**Anti -Bullying Policy**

1.In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Gaelscoil Charman school 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.

2.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 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 whole school/community 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); and
* Anti-bullying policy will be reviewed by BOM annually in accordance with the Department’s Procedures for Primary and Post-Primary Schools (2013)

**Definition of Bullying**

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

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

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

* *Direct Bullying:* Verbal, physical, cyber, gesture, extortion, assaults.
* *Indirect Bullying:* Covert or anonymous; Cyber.
* *Relational and Social Bullying*: Exclusion, isolation, malicious rumours.
* *Verbal Bullying:* Verbal taunts, nasty teasing with intent to hurt.
* *Physical Aggression*: All forms of physical attacks.
* *Gesture Bullying:* Non-verbal threatening aggressive gestures.
* *Exclusion Bullying:* Isolation and ignoring.
* *Extortion Bullying:* Taking of money or personal items.
* *Cyber-Bullying:* All forms of phone, text, video or online bullying.

(O’Moore 2010, pp.29-37)

* Identity-based bullying, and perceived identity-based byullying, 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 recorded in the Leabhar Iompar and dealt with in accordance with the school’s code of behaviour.

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

 Isolated incidents of aggressive behaviour which should not be condoned cannot be described as bullying. When the behaviour is \***systematic and** **ongoing** it is bullying. Bullying can also take the form of racial abuse. With the development of modern technology children can also be the victims of non-contact bullying, via mobile phones, the internet and other personal devices.

 ***\*Systematic- is characterised by actions that are planned and methodical and designed to undermine and intimidate the individual.***

 ***\*Ongoing - remaining in existence, developing, continually moving forward.***

**Types of Bullying**

**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 all of the 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:** Cyber-bullying is aggressive, wilful behaviour that is directed by an individual or group against another individual or group with the help of technological devices, primarily mobile/smartphones and the internet (O’Moore 2014, p.17). This type of bullying is increasingly common and is continuously evolving. 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. 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. Anybody can be bullied.  Young people are rarely bullied because of their sameness, rather it is because of their differences to their peers, even if these differences are positive.   O’Higgins Norman (2008) promotes educating our children to the fact that diversity is a ‘normal’ part of life.

**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).

**Slagging**: This behaviuor usually refers to good natured banter which goes on between people as part of normal social interchange. If the “slagging” extends to very personal remarks, aimed again and again at the individual about appearance, clothing ,personal hygiene or involves references of an uncomplimentary nature to members of one’s family then it assumes the form of bullying.It may take the form of suggestive remarks about a pupil’s sexual orientation

**Investigation**

4.The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: The class teacher, the supervising teacher, when deemed necessary the Deputy Principal and or the Principal.

 The relevant teacher will follow the procedures for investigating as outlined in *Anti Bullying Procedures for Primary and Post Primary School*

**Signs and Indications of Bullying**:

All school staff and all parents/guardians should be aware of the signs and indicators of bullying in order to ensure its early identification. Whilst research indicates that the following characteristics are typical of children who have been bullied, it does not necessarily follow that if a child manifests a small number of these characteristics s/he is a target of bullying.

* *A combination of obvious anxiety and a refusal to say what is wrong*
* *An unwillingness to go to school*
* *Becomes more obedient*
* *Has a pattern of reporting headaches, stomach aches, minor illnesses (genuine or faked)*
* *Equipment and belongings regularly go missing or are damaged.*
* *Regular bruising, scratching, grazing that are unaccounted for.*
* *Develops high anxiety levels.*
* *Frequent mood swings*
* *Bad dreams, disturbed sleep, bed-wetting and sleep walking*
* *Unexplained tearfulness*
* *Becomes introspective, withdrawn*
* *Begins to stammer, bite nails, pull hair*
* *Apathy, loss of enthusiasm for previously enjoyed activities*
* *Gives improbable excuses to explain occurrences*
* *Poorer school performance*
* *Taking longer to get to school*
* *Acting out aggression*

**Characteristics associated with Bullying Behaviour**

It is important to recognise that any pupil can be bullied or can engage in bullying behavior

**Perpetrators of Bullying Behaviour**

Research indicates that the following characteristics are typical of children who bully others; again, it does not necessarily follow that if a child manifests a small number of these characteristics s/he is a perpetrator of bullying:

