St. Joseph's Grammar School
Scoil Iósaef

Assessment, Recording and Reporting Policy

Introduction

St. Joseph's is a school "*fully committed to academic excellence for our students*". It therefore places a very high value on effective assessment and on the regularity and quality of teachers' marking and reporting. All teaching staff are expected to adhere to the school's systems of assessment, marking and reporting. All teaching staff must read, understand and follow this policy. Line managers must ensure that colleagues implement it.

Assessment

"Overall the purpose of assessment is to improve standards, not merely to measure them", OFSTED.

The aim of assessment in school is to contribute to the process which helps pupils to raise their level of achievement across the whole curriculum. Assessment is a procedure, which identifies every student's strengths and weaknesses so that he or she develops strategies to improve his or her performance with increasing confidence and independence.

Assessment information is used to develop appropriate teaching and learning strategies, to plan effective lessons which meet the range of abilities in a class and to view and modify schemes of work. It is a positive tool to enhance the relevance and quality of the student curriculum.

Effective assessment ensures the learning needs of students are met and progression continues through key stages and between schools. Assessment involves and should be understood by students. It is a positive process and is used to celebrate achievement and success. Assessment helps raise the self-awareness, self-esteem and self-image of students in order that they gain confidence "*to become leaders who will promote Christian values and justice in their families, the Church and the wider community*" after their school lives.

Assessment gives a clear profile of achievement and progress to parents/carers, employers and other interested groups.

Assessment provides the school with information that will enable the school to set targets for individuals, for cohorts and the whole school body.

Aims

At St Joseph's Grammar School, we aim to ensure that:
- Assessment contributes to the raising of achievement and attainment of all pupils irrespective of class, language, race, gender, ability or disability;
- Assessment and recording recognises both academic and personal achievements and attainments;
- Assessment is an on-going process, integral to teaching and learning in the classroom and the organisational development of the School;
- Assessment is as objective and consistent as possible;
- Assessment strategies and tasks are as variable and accessible as possible to meet the needs of all pupils;
- Assessment is based on clear learning objectives and criteria for success which are made explicit to pupils and parents/carers;
- Assessment, recording and reporting is manageable for the teacher, pupil and the School; and
- Reporting of achievement is unambiguous and clearly understood by pupils, parents/carers and teachers in other schools.

Planning For Assessment

Assessment should be integral to the teaching process. It is important to plan:

- What pupils will be doing;
- What learning outcomes are being addressed; and
- How long it is likely to take to cover these.

Once aims are clear, the teacher should plan:

- What will be assessed;
- How it will be assessed;
- Pupil grouping and resources;
- Who will assess (teacher, pupil, peer?);
- How the outcomes will be moderated; and
- How the process and information will inform future learning.

At the end of the assessment, both teachers and pupils will need to decide what progress has been made and plan the next set of attainable goals. This involves the use of assessment to inform future learning plans for the individual pupil.

Assessment in the Classroom

Using a variety of teaching strategies should result in a range of opportunities for assessment.

Teaching strategies:

- Open-ended discussion
- Structured questioning
- Instruction - both whole class and individual
- Exploration/research
- Opportunities to use a variety of resources
- Individual, group, whole class tasks
- Project work
- Independent learning
- Games, role play, drama
- Practical work/making activities
- Planning tasks
- Listening activities
- Opportunities to revise concepts and skills.

In considering assessment opportunities teachers need to be aware of the different ways in which their pupils best learn. Each member of the class will benefit from different learning styles.

Visual – learn from pictures and diagrams.
Auditory – good oral and aural skills.
Kinaesthetic – learn best by doing.

Other learning theories you may wish to consider in planning learning and assessment opportunities include Multiple Intelligences and the Learning Pyramid.

Multiple Intelligence Theory

The best-known name in this field is Howard Gardner, an American Psychologist. Although the theory remains controversial, it has gained credence amongst many educationalists, particularly those advocating accelerated learning techniques.

Basically, Gardner argues that we all have at least nine intelligences, which we use to varying degrees. Each person is normally strong in three or four of these and this tends to influence their favoured learning style.

The nine identified intelligences are: Linguistic, mathematical-logical, visual - spatial, musical, bodily kinaesthetic, interpersonal, intrapersonal, naturalist and existentialist.

The Learning Pyramid

The learning pyramid, based on research undertaken in the United States, identifies retention rates from learning. This is a generalised theory and does vary from person to person but is helpful when planning tasks and assessment opportunities.

