

# Temple Carrig School

## Anti-Bullying Policy

*“So in everything, do to others what you would have them do to you” [Matthew 7:12]*

### 1 Preamble

Temple Carrig School aims to encourage each student to develop his or her full potential, to mature as an individual and to become a constructive and caring member of society.

The School aims to create and maintain a happy and caring climate that encourages and rewards pupils to respect the feelings, health and welfare of others. We try to develop an understanding among our students that unkind actions and remarks are completely unacceptable, even if they are not intended to hurt. We ask our students not to tolerate bullying behaviour and we emphasise that it is the responsibility of everyone, and not just the victim, to report it.

The underlying principle here is that of kindness. Temple Carrig School emphasises and encourages politeness, courtesy, co-operation and respect for others and their property as fundamental principles of behaviour. This is a clear part of the ethos of Temple Carrig School and is stated in unambiguous terms in the Code of Conduct.<sup>1</sup> Acceptance of a place in Temple Carrig School is taken as acceptance of this ethos<sup>2</sup> and acceptance of the code of conduct.

Every student has the right to enjoy learning and leisure time in school in a safe and secure environment. Bullying and intimidation of others is completely unacceptable.

### 2. Department of Education & Skills Legal Requirements

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 Temple Carrig School has adopted the following anti-bullying policy within the framework of the school’s overall Code of Conduct. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives, health and welfare 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;

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<sup>1</sup> See also the *Temple Carrig School Code of Conduct* and the *Temple Carrig School Ethos Statement*.

<sup>2</sup> For examples of how this ethos is communicated, please refer to Appendix 1.

- 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.
- In as much as is feasibly possible given the practical and financial constraints faced by the School, 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

### 3 Definition

Temple Carrig School endorses the definition of bullying published by the Department of Education and Skills and in the *Anti-Bullying Procedures for Primary and Post-Primary Schools*:

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

The following types of bullying behaviour are included in the definition of bullying but not limited to:

- Deliberate exclusion, malicious gossip and other forms of relational bullying
- Cyber-bullying
- 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

While isolated or once-off incidents of intimidation, aggression or intentional negative behaviour do not fall within the definition of "bullying", the School reserves the right to decide whether to

- regard them as precursors of bullying behaviour and to apply this policy in order to prevent further escalation  
or to
- deal with them in accordance with the *Temple Carrig School Code of Conduct* and the *Temple Carrig School Disciplinary Procedures*.

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.

### 4 Basic Principles and Considerations

- 4.1 Every case of bullying is unique and often complex.
- 4.2 Temple Carrig School will, at all times, take whatever measures are deemed necessary to protect all the students and staff in its care from bullying behaviour.
- 4.3 Parents/guardians should inform the Form Teacher of incidents which they suspect to be bullying or which have come to their attention indirectly through their children or other parents/guardians.

- 4.4 Investigations of allegations of bullying can take a considerable amount of time to complete.
- 4.5 Investigations and resolutions of bullying behaviour must follow the process detailed in Section 6 of this policy.

In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. For parents of both victims of bullying and those suspected of bullying such issues can be extremely distressing, so it is important to emphasise that

- teachers take a calm, unemotional problem-solving approach
- witness evidence is used to determine the truest possible picture of what has happened
- students accused of bullying are treated fairly
- the principles of natural justice must apply.

#### 4 Examples of Bullying Behaviour

The following are examples of behaviour which might be considered an act of bullying, but it is not an exclusive list:

- Physical contact
- Threatening abuse
- Humiliation
- Harassment (including repeated demands for money)
- Intimidation (including aggressive body language and gestures)
- Verbal abuse (including name calling)
- Spreading of rumours
- Obscene or aggressive language
- Deliberate exclusion or isolation
- Victimisation
- Offensive jokes
- Inappropriate comments related to, but not exclusive to, gender, disability, sexual orientation, race and creed.
- Intrusion through interference with personal property or belongings
- Cyberbullying
- Unauthorised photography, audio and/or video recording

The above behaviour can be evident directly in person-to-person contact or indirectly through technology and electronic media (e.g. telephone, internet, social media).

