



## St. Aloysius' College

### **Anti-Bullying Policy (Revised November 2021)**

#### **1. Introduction**

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 Saint Aloysius College 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 and is based on our Mission Statement; *"The St. Aloysius' College school community, both in its teaching and environment, affirms the uniqueness and fosters the potential of each individual"*.

St. Aloysius' College's Whole School Approach to Anti Bullying is:

- to raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour;
- embed prevention and awareness-raising measures across all aspects of bullying that build empathy, respect and resilience in students and staff.
- to resolve and restore an isolated incident of bullying behaviour without consequence; a "Resolve without Blame" approach based on the [Anti-Bullying Campaign](#) by Seán Fallon.
- to follow the school's [Code of Behaviour](#) where ongoing bullying arises
- the recording of incidents of bullying behaviour in accordance with the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#)

#### **2. Key Principles**

The Board of Management of St. Aloysius' College recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils 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 pupils 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 pupils
  - and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- Ongoing evaluation of the effectiveness of the anti-bullying policy

### 3. Types of Bullying

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 conduct, 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 and other forms of relational bullying
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special 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 Conduct & Cooperation](#).

Additional information on different types of bullying is set out in Section 2 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#)). Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the College's Code of Behaviour.

#### **4. The relevant teacher(s) for investigating and dealing with bullying are:**

In St. Aloysius' College the relevant teachers are the relevant Year Heads and Deputy Principals. The Year Heads form part of an Anti-Bullying team and refer to one of the Deputy Principals, one for Junior & Senior School, who completes the initial investigation. The issue may then according to severity be referred to the Principal.

#### **5. Education and prevention strategies (including strategies specifically aimed at cyber bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that are used by the school are as follows:** (see Section 6.5 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#)):

- St. Aloysius' College 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. In this context, all members of the College community have a duty to bring to the attention of the relevant Year Head, Principal or Deputy Principal any incident of cyber bullying or harassment that they know about or suspect
- While, when investigating and dealing with bullying the primary focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame), the College nevertheless reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the college's [Code of Conduct & Cooperation](#), against those who bully others.
- The prevention and awareness of bullying is integral to this policy and students will, through both their curricular, extra-curricular programmes and assemblies, be provided with opportunities to develop a positive sense of self-worth
- The focus of the College's prevention strategy will be to build empathy, respect and resilience in students and establish a positive school culture and climate (Appendix 2)

- Students will be 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 discussions with staff, parents and students about [statements of welcome and respect for LGBTQ+ members of the College community](#), teaching the Social, Personal, Health Education (SPHE) resource, [Growing Up LGBT](#) and (as appropriate) participating in LGBT awareness events.
- The College 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. Second Year SPHE teachers will deliver the [FUSE programme](#): an Anti-Bullying and Online Safety Programme developed by DCU Anti-Bullying Centre. Also, 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 College will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited within the College's [Wellbeing Programme Framework](#)
- Furthermore, it is recognised that there is potential 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
- Prevention and awareness raising programmes will deal explicitly with cyberbullying ie Webwise's [Lockers](#) and [BeinCtrl](#), along with Year Head Assembly [presentations](#) and [resources](#) from the [Anti-Bullying Campaign](#) and the National Anti-Bullying Website [tacklebullying.ie](#) Educating students about appropriate online behaviour, how to stay safe while on-line is paramount and also developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff who will refer to the relevant Year Head
- Year Heads / Class Tutors will periodically [survey](#) students anonymously and report to the Deputy Principal
- St. Aloysius' College will, in all its communications with students and their parents, commencing with the induction of the student into the college, make every effort to highlight the importance of students reporting incidents of or concerns about bullying to a member of the Year Head on the clear understanding that these matters are being reported in confidence. This means that a student who draws concerns about bullying to the attention of a Year Head or Deputy Principal will not have their identity divulged in any way that might result in those against whom allegations are being made identifying the source of the report. The College has installed the [ISPCC Anti-Bullying toolkit](#) on the [College website](#) which allows for parents and or students to report bullying in a confidential manner online.
- More than anything else, the combating of bullying will depend on the extent to which students note and report bullying. In this context, the well-being of students is very much

dependent on the vigilance of their fellow students and their preparedness to report concerns about bullying to the teaching staff and/or college management. Students in the College are encouraged to be Upstanders rather than Bystanders. All teaching staff will reinforce this point to students on an ongoing basis. This point will be reinforced at assemblies during our [Annual Anti-Bullying Awareness Campaign](#) week and at our yearly Parent's Evening on Bullying / Internet Safety i.e. [Trend Micro, 2021](#).

