Our school is a safe &amp; secure place for others.</li> <li>2) Others are physically safe</li> <li>3) The property of others is safe</li> <li>4) Others are free from verbal bullying</li> <li>5) Others are free from extortion</li> <li>6) Others are free from emotional bullying</li> <li>7) Others are free from any hurtful remarks regarding person, ethnicity, religion and culture.</li> </ol>

*I, as a student in Presentation Secondary School, Miltown, am aware of what bullying is and how detrimental bullying is to an individual and the entire school community.*

*I will not partake in bullying behaviour of any sort nor will I stand idly by if I am aware of bullying occurring.*

Signed:- ..... Date:- ..... Year Group :- .....

## Initial Bullying Incident Report

Appendix  
2

## 1. Name of pupil being bullied and class group

Name \_\_\_\_\_

Class \_\_\_\_\_

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


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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

--

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

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

## 8. Brief Description of bullying behaviour and its impact

--

## 9. Details of actions taken

--

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal (if applicable) \_\_\_\_\_

\* **Note:** The categories listed in the tables 3, 4 & 6 are suggested & schools may add or amend these to suit their own circumstances.

## Bullying Incident Report - BoM

Appendix  
3

## 1. Name of pupil being bullied and class group

Name \_\_\_\_\_

Class \_\_\_\_\_

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


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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

--

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

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

## 8. Brief Description of bullying behaviour and its impact

--

## 9. Details of actions taken

--

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

\* **Note:** The categories listed in the tables 3, 4 & 6 are suggested & schools may add or amend these to suit their own circumstances.

**Suspected Bullying  
Alert Form**

Student Being Bullied - ..... Class - .....

Suspected Offender - ..... Class - .....

Other Involved - .....  
.....

**Origins of Concern**

Direct Verbal Disclosure by Victim  Or Suspicious of Bullying

**Details**

*(If you have suspicions that bullying is occurring include why you are concerned (eg. Informed by others, change in behaviour, observation etc)*

Signed - ..... Date - .....

**To be returned to the appropriate Year Head(s)**

## **Handling a Disclosure with Sensitivity**

In handling a disclosure of bullying behaviour, a staff member should:

- Listen sympathetically
- Reassure the student that bullying does not mean that there is something wrong with him/her
- Emphasise that the problem lies with the offender not, not with him/her
- Encourage him/her to talk about how he/she feels
- Reassure him/her that he/she has a right to be free from intimidation/harassment by bullies
- Make clear to the student that he/she is not telling tales but behaving responsibly
- Try to boost self-esteem through lots of encouragement
- Not interrogate the subject in a detailed and persistent way as this usually makes him/her feel worse
- Not give the impression that the problem is minor or that he/she has easy solutions. To the child being bullied, the problem usually appears to be of major proportions
- Not advise extremes of either ignoring or retaliating. Do not encourage the student to hit back. Firstly, the subject may suffer physical injury and may be proven physically inferior. The student may injure the offender which may give the offender the opportunity to appear, or to say, he/she was acting in self defence. The fight may provide entertainment for bystanders.
- Pass report onto the relevant Year Head



# Pastoral Care & Guidance Action Plan

## Pastoral Care and Guidance Planning

### Recent Progress

- ❖ Development of the role of the Class Tutor – allocated time.
- ❖ Formalisation and development of Year Head Rewards Programme (termly)
- ❖ Introduction of Physical Education sessions before and after school for 6<sup>th</sup> years  
- Timetabled PE from 2017-18
- ❖ Review and development of Policy to Counter Bullying Behaviour
- ❖ Introduction of ‘.b’ mindfulness for schools programme for TY (SKDP) and reintroduction of retreats/spiritual reflection days for TY.

### Areas for Development

- ❖ Increase number of staff trained to teach RSE.
- ❖ Development, implementation & evaluation of Wellbeing programme.
- ❖ Adaption and development of the role of Class Tutor to maximize impact of Wellbeing programme.
- ❖ Further development of School Attendance Policy and Strategies in conjunction with KDYS NYP and in light of new TUSLA guidelines.

**See Guidance & Pastoral Care Action Plan  
overleaf for priorities and timescale**

# Appendices

**Role of the Class Tutor**

The role of the class tutor is a varied and complex role, but is primarily pastoral in nature. Class Tutors at Presentation Secondary School aim to..

- ❖ ...assist students in their personal, spiritual, intellectual and social development.
- ❖ ...assist students in developing and enhancing self-esteem and confidence through an inclusive and holistic approach to the education of all students.
- ❖ ...identify and be aware of difficulties/concerns facing individual students.
- ❖ ...provide support, guidance and advice on such issues and/or to seek the relevant assistance.
- ❖ ...help instil a sense of class-spirit among students in the class. To encourage students to ‘look-out’ for each other and report any difficulties/bullying etc.
- ❖ ...to liaise with Year Heads in relation to topics for discussion during Tutor Periods at particular times of the year.
- ❖ ...encourage students to become involved in school life outside the classroom (sports, shows, public speaking, art competitions, student council etc)
- ❖ ...encourage and assist students in developing good organisational skills.
- ❖ ...work with Year Heads in promoting positive behaviour, rewarding progress/improvement and acknowledging achievement.
- ❖ ...assist Year Heads, Principal/Deputy Principal with basic administration duties throughout the school year (eg. collecting consent forms from class etc)
- ❖ ...regularly check Student Journals – ensuring that students are working well, making sufficient progress and that behaviour is good. Also where communication has been made to parents by staff, tutors will endeavour to ensure it is acknowledged through a parental signature.
- ❖ ...remind students of rules, procedures and other events/issues relevant for that school year.
- ❖ ...meet occasionally with the relevant Year Head to plan and monitor progress of year group.

# Other Relevant Policies

- *Code of Behaviour*
- *Attendance Policy*
- *Child Protection Policy*
- *Special Educational Needs Policy*
- *Substance Abuse Policy*
- *Dignity in the Workplace Policy*