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

## 5 Education and Prevention Strategies

The Temple Carrig School Code of Conduct states the following core principles in unambiguous terms:

Temple Carrig School aims to create a community of inclusivity and respect within the life of the School. The School seeks to develop spiritual and moral values, personal and social skills among students, and the achievement of the highest standards of excellence in all areas of school activity and the wider community. The purpose of this code is to reflect the ethos of the School, as well as to set down some guidelines as to what is expected of its students. This code provides a framework to ensure that each student's behaviour is in keeping with the school's stated aims. At all times, emphasis is placed on politeness, courtesy, cooperation and respect for others and for their property. Any action/behaviour which, in the opinion of the school authorities, offends courtesy, good taste, common sense, honesty or the health and wellbeing of a student will be deemed a breach of school regulations.

The school communicates this ethos and core principles by:

- use of daily assembly to emphasise the importance of inclusion, the rights of all pupils to feel secure and comfortable in the school,
- teachers and staff being committed to an atmosphere during the school day in which bullying is never acceptable,
- dealing with the issue of bullying in subject areas such as Guidance, Wellbeing/ SPHE, and Religious Education etc.
- highlighting the issue of appropriate behaviour towards others, throughout the academic year emphasising the unacceptability of all bullying, through:
  - Assembly
  - Discussion and consideration in subject areas outlined above
  - Whole year Wellbeing/ SPHE days involving for example SOAR foundation, Young Americans etc.
  - Open Minds break time committee group
- emphasizing the unacceptable nature of on-line bullying through:
  - the school Policy on the Appropriate Use of Technology,
  - introduction to pupils to this Policy,
  - talks given to pupils on bullying about social media and appropriate technology use,
  - informing parents of the pastoral care system that exists in the school,
  - organising a mentoring system between 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Year pupils and mentors,
  - enhancing the self-esteem of pupils as part of a whole-school agenda using assembly, extra-curricular activities and in the classroom,
  - the provision of an extensive extra-curricular programme with the specific aim of fostering a positive, inclusive community culture.

The education and prevention strategies that are used in the School to discourage all types of bullying are outlined in this document as Appendix 1: "Examples of how the School Ethos regarding Bullying is communicated" Appendix 2: "Examples of Subject Areas with Anti-Bullying Content" and Appendix 4: "Education and prevention strategies to combat bullying based on Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*."

## 6. Procedures for Investigating and Dealing with Allegations of Bullying in the School

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:

- 6.1 All reports of bullying should be made primarily to the Form Teacher, but may also be made to any teacher, any member of staff, a prefect or a senior student.
- 6.2 The Form Teacher, Year Head, Dean of Discipline, or Deputy Principal will investigate the initial report. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools*, this staff member will be referred to as the "relevant teacher".
- 6.3 Those allegedly involved will be interviewed and may be asked for a written account of the alleged incident.
- 6.4 The victim of the alleged bullying will be interviewed and assured that he/she is entitled to a school environment free of any bullying and will be encouraged to report any further incidents if they should occur. This may be by direct student-teacher communication or through a parent/guardian. This may also involve keeping a 'diary' or written record of further incidents.

*If it is judged that bullying has occurred:*

- 6.5 The investigating teacher will inform the Year Head, Dean of Discipline, Deputy Principal and/or Principal as appropriate. The Principal will only be involved after the initial investigation has been completed.
- 6.6 Where bullying behaviour is determined, the perpetrator(s) will be informed that their behaviour is a serious breach of the Code of Conduct and /disciplinary procedures They may be required to re-affirm their commitment to the School's Code of Conduct and Disciplinary Procedures.
- 6.7 The parents of the person determined to have bullied will be informed and may be invited to a dedicated meeting in the school.
- 6.8 The parents of the victim will also be informed and, if required, may be offered further help from the school.
- 6.9 Following investigation and consideration, sanctions may be imposed in line with the School's discipline procedures and code of conduct.
- 6.10 Where bullying behaviour is determined to be of a grave nature, additional procedures may take place in line with the School's code of conduct, discipline and pupil exclusion procedures.
- 6.11 Counselling may be offered to both the person determined to have bullied and the victim, as deemed necessary.