These are just some examples currently informing practice.

Lecture	5%
Reading	10%
Audio-visual	20%
Demonstration	30%
Discussion Group	50%
Practice by Doing	75%
Teaching others/immediate use of learning	90%

Bloom's Taxonomy - Revised
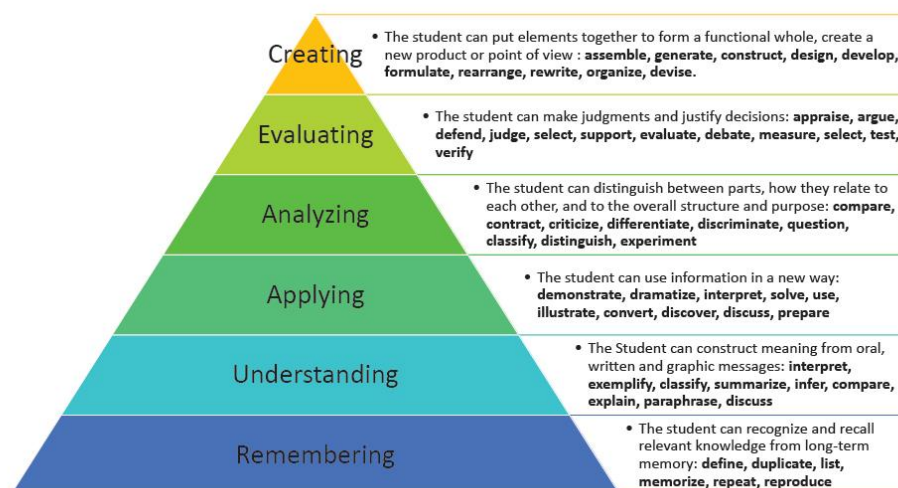
The revised version provides a valuable framework for teachers to use to focus on higher order thinking. By providing a hierarchy of thinking, it can help in developing performance tasks, creating questions or constructing problems.

Assessment of Learning Using the Revised Bloom's Taxonomy

The following chart illustrates the level of thinking and the expectation of the learner at each level of the hierarchy. It helps gauge if the learner can demonstrate his or her ability at that level

Level	Measurement
Remembering	Can the learner recall or remember the information ?
Understanding	Can the learner explain ideas or concepts
Applying	Can the learner use the information in a new way
Analysing	Can the learner differentiate between the various parts or components or the whole?
Evaluating	Can the learner justify a position or decision?
Creating	Can the learner create a new product, generate a new idea or create a different thought process

Indicators of Effective Assessment

"The teachers' assessment of the pupils' work can be considered effective when

• assessment is an integral part of planning, teaching and learning; the teachers use suitable forms of assessment, based on expectations which are clear, realistic and understood by the pupils

• The pupils' written work is regularly and consistently marked in ways that highlight the strengths and shortcomings, using approaches that are well understood by pupils and their parents

• the level and nature of the pupils' prior attainments influence the selection and use of teaching methods and subject content; the pupils' strengths are consolidated and their weaknesses are addressed

• the purpose of homework is explained clearly; the work which is set is appropriate to the needs of the pupils, reinforces and extends their knowledge and understanding and provides the teachers with evidence of progress"

Evaluating Schools DENI

St. Joseph's Grammar School recognises and encourages the following as characteristic of Good Practice:

Assessment which

1   Promotes and Supports Learning
•   identifies what pupils know, understand and can do
•   enables consistent monitoring of pupil progress
•   identifies individual learning styles
•   identifies individual learning strengths and weaknesses
•   encourages progression in learning

2   Informs Teaching
•   assists lesson planning
•   informs review of content and skills
•   promotes a variety of teaching strategies
•   enables consistent monitoring of teaching progress
•   encourages self-reflection

3   Is both formative and summative
•   promotes a shared learning culture
•   provides clear and regular feedback
•   diagnoses learning difficulties
•   measures pupil performance
•   identifies clear and shared targets for pupil progress
•   promotes differentiation by outcome
•   informs subject choice and career decision making
•   provides effective and progressive pupil records
•   informs regular reporting to parents

4   Uses appropriate and diverse strategies
•   is both formal and informal
•   accommodates a variety of learning styles
•   tests a range of skills
•   encourages effective and standardised marking procedures
•   is both quantitative and qualitative
•   is carried out in a range of contexts

5   Recognises ALL pupil progress and achievement
•   rewards progress, effort and achievement
•   fosters motivation and promotes a commitment to learning
•   creates opportunities for self-direction
•   fosters self-esteem and social development

6   Develops the capacity for Self-Assessment
•   shares learning outcomes and assessment criteria
•   gives sensitive and constructive feedback
•   supports pupils in self and peer assessment activities
•   engages pupils in realistic target setting

7   Fosters a shared involvement and responsibility between School and Home.

Types of Assessment

There are two main types of Assessment:

Summative
is Assessment OF Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning.