* *Usually lacks the ability to empathise with others*
* *Attitude and behaviour towards the family may become aggressive*
* *Frequently reported for fighting or aggressive behaviour in school*
* *Has pens, sports gear, other items belonging to others which can not be accounted for*
* *Frequently reported for damaging/taking other people’s things*
* *Constantly tells lies about his/her behaviour*
* *Refuses to accept or admit that he/she has done wrong*
* *Has little sense of remorse*
* *Tells stories and makes remarks about others, which turn out to be untrue and are sometimes even malicious, to get them into trouble*
* *Other children are nervous in his/her presence*
* *Changes friends frequently*
* *May appear dominant*
* *May have a poor self image*
* *May demonstrate emotions of jealousy, envy, humiliation, shame, fear, anger, despair, confusion, distrust, apathy, feeling of unjust treatment, desire for revenge, resentment*
* *May show contempt for others*
* *May be spoilt and arrogant*
* *May appear to enjoy hurting others or seeing them suffer*
* *Low self esteem*
* *Lack of insight as to how behaviour affects others*
* *Low impulse control*
* *Tendency to dominate peer groups*

Bullying is defined by three factors: 1) Repitition 2) Intention 3 Power (imbalance)

Therefore, it is not bullying behavior when:

* 1. It happens only once
	2. The perpetrator is unaware of the victimization caused.
	3. Two friends of equal power, either socially or physically, argue or fight.

It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves.

**The pupil who is targeted**

Any pupil through no fault of their own may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As pupils can be particularly quick to notice differences in others, pupils who are perceived as different in some way can be more prone to encounter such behaviour. However, the pupils who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil’s continuing response to the verbal, physical or psychological aggression.

**Factors to Protect against Bullying**

* Friends

Friendships are an excellent support for children at risk of being bullied.  Having quality friends helps to protect children from being victimised or bullied by their peer group (O’Moore 2010)**.**

The lack of ability to communicate correctly with peers, can result in the pupil not making and maintaining friendships, thus creating an environment for the pupil to be bullied or to bully others by acting out.

Gaelscoil Charmain promotes and encourages positive friendships and encourages parents to expand their child’s social circle by enrolling in extra- curricular activities such as sports clubs and societies.

* Building Self-esteem

Children’s self esteem is built through achievement, which can be big or small. Praise your child for achievements which can be academic, sports related, being a good friend/son/daughter etc.

* Resilience

“Resilience refers to the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances” (Masten, Best and Garmezy 1990, p.425).

You can build resilience in your child by allowing them to overcome small difficulties with your support.

Pupils who are bullied often experience difficulties in speaking up about bullying. The difficulties include:

(i) Fear of reprisals;

(ii) Concerns about being perceived as a “tell-tale’’ for reporting bullying;

(iii) Concerns about “getting into trouble” with the principal or teacher for reporting bullying;

(iv) Not having evidence to back up a bullying allegation;

(v) Not knowing how the matter will be dealt with by the school; and

(vi) Not feeling fully confident of being believed.

Gaelscoil Charmain is a telling school. Bystanders are encouraged to take immediate action to stop the bullying behaviour.  This should take the form of telling the teacher on duty or another adult, rather than getting directly involved or helping the targeted child to report it.  It should be made clear that this is responsible behaviour rather than telling tales. Reporting bullying is motivated by the need to help, and therefore is responsible behaviour; conversely, tale-telling can be motivated by attempting to get another child into trouble.

**More vulnerable pupils**

While bullying can happen to any pupil, it is known that some may be more vulnerable to, or at risk of experiencing, bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils and those perceived to be LGBT and pupils of minority religious faiths.

There can be an increased vulnerability to bullying amongst pupils with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some pupils with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such pupils may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour. Research suggests that children with disabilities and with special educational needs (SEN) are more likely to be bullied than others. Bullying can also have a more severe impact on such children. For example, some studies which compare the impact of bullying on children with and without certain disabilities, such as a speech and language difficulty, show that bullying has a greater impact on self-esteem for those with a disability. Gaelscoil Charmain is an inclusive school and values individualism and diversity.

**The Bystander**

Passive bullying includes being a bystander and watching a bullying incident and doing nothing to stop it, or encouraging another to bully.

Bullying only gets worse if ignored. Research clearly demonstrates that bystanders play a significant role in the management and addressing of bullying.

Bystanders are present most of the time while adults are rarely present.

Most young people fell uncomfortable but very few know what to do to stop what is happening

When bystanders intervene , the bully is more likely to cease.