*Where persistent or serious bullying occurs:*

- 6.12 Parents/guardians may be invited to a meeting with the Dean of Discipline, Deputy Principal or Principal. In such cases parents/guardians will be reminded of the content of this policy.
- 6.13 Reference may be made to Sections 10.4 and 10.5 of the Code of Conduct:
- 10.4 *Serious misdemeanours and repeated offences can be referred to the Principal and to the Board of Management*
- 10.5 *Where a pupil's conduct warrants it, the Principal has authority to suspend a pupil. The Board of Management reserves the right to confirm suspension and to cancel enrolment.*
- 6.14 Reference may be made to the Admissions Policy:
- The Board of Management reserves the right to remove from the school register any student who puts the health and welfare of other students or staff at risk, or any student who engages in persistent or serious misbehaviour which undermines the ethos of the school or undermines the education of other students.*
- 6.15 In accordance with *Children First* and the *Child Protection Procedures for Primary and Post-Primary Schools*, advice may be sought from NEPS and serious instances of bullying may be referred to TUSLA, the HSE Children and Family Services or the Gardai as appropriate. In consultation with these agencies an additional response may be required.

Where a parent is not satisfied that the School has dealt with a bullying case appropriately, the parents shall be referred to the School's complaints procedures. In the event that a parent has exhausted these procedures and is still not satisfied, the School will advise the parents of their right to make a complain to the Ombudsman for Children.

## 7. Intervention Strategies

Prevention is always considered the best approach to bullying. Temple Carrig School adopts a proactive Bullying Awareness approach at all times using the strategies outlined in Section 5 and Appendix 4 of this policy.

The fostering of a positive environment, inclusive of all pupils with effective class discipline is the foundation upon which good relationships will thrive. It is recognised, however, that bullying will arise in schools. No one approach to resolving bullying will work in all situations. The professional judgement of the relevant Form Tutor, Year Head or Deputy Principal will decide on the approach to be taken in each case, taking into consideration the past history of individuals concerned and the nature of the bullying.

In general, Temple Carrig School will use one, or a combination of elements of restorative practice and sanctions as deemed appropriate.

It is noted that a positive environment and culture is likely to be a firm foundation for successful restorative practice. When dealing with bullying the Form Tutor, Year Head, Deputy Principal and Principal will also be mindful of staff time constraints and the effect any such approach may have on other students. At all times it will be made clear that bullying is never acceptable in Temple Carrig School.

## **Counselling and Ongoing Support**

The School's programme of support for students affected by bullying is as follows:

- A programme of support for students who have been bullied will be put in place. Many students will be able to continue their lives without any support at all, but some may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills or to build resilience whenever this is needed.
- A programme of ongoing support for those students involved in bullying behaviour may also be part of the School's intervention process. Students who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others, or they may need activities to help them develop maturity or increase feelings of self-worth.
- Students who observe incidents of bullying behaviour will also receive ongoing support if required.

## **8 Procedures for Recording and Reporting Bullying Behaviour**

All records of bullying behaviour shall be maintained in accordance with data protection legislation<sup>3</sup> and the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

- 8.1 While all reports, including anonymous reports, of bullying must be investigated and dealt with by the relevant teacher, the teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved.
- 8.2 If it is established that bullying has occurred, the relevant teacher shall keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- 8.3 The relevant teacher will use the Recording Template in Appendix 3 to record the bullying behaviour in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred and where the school feels it should be recorded.
- 8.4 Where it is established that bullying behaviour has occurred, the relevant teacher shall report this to the Principal or Deputy Principal.
- 8.5 Every regular meeting of the Board of Management shall include bullying as an agenda item. The Principal or Deputy Principal shall report on any instances of bullying that have been reported as well as the interventions and/or sanctions by the School. (The students involved shall not be identified.)
- 8.6 The implementation and effectiveness of the Anti-Bullying Policy shall also be frequently included as an agenda item for staff meetings to ensure that concerns about the policy, or the welfare of individual students, can be shared effectively and addressed.

## **9. Bullying of Staff**

Complaints of bullying or harassment of staff will be dealt with according to the Code of Practice agreed between the JMB, ASTI, TUI and Impact and in accordance with current law.

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<sup>3</sup> See also the *Temple Carrig School Data Protection Policy*.

**10. Supervision and Monitoring of Students**

It simply isn't possible to supervise every student interaction in every area of the School. However, subject to the resources provided by the Department of Education & Skills, the Board of Management endeavours to ensure that appropriate supervision and monitoring policies and practices are in place both to prevent and deal with bullying behaviour and to facilitate early intervention where possible.