Examples
- External Examinations
- Internal School Examinations
- End of Topic/Unit Tests
- Standardised Tests
- Controlled assessments
- Coursework

Formative
is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

There are five main elements to AFL
- Learning Intentions
- Success Criteria
- Formative Feedback
- Effective Questioning
- Peer and Self-Assessment

Examples
- Class work
- Home work
- Questioning
- Oral Discussion
- Presentations
- Short Recall Test
- Practical Projects
- Research
- Debates
- Posters

Homework Policy

Homework is an integral part of effective Assessment and it is a very important learning experience for all pupils. Good practice is promoted through Homework which is set regularly across all departments according to the needs of the pupils and within the context of agreed whole School and departmental policies and timetables.

High expectations are set in School regarding Homework and pupils may be asked to redraft and resubmit homework which fails to meet departmental standards.

The regular setting and marking of Homework encourages:
- consolidation and extension of learning
- monitoring of progress
- independent learning
- self-discipline, personal organisation and responsibility
- home/school partnership

All departments are encouraged to:

- identify a range of meaningful tasks which facilitate progression and differentiation in learning
- identify a variety of tasks which assess a range of subject skills
- establish a range of standard Homework tasks
- integrate Homework tasks with lesson planning and learning outcomes share learning outcomes with pupils
- mark all Homework against agreed criteria appropriate to task
- provide timely and constructive feedback which sustains pupil motivation and facilitates progression
- link departmental policies with whole School Homework/Marking/Presentation of work policies
- monitor the effectiveness of Homework re learning outcomes
- encourage the consistent use of Homework Planners

Guidelines on time spent on homework

Years	Breakdown	Total
8 + 9	Maximum 20 min per hour taught	1hr 45min
10	Maximum 25 min per hour taught	2hr
11 + 12	Maximum 30 min per hour taught	2hr 30min
13 + 14	Maximum 45min per hour taught	3hr

Marking Policy

Principles
- Accurate and consistent marking within the school is essential for effective teaching.
- Marking should provide pupils with meaningful information about their work.
- Work should be marked according to its purpose and the ability and level of each pupil.

Purposes
- To assess pupils' work.
- To monitor pupils' progress.
- To recognise pupil achievement.
- To provide feedback to pupils on their progress and attainment.
- To encourage/motivate pupils.
- To diagnose problems.
- For standardization, moderation and reporting purposes.
- To assist in the evaluation and planning of present and future work.
- To prove information for pupils/teachers/parents/management.

Marking Guidelines

Pupils undertake a range of written, practical, investigative and problem-solving tasks both in class and for homework. Teachers' marking is a response to the individual pupil's work. A range of tasks is likely to be set so the range of responses, written or verbal, will vary and will be appropriate to the task set. When marking teachers endeavour to:

- respond promptly to ensure that pupils have feedback relating to the work as soon as possible;
- respond sympathetically to encourage and motivate pupils of differing abilities;
- respond positively giving constructive advice so that pupils recognise errors and can make improvements;
- recognise good work and effort and give praise;
- suggest ways work might be developed and extended;
- bear in mind previous performance;
- take account of the original purpose; and recognise the needs and abilities of individual pupils. Individual departments may use a marking system which relates to NI Curriculum levels but pupils will be introduced to commonly agreed guidelines which will be reinforced across the curriculum.
- Corrections should be selective, focusing on a specific area of improvement, such as a repeated technical error. Extensive correction of errors can be demotivating and so overuse of red ink should be avoided.
- Suggested marking symbols:
  - Spelling error – sp
  - Punctuation error – p
  - Capital letter needed -C
  - Grammatical error – gr
  - New paragraph – NP
  - Omission - ^
  - Good point – one tick
  - Very good point – two ticks

