St Gerald's DLS College
Policy on Anti-bullying

Table of Contents

1.0: Type of School

St Gerald's College is an **all-boys** Catholic voluntary secondary school under the patronage of the Le Chéile Schools Trust.

2.0: Characteristic Spirit

The characteristic spirit of our school is based on the vision and values of the Le Chéile Charter. It is underpinned by a philosophy of education that has at its centre the unique dignity of the human person as a child of God. The school sees the interaction of people from different backgrounds—spiritual, ethnic, language, special needs—as a gift that will enrich the community of the school and promote the growth and learning of all. Therefore, the school values each student and their family. It welcomes and is sensitive to each one, seeking to respond to their individual needs.

3.0: Introduction by the Board of Management

This policy was devised in consultation with all the teaching staff in our school.   It was submitted to the Board of Management, and Parents Association and the student's council. It is being reviewed as part of the School Development Planning Process.

In devising this policy, we have given great consideration to the democratic and child centered principles of this school. The establishment of a sound learning environment at school and classroom level is critical to effective learning and teaching.

This policy document sets out procedures to be applied to prevent and deal with bullying incidents within the school.

4.0: School Specific Ethos

"'St Gerald's College, is a Lasallian Centre and the mission of the school is to give a human and Christian Education to the young, with special concern for the disadvantaged".

This guiding principle prompts us, through this whole school policy to develop a school environment that allows our students to develop; physically, socially, spiritually, morally and aesthetically. We endeavour, with our Educational Partners to strive in creating a caring environment of mutual respect, where each individual is cherished and nurtured to a personal, intellectual and moral maturity.

5.0: Rationale

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 St. Gerald's 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.

6.0: Scope

This policy applies to the whole school community in their relationships with students – students, teachers, management, board of management, parents, office and all ancillary staff. The role of the school is to provide the highest possible standard of education for all its pupils. A stable, secure learning environment is an essential requirement to achieve this goal. Bullying behaviour, by its very nature, undermines and dilutes the quality of education and also causes psychological damage. Bullying behaviour affects not only those immediately involved; it affects everyone in the classroom, in the school community and, ultimately, in the wider community.

The Board of Management 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-
  - o is welcoming of difference and diversity and is based on inclusivity;
  - o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - o 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-
    o build empathy, respect and resilience in pupils; and
    o 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); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

7.0: Bullying Defined

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

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.
The following types of bullying behaviour are included in the definition of bullying:
- deliberate exclusion, malicious gossip 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 behaviour.

7.1: Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

- *Physical aggression*: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

- *Intimidation:* Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

- *Isolation/exclusion and other relational bullying:* This occurs where a certain person is deliberately isolated, excluded or ignored by some or the entire class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

- *Cyber-bullying:* This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication

technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

- *Name calling*: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

- *Damage to property:* Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

- *Extortion:* Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

8.0: Indicators of Bullying

The following signs and symptoms may suggest that a pupil is being bullied:

1. Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;

2. Unwillingness to go to school, refusal to attend, truancy;

3. Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;

4. Pattern of physical illnesses e.g. headaches, stomach aches;

5. Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;

6. Spontaneous out-of-character comments about either pupils or teachers;

7. Possessions missing or damaged;

8. Increased requests for money or stealing money;

9. Unexplained bruising or cuts or damaged clothing; and

10. Reluctance and/or refusal to say what is troubling him/her

9.0: Key elements of a positive school culture and climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.

- The school acknowledges the uniqueness of each individual and his/her worth as a human being.

- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.

- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.

- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.

- The school has the capacity to change in response to pupils' needs.

- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.

- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.

- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

10.0: Teaching Staff Responsibilities

10.1: Role Model Leadership

- The Principal in particular has a key role in dealing with bullying behaviour in school because he/she is in a strong position to influence attitudes and set standards in dealing with such behaviour. Principals and other leaders in the school, including all teachers, will strive to engender an ethos under which bullying is unacceptable. All who are identified as leaders within the school community can ensure that practical steps are taken to challenge and respond to bullying. School leaders will also involve both staff and pupils in developing and implementing a vision of the school where diversity is accepted and celebrated.
- As pupils model their behaviour on that of adults, Principals and teachers have to be careful to act as good role-models and not misuse their authority. Moreover, they will be fair, firm, clear and consistent in their disciplinary measures.
- The Code of Professional Conduct for Teachers published by the Teaching Council makes explicit the values and standards expected of teachers in their daily work with pupils.
- The NEWB publication Developing a Code of Behaviour: Guidelines for Schools

recognises the role of all adults, including parents, in modelling good behaviour and states "The adults in the school have a responsibility to model the school's standards of behaviour, in their dealings both with pupils and with each other, since their example is a powerful source of learning for pupils. Parents are also expected to model the standards that pupils are asked to respect. In order to do this, they need to be familiar with the standards and to understand the importance of expecting pupils to behave according to these standards. The ways in which parents and teachers interact will provide pupils with a model of good working relationships".

10.2: Specified Role responsibilities

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- Principal
- Deputy Principal
- Guidance Counsellor
- Class Heads
- Class teachers

11.0: Education and prevention strategies

The prevention of bullying is an integral part of our anti-bullying policy. St Gerald's practice will be to develop effective prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, our strategies will build empathy, respect and resilience in pupils.

- As self-esteem is a major factor in determining behaviour, our school, through both our curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.
- Initiatives and programmes focused on developing pupils' awareness and understanding of bullying, including its causes and effects, will deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying.
    - o The inclusion of LGBT posters on notice boards,
    - o discussions with parents about specific statements of welcome and respect for

LGBT members of the school community,

- o teaching the Social, Personal, Health Education (SPHE) resource, Growing Up LGBT

- o participating in LGBT awareness events are just some of the ways in which a school can address homophobic and transphobic bullying.

- Prevention and awareness raising measures must also deal explicitly with cyber-bullying. St. Gerald's understands that the best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures will focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying.. The prevention and awareness raising measures will also take into account the scope for cyber-bullying to occur as a result of access to technology from within the school.

- Our school's approach to tackling and preventing bullying should take particular account of the needs of pupils with disabilities or with SEN, will join up with other relevant school policies and supports and should ensure that all the services that provide for such pupils work together. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.

- Our school's prevention and awareness raising measures need to be appropriate to the type of bullying and take into account the age and gender of the pupils involved. Our school will work to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.

- Our school will have professional development opportunities on the subject of bullying complemented by an awareness week such as the "Shield my School" campaign for pupils and parents. An awareness day can help give the parents of a pupil who is being bullied the confidence to approach the school and also helps to send a clear message to the parents of a pupil who is engaged in bullying behaviour that they have a major responsibility in addressing their child's behaviour.

- Our Teachers can influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness.
  - 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.
  - The Relationship and Sexuality Education (RSE) programme at post-primary provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour.
- There is space within the teaching of all subjects 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.
  - In English, there is a wide range of literature available which may be used to stimulate discussion.
  - In Civil, Social and Political Education (CSPE), the interdependence of people in communities at local, national and international levels is stressed.
  - In Geography and History references to colonisation, exploitation and dictatorships may be used to illustrate the negative aspect of power.
  - The work may be extended into many other areas such as Art, Drama, Religious Education, and Physical Education.
  - Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects. Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.
- Specific school based prevention and awareness strategies are as follows:
  - "Respect for All" week that is run between the SPHE and RE Depts, where students discuss the issues of bullying that they encounter in school / their every day lives.
  - Regular consultation with the student council to measure the effectiveness of

our Antibullying campaigns.

12.0: Anti-Bullying Protocols

12.1: Investigation Protocols

Procedures for investigating and dealing with bullying are as follows:

1. The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

2. 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;

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

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

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

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

7. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

8. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

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

10. When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

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

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

13. If it is appropriate or helpful, those involved to write down their account of the incident(s);

14. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;

15. Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and every effort will be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

16. It will be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;

17. Follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;

18. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it will be recorded by the relevant teacher in the recording template

19. 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:

    a. Whether the bullying behaviour has ceased;

    b. Whether any issues between the parties have been resolved as far as is practicable;

    c. Whether the relationships between the parties have been restored as far as is practicable; and

    d. Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

20. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;

21. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

12.2: Recording Protocols

All records must be maintained in accordance with relevant data protection legislation.