**11. 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<sup>4</sup>.

**13. Adoption and Distribution of this policy**

This policy was adopted by the Board of Management on the date below and made available to school personnel, published on the school website and is readily accessible to parents and students on request. A copy of this policy will be made available to the Department of Education & Skills and the Patron if requested.

**13. Review**

The effectiveness of this Anti-Bullying Policy shall be the subject of continuous review in the light of incidents of bullying behaviour encountered. The Board of Management shall make provision for periodic examination of the prevention and intervention strategies in place and will undertake an annual review of this policy and its implementation in accordance with the terms of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. Temple Carrig School personnel, the Parents' Association Committee and the Student Council will be involved in this process. A record of the review and its outcome will be made available, if requested, to the Patron and the Department of Education & Skills.

*Approved by the Board of Management following a consultation process with the Student Council, PTA Committee and Teaching Staff:*

*Date 27<sup>th</sup> September 2022*

This policy should be read in conjunction with other policies, in particular:

- Code of Conduct
- Disciplinary Procedures
- Student Exclusion Procedures

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<sup>4</sup> See also the *Temple Carrig School Sexual Harassment Policy*.

Teachers and staff are committed to creating and maintaining an atmosphere in the school in which bullying is not tolerated.

- All parents are sent a copy of the school Code of Conduct to be signed as accepted by all pupils and parents.
- All 1st year students and new entrants are informed in their first month in the school that Temple Carrig School does not tolerate bullying and will be pro-active in identifying bullying behaviour.
- Bullying is dealt with in several subject areas, but particularly in Life Skills. (See Appendix 2)
- Reference is frequently made at morning Assembly to the rights and responsibilities of all at school to feel secure and more generally to the Temple Carrig School Ethos.
- From 2018, a Mentor System has been established in which all First Year students are introduced to, and guided by, to an older student on their very first day in Temple Carrig School. This means that every First Year student knows a senior student in whom they can confide.
- Also, on their very first day in the School, and frequently afterwards, students are encouraged to report any problems, including bullying, to somebody else rather than suffering in silence.
- There is a very strong expectation of students not just to report matters affecting them, but also that they must report unpleasantness or unhappiness which they have witnessed. Given that bullying behaviour tends to develop where bystanders say nothing, Temple Carrig School students will often be reminded that it is the onlooker who is most responsible for ending the bullying.
- Anonymous surveys regarding bullying frequently take place for all school years. These can happen in Registration with the Form Teacher, in Life Skills class, or in meetings with the Year Head. Sometimes these surveys may ask for information about a specific problem, and on other occasions they may be more open-ended – “Something that needs to be said”.
- Postal surveys – to heighten the sense of anonymity – may be undertaken if the School has grounds to believe there is a specific problem.
- The Year Head will get to know every student throughout their time in the school and frequently emphasise the importance of letting them know if there is a problem – for them or for others in the class.

**LIFE SKILLS:**

In line with the introduction of the revised Junior Cycle curriculum in 2014, students in First-Third Year take two 40-minute classes per week in a new subject, Life Skills.

Form 1: A Bullying Awareness module is completed over a period of 5-6 weeks in the first term. Later, in the Citizenship component of the course, students learn that it is their responsibility as citizens to look out for everyone else in their class.

**Form 1 Drama Presentation**

The Bullying Awareness module is usually complemented by a drama presentation, such as the *Sticks and Stones* workshop, which is later followed up in class – often with worksheets provided by the drama company. These have aimed to heighten awareness of bullying in all its guises, revealing the misery it inflicts and helping to break the silence that ensures its continuance.

Form 2: Another module of the course is based on the importance of respecting yourself and each other. Bullying is also dealt with under many headings, such as peer pressure, people's differences, things that can be perceived as bullying and what is actually bullying, internet and social media use, etc.

**Form 2 Bullying Workshop**

To complement and reinforce the work carried out in Form 1 bullying module, a group workshop is usually delivered to each form group in Form 2.

This workshop is delivered over three class periods and focuses on what is going well in the year group and what could be going better. The workshop is highly interactive, with students working in small groups, and asked to examine how their year group support, interact with and treat each other. They discuss what is going well and what could be improved. Students come up with suggestions how they could, both individually and as a group, reinforce positive behaviour within the group as a whole.