Presentation of work

A pupil should:
- present the final version of their work neatly and carefully so that they can be proud of what they have achieved;
- use the same colour of pen throughout (black/blue)
- all diagrams should be drawn in pencils, be clearly labelled and coloured using colouring pencils
- markers should be avoided.
- rule a margin when undertaking extended written work;
- write his/her name and form teacher group at the top of each page when using loose-leaf paper;
- write the date on the piece of work;
- indicate work set for homework if appropriate;
- cross out a mistake with a line through the error and not use correction fluid
- use opportunities to re-draft work when appropriate;
- check over work thoroughly before handing it in;
- read work over carefully, preferably aloud and to someone else;
- use a dictionary, or ask for help, to check spellings, and use a thesaurus, to improve language usage;
- compile a personal dictionary.
- When work has been marked and is returned, pupils should read over their work and ask for guidance if necessary;
- Use a dictionary to make corrections, which should be written accurately at the end of the piece of work and then learned.

Reporting Arrangements

At Key Stage 3 there are three school based tracking assessments and two for the other Key Stages.

All assessments are marked as percentages but Departments may also assign levels or grades.

All results and reports are recorded on Sims for all Key Stages.

At Key Stage 3:

- Communication is reported on through English
- Using ICT is reported through the subject
- Using Mathematics is reported through the subject
- *At present progression levels for the CCTs are not used but when/or if they become statutory this will be reviewed*
- Thinking Skills and Personal Capabilities are reported on through the individual subjects.

Key Stage	November	January/February	Summer	External
KS3	Short report – marks, averages and teacher initials	Medium report- marks, averages, grades for application/effort, behaviour and teacher initials	Full report - marks, averages, comment and teacher initials	
KS4	Short report – marks, averages, current working grade, potential grade and teacher initials	Full report - marks, averages, current working grade, potential grade, comment and teacher initials	No report	Module results/controlled assessments throughout the year
Post 16	Short report – marks, averages, current working grade, potential grade and teacher initials	Full report - marks, averages, current working grade, potential grade, comment and teacher initials	No report	AS and A2 results

- After a tracking period the results are analysed by Year Heads and Form teachers and interventions are put in place for pupils deemed to be underachieving (appendices 1, 2 and 3)
- Students who have been identified as high achievers or best improvers at Key Stage3 are given certificates at Year assemblies
- The timetable will be collapsed for an afternoon or morning one week after the deadline for reports to be completed for tracking 1 and 2 to allow Form Teachers to discuss the results with each student individually and to set targets. Pupils in KS3 fill in the Tracking Review Sheet (Appendix 4) and the Progress Review sheet (Appendix 5). Pupils in KS4 fill in Target Setting Sheet (Appendix 6). Pupils in KS5 fill in Post 16 Target Setting Sheet (Appendix 7).
- Key Stage 3 pupils record in their planners how they performed at each tracking period and identify targets for improvement in the individual subjects.

- During review of tracking at departmental meetings underachieving pupils in each class are identified and subject teachers set specific agreed targets which are recorded in their planners (see Review of Results and Target Setting sheet in pupil planner)
- Underachieving pupils in Years11/12 are identified, interviewed and targets for improvements are set (appendix 2)
- Pupils in Year 12 as a result of the tracking results may be offered mentoring or they can ask to be put on the mentoring scheme.

Target setting

Target setting is about setting targets for future achievement. Agreeing targets related to future learning with pupils is an important aspect of School improvement. To be effective target setting includes a monitoring, evaluation and review cycle.

- Monitoring – collecting data
- Evaluation – analysing the data collected at the monitoring stage to make judgements about what has been achieved.
- Review – using the results from evaluation to decide what action to take next.

Targets should be related to an individual pupil's learning needs and should be SMARTER – i.e. S(pecific), M(easurable), A(chievable), R(elevant), T(ime-related), E(njoyable), R(eviewed).

Potential and Current Working Grades

Potential grades or levels are attainment targets pupils are capable of reaching. They are based on current information including professional judgement, and are being targeted at, over a specific time. They will include prior attainment information. They need to be flexible and able to be revised.

The St Joseph's definition of potential grades is: *A potential grade is the grade which, in the teacher's professional judgement and informed by prior attainment, a pupil should be able to attain, by the time he/she takes his/her GCSE, A/S and A2s, given hard, relevant work on his/her part coupled with the necessary teaching and support from his/her teacher, peers and other adults including parent(s)/carer.*

Current working grade is the Grade which, in the teacher's professional judgement, the pupil is at that point in time, based on test results/coursework/homework and class performance.

These grades should be discussed with the student allowing them to consider how they can truly fulfil their true potential.