- St. Aloysius' College adopts a school-wide approach (involving management, staff, parents, students and members of the wider community with a connection to the College) to prevent and combat bullying. In this context, the College is committed to engaging with parents. Firstly, the College will involve them in the development of policies and practices to combat bullying. Secondly, the College will hold annual information evenings for parents to ensure that they understand the way the College deals with bullying, and to provide them with reliable information on how they may contribute towards combating bullying. In this regard, it is important that parents realise that anyone can be a bully and anyone can be a target of bullying. It is not just other people's children that can bully. Here, also, it is important to realise that disagreements between young people are part and parcel of negotiating the road to adulthood and that every youthful disagreement should not be treated as a full-blown bullying episode
- The College may establish links with school bus drivers and others who come in to daily contact with our students in order to enlist them in countering bullying behaviour by reporting it to parents and/or the College
- Where necessary the College will seek the assistance of and work with NEPS, the HSE and the Gardaí, as appropriate, to combat bullying – identify the perpetrators and support the victims
- In combating bullying, the College will take particular account of the needs of pupils with disabilities or with SEN. This will involve improving inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a college culture that respects everyone and values helping one another
- The College will devote a staff development session (for teaching and non-teaching staff – as appropriate) each academic year towards: raising the awareness of bullying among staff, building an understanding of what bullying is and providing guidance on how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved. This session will 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
- A clear focus of all staff development around combating bullying will be the enablement of all staff to implement this policy and the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) consistently and effectively

- The College is committed to devoting a continuous professional development session each year to building the capacity of the College to combat bullying
- The College is committed to [surveying](#) the student body regularly (at least once every academic year) to identify the extent of bullying and, in so far as is possible, the students that are affected by it
- The College's [RSE and SPHE programme](#) and [policy](#) will specifically address the issue of bullying with each year group, each academic year
- The College will, each year, hold a Safe Internet Awareness day ie [UNESCO International Day Against Violence and Bullying at School, including Cyberbullying](#) and an [Anti-bullying Awareness Campaign](#) to highlight the whole issue of bullying and staying safe using modern technology
- The College's senior students will have a specific responsibility for recognising bullying behaviour, for bringing concerns about bullying behaviour to the attention of a teacher and for supporting vulnerable students in relation to bullying. The College will review best practice in this area by consulting with the student council, Parent's Association and outside agencies.

**6. Procedures for investigating, following up and recording of bullying behaviour, and intervention strategies used by the College for dealing with cases of bullying behaviour** (see Section 6.8 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#)):

- Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, s/he should refer the concern to the respective Year Head who will record the concern and follow up with a Deputy Principal who will investigate
- In investigating bullying behaviour or addressing bullying behaviour in any way, the Deputy Principal may seek the assistance and support of the Year Head, Principal, fellow Deputy Principal, Class Tutor or the Student Support Team at any time.
- Where a teacher or staff member is concerned that a particular bullying episode is causing serious upset to a student, staff member or other person, s/he should bring it to the attention of either the relevant Year Head, Principal or Deputy Principal at the earliest possible opportunity
- St. Aloysius' College reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the college community and it impinges on the work or well-being of a student in the College during the academic year, even where the bullying acts are committed outside of the College.

- The College reserves the right, in accordance with Section 6.3.5 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) to seek the assistance of agencies such as NEPS, TUSLA - Child and Family Agency, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where the College deems bullying behaviour to be potentially abusive (see sections 6.8.12, 6.8.13 and 6.8.14 of the DES Procedures) it will consult with the TUSLA to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to TUSLA or the Gardaí (as appropriate) in accordance with the DES [Child Protection Procedures for Primary and Post Primary Schools](#).

Concerns about or allegations of bullying will be investigated and addressed in accordance with the College's [Anti-Bullying Policy](#) and Whole School Approach to Anti Bullying and Section 6.8.9 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#)

These are summarised as follows.

- In investigating and dealing with bullying the focus will be on resolving the interpersonal issues and restoring, as far as is practicable, the relationships of the parties involved - rather than apportioning blame
- In investigating and dealing with bullying, the Deputy Principal will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved
- All reports of bullying, including anonymous reports, will be investigated and dealt with either by the Year Head or Deputy Principal. In this regard, it is incumbent on each teacher who becomes aware of bullying behaviour to bring such behaviour to the attention of the relevant Year Head who will record and refer to the Deputy Principal at the earliest possible opportunity
- It will be made clear to students in all years that when they report bullying behaviour they are not considered to be 'telling tales' but are behaving responsibly and that the well-being of other students is dependent on them reporting such behaviour to a teacher or their Year Head
- All non-teaching staff such as clerical and administrative, study supervisors, inclusion support assistants (ISAs), caretakers, cleaners, sports' coaches, those taking extracurricular activities and those driving school buses will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the school
- Incidents of bullying will be investigated in a calm, unemotional problem-solving manner.
- Incidents of bullying will generally be investigated outside of the classroom situation to ensure the privacy of all involved
- All interviews will be conducted with sensitivity and with due regard for the rights of students, irrespective of whether they are allegedly involved in bullying behaviour or in a