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant 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 regarding same;

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must 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.

- The relevant teacher must use the recording template to record the bullying behaviour in the following circumstances:

    o 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

- o the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

- In each of the circumstances at (a) and (b) above, the recording template at must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

12.3: Follow up Action Protocols

- In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".

- Serious instances of bullying behaviour should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

- The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

13.0: School's Programme of Support

- Pupils who have been bullied may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

- Pupils involved in bullying behaviour need assistance on an ongoing basis. For those

with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

- Pupils who observe incidents of bullying behaviour should are encouraged to discuss them with teachers.
- SPHE will remain mandatory for all junior students. 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.

14.0: Supervision and Monitoring of Pupils

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.

15.0: 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.

16.0: Policy Publication

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

17.0: Review

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

The review process has been based on the ISPCC "Sheild my School" self-evaluation toolkit. The tool consists of ten statements, referred to throughout the document as Shield Statements. Each of these shield statements is based on international evidence in relation to the management of bullying. The series of questions that follow each shield statement reflect evidence informed practice that has been shown to have a positive impact on bullying.

The self-evaluation tool asks a group of teachers to consider a set of evidence informed statements and questions about their schools approach to bullying. The questions are designed to act as evidence informed prompts to the school to facilitate a self-assessment of where they are in relation to the statement and known evidence based approaches to bullying. The process encourages participants to reflect on their approach to bullying, to identify the aspects where they are strong and the areas they would like to improve upon. The self-evaluation tool includes an action plan for schools to record the outcome of their evaluation, their proposed actions, time-frames and review schedule.

This self-reflection component enables schools to measure where they are in relation to meeting the core elements of an evidence informed approach to bullying and the built-in evaluation focuses efforts towards acknowledging strengths and identifying areas for improvement.

The overall aim of the self-evaluation tool is to help schools identify how effective they are in dealing with, and reducing, incidences of bullying within the school and community environment. To be effective the self-evaluation tool relies on honesty and trust within the group and therefore individuals require a secure setting where difficulties can be raised and opinions challenged in a constructive manner. Within this safe group setting teachers are

encouraged to consider their personal and combined approach to bullying, and the systems they have in place within the school, while being mindful of the available evidence and best practice research

No	Shield Statement	Implementation Date
1	We acknowledge that bullying is an issue for all schools and the wider community of which schools are a part. *Outcome of actions:*	
2	Our school has an effective anti-bullying policy in place which is open for all to see and passed on to all concerned. *Outcome of actions:*	
3	Our policy is fully implemented and bullying incidences are recorded, analysed and followed through consistently. *Outcome of actions:*	
4	Our whole community approach to bullying is reflected in our policy which is a culmination of ideas and thoughts from the whole school community. *Outcome of actions:*	
5	Our school is inclusive and our activities acknowledge diversity and individual difference among students, parents and teachers. *Outcome of actions:*	
6	Our evidence-based intervention strategies are actively implemented on an on-going basis and address the multiple aspects of need that exist in every bullying situation. *Outcome of actions:*	
7	Our school is open to the uptake of new ideas, learning new skills and a change of behaviour in order to combat bullying. *Outcome of actions:*	

8	Our school actively tackles bullying behaviour through awareness raising, tolerance and empathy building as well as improving general levels of self-esteem. *Outcome of actions:*	
9	Our internal culture promotes openness and transparency and constructive relationships are in place between teachers, parents and students whereby feelings and concerns are acknowledged, listened to and supported. *Outcome of actions:*	
10	Our students are able to report bullying concerns; they feel listened to and we help build confidence. *Outcome of actions:*	

18.0: Ratification

This policy was ratified by the Board of Management on _____

Signed: _Brendan Forde_   **Signed:** _Daniel Hyland_

Brendan Forde   *Daniel Hyland*

Chairperson of BoM   **Secretary of BoM**

Date of next review:_____