Benchmarking
External exam results are compared with the N.I. averages and individual subjects within the school with residuals. These are discussed/analysed at departmental meeting in August/September

Baseline Assessment

In St. Joseph's all Year 8 students take part in the PIE and PIM assessment and in-house baseline tests for English (NFER) and Maths. As a result of these, students may be offered mentoring for Literacy and/or Numeracy.
Year 8 and 11 will sit the CAT4 test also at the start of September.
Literacy and Numeracy leaders will receive combination reports for both groups.
New A-level predictions using GCSE as a baseline will be disseminated within Examination folders in August
CAT 4 outcomes will be used to set whole school GCSE targets for the 1st time.

Value added analysis

Value added is a measure of what difference the School, or in the case of the individual pupil, her/his teachers have made to her/his performance at the outcome stage. Schools are now very rich in data. MidYIS gives feedback on value added for GCSE. PIM and PIE shows progress in Maths and English. Data available to Schools comes from internal monitoring and the DE. However, the best judge of value added remains the pupil her/his self and tools such as pupil evaluation are useful where teachers wish to judge what value they may be adding.

Special Educational Needs and the Education Plan

The Code of Practice states that a child has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for her/him.

A child has a learning difficulty if he/she:
1. has a significantly greater difficulty in learning than the majority of children of the same age
2. has a disability which either prevents or hinders the child from making use of the educational facilities provided.

There are five profiling stages contained within the SEN Code of Practice (due to be updated)

Stage 1: The class or form teacher identifies a concern about a pupil's progress and information is gathered on the child's performance. Various strategies are used to help the pupil. The onus at this stage is on the classroom teacher to use strategies to support the pupil.

Stage 2: The SENCO (Special Needs co-ordinator), in conjunction with the child's teachers gathers information and develops a plan for meeting the child's needs. This plan is known as an EP (Education Plan).

The EP should set out:
- the nature of the pupil's learning difficulties
- action - the special educational provision including the staff involved, including frequency of support and the specific programmes/activities/materials/equipment
- help from parents at home
- targets to be achieved and the time scale
- any pastoral care or medical requirements
- monitoring and assessment arrangements
- review arrangements and review date.

Stage 3: The SENCO and the child's teachers consult with and are supported by specialists from outside the School who may carry out assessments and offer advice on meeting the pupil's needs.

Stage 4: The SELB considers the need for a statutory assessment and if appropriate carries out a multidisciplinary assessment.

Stage 5: The SELB considers the need for a statement of special educational needs. If appropriate, a statement is made and provision for monitoring and review is arranged.

Appendices

Appendix 1 – Key Stage 3

Follow up to tracking

Steps to intervene regarding underachievers after each of the relevant tracking periods

- November– Form Teacher to place note in planner FAO parent/guardian
- February– Form Teacher/Year Head to interview parent/guardian and discuss progress/target subjects
- June – Year Head to arrange interviews with parent/guardian

The Year Head may choose to interview the parents/guardians in place of letter or note at any of the above stages if this is deemed necessary

Appendix 2a –Year 11

In Year 11 students are identified by:
- teacher referral, by subject teacher or form teacher
- tracking performance in November and February tests
- analysis of exam results and comparing with class average

Intervention
- Interview/Discussion with Form Teacher, with note inserted in planner to inform parent/guardian
- Interview, conducted by Year Head and note inserted in planner to inform parent/guardian
- Targets may be set for next exam series
- Phone call/letter to parents
- Interview with parents and student

Action

- Initial Interview/Discussion
- Recommendation/advice given on how to attain target grades
- Continual addressing of the importance of: independent learning, attendance, modular exams and Controlled Assessment at weekly assembly
- Liaison with subject teachers to address specific subject problems
- Parental contact

Appendix 2b

YEAR 12 UNDERACHIEVERS

1. List of underachievers progressing from Year 11 to Year 12 is available.

2. In Year 12 students are identified by:
   - teacher referral (generally by subject teachers or by form teachers via planner comments)
   - Tracking performance (consideration of the number of subjects that the student falls below average)
   - Reports (consideration of the number of subjects that the student falls below average)
   - Consideration of Year 11 GCSE Modular results

3. Overall, intervention occurs in following order, with progression to next stage, should the initial step be unsuccessful:
   - Interview with form teacher on return to school when Year 11 GCSE modules and summer results are reviewed and targets are set for underachieving students.

and/or

During term-time,
- Interview with students with note to parents/guardians in planner
- Phone call/letter to parents
- Interview with parents and student.