position to provide information about the behaviour being investigated

- The Deputy Principal investigating bullying behaviour will calmly seek answers to questions of what, where, when, who and why in an impartial and fair manner
- Where a group is allegedly involved in bullying behaviour, each student will be met individually
- Where deemed appropriate, students may be asked to write down their account of what happened
- In accordance with Section 6.8.9 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) *'parents and students are expected 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'*
- Where the Deputy Principal investigating a bullying issue determines that bullying behaviour has occurred in the first instance, the parents/guardians of the student alleged to have engaged in bullying behaviour will not be contacted in line with the College's *'resolve without blame'* approach unless the report of bullying comes from a parent / guardian or member of the community
- If another incident arises the Deputy Principal will inform them of the matter and explain the actions being taken (by reference to the College's [Anti-Bullying Policy](#)). The College will give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the College
- Where the Deputy Principal determines that a student has been engaged in bullying behaviour, it will be made clear to them how they are in breach of the college's Anti-bullying policy and every reasonable effort will be made to try to get them to see the situation from the perspective of the student/s being bullied using a [restorative justice](#) approach
- Where the College deems it necessary to impose disciplinary sanctions, it will be made clear to all involved (both the bullied and those doing the bullying and their parents) that this is a private matter between the student being disciplined, their parents and the College.
- As a follow up to a bullying issue being resolved, the Deputy Principal will contact both parties separately to review progress. Subsequently, but only if the student who has been bullied wants to, consideration may be given to meeting with both parties simultaneously as this can have a therapeutic effect
- Where the relevant Deputy Principal 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, the bullying incident must be recorded in the recording template at Appendix 1
- 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/guardians or the school Principal or Deputy Principal
- Where a parent/guardian or a student who is more than 18 years old is not satisfied that the College has dealt with a bullying case in accordance with the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) they will be advised of their right to make an appeal to the College Board of Management. Such appeals shall be submitted, in writing setting out the grounds for the appeal, to the Chairperson of the Board within 15 school days of the parent/guardian informing the College principal that s/he is of the opinion that the College has not dealt with the bullying case in accordance with the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#)
- Where a parent/guardian, having exercised his/her appeal to the Board of Management, is still not satisfied s/he will be advised of his/her right to make a complaint to the Ombudsman for Children.

**7. Programme of support for working with students affected by Bullying** (see Sections 6.8 15, 6.8.16 and 6.8.17 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#)):

St. Aloysius' College will put in place a programme of support for students who have been bullied. This programme will involve the following elements

- offering appropriate guidance counselling, life coaching or chaplaincy support; and
- providing opportunities to participate in activities designed to raise their self esteem, to develop their social skills and to build their resilience.

Students who have been involved in bullying behaviour will be:

- provided with counselling to help them to learn other ways of meeting their needs without violating the rights of others; and
- provided with appropriate opportunities to build their self esteem and feelings of self-worth.

Students who observe incidents of bullying behaviour will be encouraged to discuss them with their teachers and their parents and to avail of counselling where they feel it may assist them to cope effectively with what they have experienced.

**8. Supervision and Monitoring of Pupils** (see Sections 6.8 15, 6.8.16 and 6.8.17 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#)):

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.

The implementation and effectiveness of the College's anti-bullying policy will be an agenda item for staff meeting(s) – so the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.

Data gathered through the reporting templates will be collated and analysed annually by a Deputy Principal in association with the Year Heads/Anti Bullying team with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement the information gathered through the bullying surveys – see Section 6.

The Principal will provide a report at every Board of Management meeting(s) outlining:

- the overall number of bullying cases reported (by means of the bullying recording template) since the previous report to the Board
- confirmation that all cases referred via the recording template (Appendix 1) have been or are being dealt with in accordance with the College's anti-bullying policy and the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#)
- the minutes of Board of Management' meetings will record the Principal's report but in doing so will not include any identifying details of the students involved.

## **9. Parent(s) / Guardian(s) Responsibilities**

- Parent(s)/Guardian(s) should be familiar with policies and practices to combat bullying in St. Aloysius' College
- Attend the annual information evenings for parent(s)/guardian(s) to ensure that they understand the way the College deals with bullying
- In accordance with Section 6.8.9 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) "parents and students are expected 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"
- In so far as possible parent(s)/guardian(s) are advised to monitor their daughter's online activity. The [Our Pact](#) app allows parents to schedule screen time and block and grant content access.
- Be as informed as possible i.e. [Cyberbullying: A Guide for Parents](#)
- Please be advised where St. Aloysius' College advises a student and parent / guardian to not engage in social media and this advice is not taken the College is severely limited in its actions

### 10. 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 pupils or staff or the harassment of pupils 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.

11. This policy was adopted by the Board of Management on the **16<sup>th</sup> of November 2021**.

12. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

13. This policy and its implementation will be reviewed by the Board of Management once in every academic year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:   
Chairperson, Board of Management

Signed:   
Principal/Secretary to the Board of Management

Date: 16<sup>th</sup> November, 2021

**Annual Notification regarding the Board of Management's  
review of the Anti-Bullying Policy**

To: The Le Cheilé Schools Trust

The Board of Management of St. Aloysius College wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_ [date].
  
- This review was conducted in accordance with the [checklist](#) set out in Appendix 4 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#).

Signed \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

Principal

**Appendix 1 [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))\***

|            |                          |
|------------|--------------------------|
| 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 and schools may add to or amend these to suit their own circumstances.

**Appendix 2 Practical tips for building a positive school culture and climate** as set out in Appendix 2 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#).

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.