The key messages are:

- a. You can't expect to be friends with everyone you meet in life, but respect, kindness and support should be shown to all.
- b. It takes courage to speak out about incidents. By staying silent you become part of the problem.
- c. Everyone has a choice about how they act towards one another.
- d. Everyone has a personal responsibility to make their year group the best they can.

On completion of the workshop, students are encouraged that, if the workshop has raised any issues, to speak with their Form Tutor or the Guidance Counsellor.

Form 3: Although the Life Skills course will largely be following other issues by Third Year, a follow-up presentation on bullying, again often incorporating a drama workshop, is usually included.

**English Department**

The topic of bullying often arises in a variety of ways during English classes, such as poetry, fiction, film and drama. When it arises, teachers will use the opportunity to discuss the different forms bullying can take and the impact it can have on both the perpetrator and the victim. All subject departments and teachers endeavour to foster an atmosphere where students feel comfortable to speak about personal issues.

**Appendix 3**

**Template for recording bullying behaviour**

**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))\***

External areas	<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**

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**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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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**9. Details of actions taken**

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

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

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

1. The School makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student, a staff member or any other person that is the subject of such behaviour.
2. When investigating and dealing with bullying the principal focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved, rather than apportioning blame.
3. Students are provided, through both their curricular and extra-curricular programmes, with opportunities to develop a positive sense of self-worth/self-respect.
4. The focus of the School's prevention strategy is to build empathy, respect and resilience in students.
5. Students are provided with opportunities to understand the causes and effects of bullying, the issue of identity-based bullying and in particular homophobic and trans-phobic bullying. This will include the display of LGBT posters and discussions with parents about statements of welcome and respect for LGBT members of the school community, teaching the Social, Personal, Health Education (SPHE) resource, *Growing Up LGBT* and participating in LGBT awareness events.
  - a. The School recognises that the SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. Also, that the Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. The School will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited.
  - b. The School is committed to welcoming diversity and addresses these issues effectively in the interests of all members of the school community.
  - c. Within the teaching of all subjects, and within extracurricular activities, staff endeavour to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.
6. Prevention and awareness raising measures also deal explicitly with cyber-bullying through educating students about appropriate online behaviour, how to stay safe while on-line and also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff.
7. In all its communications with students and their parents, commencing with the induction of the students in the School, the School makes every effort to highlight the importance of students reporting incidents of or concerns about bullying to a member of the teaching staff on the clear understanding that these matters are being reported in confidence.
8. The School has adopted a school-wide approach (involving management, staff, parents, students and members of the wider community with a connection to the School) to prevent and combat bullying. The School is committed to engaging with parents through involving them in the development of policies and practices to combat bullying as well as holding information evenings for parents to ensure that they understand the way the School deals with bullying, and to provide them with reliable information on how they may contribute towards combating bullying.

9. The School takes particular account of the needs of pupils with disabilities or with SEN. This involves supporting inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a school culture that respects everyone and values helping one another.
10. The School devotes time at staff meetings towards raising the awareness of bullying among staff, building and understanding of what bullying is and providing guidance on how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved. Staff meetings also provide opportunities for exploring the potential that exists within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all, to promote the value of diversity, to address prejudice and stereotyping, and to highlight the unacceptability of bullying behaviour.
11. The School’s RSE and SPHE programmes specifically address the issue of bullying with each year group.
12. A full-time Chaplain and Guidance Counsellor are employed; part of whose duties is to relate to students in a more informal manner thus encouraging disclosure of bullying incidents.
13. Each class in First Year has a Sixth Year Buddy representative. Students who may not feel at ease talking to a teacher about bullying incidents may confide in the representative, who then will inform the relevant Form Tutor or Year Head.
14. Topics such as belonging and integrating, self-management, communication skills, friendship are all covered in the SPHE programme.
15. Outside groups are invited in to school by the Guidance Counsellor and SPHE Co-ordinator to provide workshops and dramatic activity to illustrate the negative effects of bullying
16. A student charter is published in the student planner and a class is dedicated to how to report incidents of suspected bullying.
17. Wellbeing Week is organised to promote good will and a friendly atmosphere in the school community.
18. Adequate supervision is provided by staff before school, during morning break and at lunch time.
19. Students are strongly encouraged to join in extra-curricular activities particularly in First Year to help foster friendship and integration.
20. Start of year induction with responsibility for the integration of new students in first year and other years.