Depending on extent of underperformance, the line of intervention may be accessed at any stage.

4. Action

- Interview with student and target setting with continual monitoring.
- Interview with parents and student with target setting with continual monitoring.
- Recommendation as to how student may attain target grades. May involve addressing issues of organisational skills, after-school study, attendance, pastoral referrals, impact of part-time jobs etc.
- Mentoring either by self-referral or referral by subject teacher/form teacher/year-head
- Liaison with teachers to address specific subject problems. May include some lunch-time tutorials to overcome problem areas.
- Continued contact with parents throughout term

Appendix 3

In the November reports all subject teachers will enter a current working grade, potential grade and in most subjects a % mark and class average.
In the January/February mocks all subject teachers will enter a current working grade, potential grade, comment and in most subjects a % mark and class average
These reports are sent by post to the pupil's parents/guardians.

Where a student is deemed to be under-performing the school will adopt one or more of the actions noted below:
1. Year Head/Vice-Principal will interview the student and agree targets that will be met and strategies to meet these. Both are recorded in the planner and counter-signed by parents.
2. Parents may be telephoned and advised verbally about concerns and referred to the comments noted in the student's report as per No.1 for their support.
3. Parents invited to attend for an interview to discuss concerns with teachers and the student and agree strategies for improvement e.g.: attendance at after-school study, give up/reduce part-time hours.
4. November targets are reviewed after January/February mocks. Targets may be adjusted upwards or downwards on the basis of cumulative performance.

5. Students who fail to meet three C grades at the end of AS may be asked to repeat the school year so as to consolidate performance before progression to A2.

Anti Bullying Policy Statement

Bullying is unacceptable behaviour and all forms of bullying are wrong. The students, staff and parents of St. Joseph's Grammar School will not tolerate bullying behaviour. In St. Joseph's Grammar we are committed to creating a safe environment where young people can learn and play, can talk about their worries, confident that an adult will listen and will offer help. When bullying happens we will work as a community in accordance with the policy outlined to help both the victims and the bullies. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

"Bullying behaviour is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself" (DE 1999)

NIABF defines bullying as "the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others".

In St. Joseph's Grammar we believe that:
- Students have the right to be at school free from intimidation and fear of any kind.
- Students have a duty to respect each other's person, property, time and point of view.
- The school will not tolerate bullying behaviour by or towards any member of the school community.
- The needs of bullied students are paramount.
- Bullied students will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated promptly and effectively following SJS Anti-Bullying Policy and Procedures.

In order to come to terms with and to deal with any problem, it is essential that all staff and students acknowledge that bullying does take place, in many forms, in many places and by many people and that help and support is available both inside and/or outside school. Staff in SJS will investigate and keep a record of all incidents of bullying behaviours or alleged bullying behaviours involving a registered pupil at the school that occur:

(a) on the premises of the school during the school day;
(b) while travelling to or from the school during the school term;
(c) while the pupil is in the lawful control or charge of a member of the staff of the school; or
(d) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

Recognising forms of bullying

Verbal - teasing, taunting, innuendoes, name calling, tutting, threatening statements, telling lies about someone etc.

Physical - pushing, kicking, nipping, punching, hair pulling, fighting, or any use of violence.

Emotional - writing nasty notes, staring, talking behind backs, being unfriendly, excluding, tormenting - hiding books, school bag, threatening gestures.

Bullying due to Race, Faith and Culture – is behaviour or language that makes a young person feel unwelcome or marginalised because of their religion, race, ethnicity, national origin, colour or nationality.

Racist bullying - occurs when a young person experiences repeated hostile or offensive behaviour against them based on:
- The colour of their skin
- Their cultural and religious background or traditions
- Their ethnicity or perceived ethnicity

Like other types of bullying, racist bullying can take many different forms and happen online, via phone or in the physical world. Examples of racial bullying can include:
- Calling someone names, teasing or humiliating them using racially offensive language
- Mocking someone's religious customs or traditions
- Making fun of their clothes, accent, food, etc.
- Refusing to work or cooperate with someone because of their ethnicity
- Vandalism of property, offensive graffiti or displaying racist symbols

Sectarian bullying - is behaviour or language that makes a young person feel unwelcome or marginalised because of their perceived or actual religious or cultural background within the context of Northern Irish society.

Like other types of bullying, sectarian bullying can take many different forms and happen online, via phone or in the physical world. Examples of sectarian bullying can include:
- Calling someone names, teasing or humiliating them using sectarian language
- Hitting, kicking, punching or physically hurting someone
- Making fun of someone's traditions associated with one culture (eg. GAA sports, Orange Order parades, etc.)
- Refusing to work or cooperate with someone because of their real or perceived religious or cultural background
- Vandalism of property, offensive graffiti or displaying symbols purposefully to make someone feel unwelcome.

Disablist Bullying – is behaviour or language that makes a young person feel unwelcome because of a perceived or actual disability or additional need.

Disablist bullying is wrong and it must be stopped.

Disablist bullying is a specific form of bullying motivated by prejudice against disabled people. This can be related to a perceived or actual disability/additional need. By perceived, we mean that some children

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may treat a physical or 'behavioural' characteristic of another child as a disability, and exclude or bully because of that, even though the child him/herself does not consider they have a disability. The other children may regard this characteristic as a disability either through genuine misunderstanding or because of an intolerance of difference.

Like other types of bullying, disablist bullying can take many different forms and happen online, via phone or in the physical world. Examples of disablist bullying can include:

- Being called mean names linked to a disability/additional need
- Being left out because of their perceived or actual disability/additional need
- Being spat at or kicked because of their perceived or actual disability/additional need

Homophobic Bullying – is behaviour or language that makes a young person feel unwelcome or marginalised because of a perceived or their actual sexual orientation.

Homophobic bullying often occurs as a result of others' prejudice being directed at a young person because:

- They are lesbian, gay or bisexual
- They are perceived to be lesbian, gay or bisexual because they fit certain stereotypes
- They have LGB friends or family members
- They are perceived as being different

Like other types of bullying, homophobic bullying can take many different forms and can happen online, via phone or in the physical world. Examples of homophobic bullying can include:

- Calling someone names, teasing or humiliating them using homophobic language
- Hitting, kicking, punching or physically hurting someone
- Mocking or imitating someone's voice, mannerisms, etc.
- Refusing to work or cooperate with someone because of their real or perceived sexual orientation
- Vandalism of property, offensive graffiti or displaying symbols
- Outing someone (telling their family and/or friends they are lesbian, gay or bisexual, whether they are or not) or spreading rumours about their sexual orientation
- Inappropriate sexual comments or gestures.

Transphobic bullying - is behaviour or language that makes a young person feel unwelcome or marginalised because of their perceived or actual gender identity. Not all transgender (trans*) young people experience transphobic bullying and not all transphobic bullying is directed at trans* young people.

Transphobic bullying often occurs as a result of others' prejudice being directed at a young person because:

- They are transgender
- They are perceived to be transgender
- They do not fit with traditional gender norms (eg. boys with long hair or wearing make-up, girls playing team sports)
- They have transgender friends or family members
- They are perceived as being different

Like other types of bullying, transphobic bullying can take many different forms and happen online, via phone or in the physical world. Examples of transphobic bullying can include:

- Calling someone names, teasing or humiliating them using transphobic language
- Using incorrect pronouns (eg. he/she, him/her) to humiliate someone
- Hitting, kicking, punching or physically hurting someone
- Refusing to work or cooperate with someone because of their real or perceived gender identity
- Vandalism of property, offensive graffiti or displaying symbols
- Inappropriate sexual comments or gestures

Cyber Bullying – involves the use of information and communication technologies such as e-mail, mobile phone, texting, picture messaging, online chat, instant messaging and blogging to abuse or threaten another person.

Cyber bullying is bullying that takes place through electronic technologies, such as:
- Mobile or smart phones – eg. calls, texts, BBM, etc.
- Smart phone apps – eg. Kik Messenger, Snapchat, WhatsApp, etc.
- Social network websites – eg. Facebook, Twitter, askFM, Instagram, etc.
- Gaming consoles – eg. Xbox Live, Playstation, etc.

Cyber bullying can happen in many different ways. It can be part of a bullying situation that is going on in the physical world or one that is just happening in the cyber world. Some examples of cyber bullying include:
- Posting hurtful, embarrassing or threatening material (eg. posts, photos, video) on social network websites
- Sending nasty messages by text or through an app
- Excluding someone from an online game
- Setting up fake profiles on a social network website to make fun of others
- Sharing embarrassing photographs or video of someone to hurt them or their reputation

Objectives of this Policy
- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated in St. Joseph's Grammar School.

Signs and Symptoms of Bullying
A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"

- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

If unchecked, bullying can be profoundly damaging to the victim in both the short and longer term, emotionally or physically or both, and can seriously disrupt or impair the capacity to learn and develop.

Preventative Steps

To create and encourage the development of a bully-free ethos staff have received training on a whole school approach to anti-bullying and the implementation of the school's Anti-Bullying Policy and Procedures.

Anti-bullying is addressed at Assemblies, Registration, in the PD Programme at all Key Stages, English, Religious Education and Citizenship curriculum.

Where could bullying take place?

Classroom, corridors, toilets, lunch queues, canteen, stairways, bus stop, bus and playground. Times when the victim is most vulnerable are before school, during break or lunch time, at the change of class, or immediately after school has ended.

Procedures in dealing with reported/alleged incidents of bullying

Students

1. Report all/any incidents to a member of staff as soon as possible –
   i.e. Subject Teacher, Form Teacher, Year Head, Key Stage Co-Ordinator K.S.3 Mr P. Quinn, K.S.4 Mr P Corrigan, K.S.5 Mrs O.McCourt, Vice-Principal - Mrs Mc Gleenan, responsible adult, prefect, friend or parent.

2. If your friend tells you they are being bullied support them and encourage them to talk to a member of staff or you tell a member of staff as soon as possible.

3. Do not be a bystander, tell a member of staff if you have any concerns.

Staff

1. Treat any reported/alleged incident seriously and with an open mind and **follow school policy and procedures** in relation to dealing with allegations of bullying.

2. Report all incidents to Form Teacher immediately by email or in writing.
   The **Form Teacher** will investigate it promptly by keeping an accurate record of all incidents on **Contact Forms** and taking **separate statements** from **victim, alleged bully and witnesses**. Students should be interviewed individually.
   Retain all records and place in **student folder in office or using communications log on SIMS.**
   When the investigation is completed a copy should be given to Head of Year, Key Stage Co-Ordinator K.S.3 Mr P. Quinn, K.S.4 Mr P Corrigan, K.S.5 Mrs O. McCourt, Vice – Principal Mrs McGleenan.

3. Contact parent/carer of victim(s) and perpetrator(s) by telephone to inform of outcome of investigations. **Record using communications log on SIMS.**

4. Discuss with Vice Principal – Mrs McGleenan to ascertain seriousness of situation. Try to resolve situation amicably and discuss sanctions required.

5. Reassure victim of support and help.

6. If necessary in consultation with parents and Vice - Principal – Mrs McGleenan will arrange support for victim and bully e.g. working with Pupil Personal Development Services Team, School Counsellor, Behaviour Management Team, Educational Psychologist, Educational Welfare Service.

7. Form Teacher inform all teaching staff, learning support assistants, study hall supervisors and break and lunch supervisors of the situation and the need to be vigilant.

8. Monitor situation – Form Teacher to liaise with student **weekly** and on a **monthly** basis make contact with parents until satisfied matter has been resolved. Keep a record.

9. Record incident on SIMS for both the victim and the bully.

Parents

Parents should be listened to when they report anything about bullying to the school, and their complaint investigated thoroughly. They should be informed of the action which has been taken, and encouraged to contact the school again if this should prove necessary. A written record of **all** correspondence with parents should be retained in students file in school office or on **SIMS using Communications Log**.

Non-Teaching Staff

Should be encouraged to report any bullying incident to the Form Teacher this should be in writing using a Referral Form or by email.

Responding to Bullying

Not all acts of bullying require punitive measures. It is necessary to investigate each incident separately and to deal with it on an individual basis. This will necessitate written statements being taken from those involved. Some may require advice and counselling using both inside and outside school agencies. Others will require sanctions which may vary according to the seriousness of the incident. These will be decided by the Year Head, K.S. Co-ordinator and Vice-Principal, Mrs Mc Gleenan, the Principal – Mrs G Donnelly, or the Board of Governors. Sanctions may include;

- Additional work - offence related
- Detention
- Placing on report (monitoring of general conduct and behaviour in class and school)
- Exclusion from school events
- Suspension in school
- Suspension out of school
- Expulsion

Allegations of Cyber Bullying

Evidence of comments, pictures etc posted online will need to be provided regarding allegations. Cyber bullying will merit **at least** a detention and sanctions will depend on seriousness of the situation.

Monitoring and Evaluation
School will maintain a record of all incidents of bullying or alleged bullying on SIMS.

This policy will be reviewed every 4 years in consultation with staff, students and parents and updated in light of any further guidance and legislation as necessary.