Macklem (2003) suggests arming students with an array of easy actions they can take to support the victim and stop the bullying behaviour:

1. Refuse to be the audience, walk away.

2. Say something that lets the other students know that the behaviour is not okay.

3. Label the behaviour bullying.

4. Distract the bully by talking about something else.

5. Tell the bully to leave the person alone.

6. Say “We don’t like this.”

7. Call attention to the behaviour so that any adult who is available will pay attention.

8. Tell the student who is being bullied to come with you and walk away.

9. Always Report the bullying behaviour.

**Indicators of Bullying Behaviour**

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

(i) 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;

(ii) Unwillingness to go to school, refusal to attend, truancy;

(iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;

(iv) Pattern of physical illnesses e.g. headaches, stomach aches;

(v) 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;

(vi)Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;

(vii) Spontaneous out-of-character comments about either pupils or teachers;

(viii) Possessions missing or damaged;

(ix) Increased requests for money or stealing money;

(x) Unexplained bruising or cuts or damaged clothing; and

(xi) Reluctance and/or refusal to say what is troubling him/her.

The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

**Rights and Responsibilities**

A cornerstone in the prevention of bullying is a positive school culture and climate that is welcoming of difference and diversity and is based on inclusivity and respect. A school policy on bullying is most effective when supported by a positive school climate which encourages respect, trust, care, consideration and support for others

**Board of Management**

It the responsibility of The Board of Management to ensure that members of the school community are enabled to deal effectively with bullying. The Board of Gaelscoil Charman is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

**The School Staff**

* To acknowledge that bullying is a shared responsibility within the school.
* To draw upon best practice, taking into account the age of the pupils.
* To implement prevention and intervention strategies which build and maintain a safe learning environment for the whole school community.
* To empower pupils to deal with conflict in constructive ways using restorative justice practices.
* To take all reports of bullying seriously and to report them to the principal if warranted.
* To document any serious bullying incidents using the Bullying Incident Report Form
* (Appendix 1)

**Responsibilities of Pupils**

* To show consideration, respect and support towards others
* To be able to identify bullying behaviour
* To refrain from bulling others
* To report any incidents in which they have been bullied or they have witnessed others being bullied
* To feel empathy for others in their community and as a result to take safe and sensible action as a bystander.

**Responsibilities of Parents**

* To support the school in its implementation of the policy
* To watch out for signs that their child may be bullied
* To speak to the class teacher if their child is being bullied or they suspect that this is happening
* To instruct their children to tell if they are bullied or if they have seen others students being bullied
* To notify the school in addressing this problem
* To ensure that one never directly approaches a student or the parent of a student at the school to intervene in behaviour issues

**How to Report Bullying Behaviour**

* Report to Class Teacher: An appointment can be made to suit both parents and teacher
* Allow teacher time to investigate the report
* If not satisfied with outcome –
* Report to School Principal - An appointment can be made to suit both parties.
* Allow principal time to investigate the report
* If not satisfied with outcome, parents can contact the Ombudsman for Children

**Prevention and Intervention Strategies**

The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows

* Stay Safe Programme (all classes)
* SPHE (all classes)
* Circle time (all classes)
* Visits by Gardaí
* Anti Bullying week (every second year)
* Inter class events
* Buddy system with Junior classes
* Guest Speakers on Traditional Bullying and Cyberbullying bulling
* Friends for Life Programme (6th class pilot to be extended)
* Cross curricular lessons on culture and religious and lifestyle difference.
* Posters with positive messages around the school.
* Prize Giving

 **Investigation and Recording**

6. 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

 **Key Factors**

* 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):
* 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; The teacher will take the age, maturity and any power imbalance that might exist into consideration when exercising his/her professional judgement;
* 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 is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;
* Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
* 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;
* It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
* Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents; Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
* 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;

Anti-bullying Procedure for Parents

 **In class**

Where an alleged incident of bullying takes place during class the teacher will use his /her professional judgement to investigate it by speaking to the parties involved in the incident and when necessary look for witnesses to the incident.

The investigation may require individual conversations with each member in order to clarify matters. On occasion the teacher may ask the principal or another member of staff to the meeting as an observer.

If the incident is verified as a bullying incident the teacher will write a report including as many relevant facts as possible (Appendix1)

This report will be kept on file by the teacher.

An incident deemed minor will be dealt with in line with the school’s Code of Behaviour.

If the incident is deemed moderate the class teacher will decide whether to inform the principal/the parent.

The decision will be based on whether there have been previous incidents involving the same child. The incident will again be dealt with using the Code of Behaviour.

In the case of a serious incident the Principal and parent will be informed and both will be consulted in relation to how the teacher deals with the incident (within the confines of the (Code of Behaviour)

The report on moderate and serious incidents will also be copied into the school “Leabhar Iompar” which is kept in the Principals’ Office.

Class teacher Reports are kept for 1 year. Office reports are kept until the child is 18 in line with the school policy on Assessment and Record Keeping

**Outside Class**

Where an alleged bullying incident occurs on the school grounds the Supervising Teacher will be the first person to try to establish the facts following the procedures outlined above.

It is the responsibility of the class teacher, in consultation with the supervising teacher to write up the report, if it is deemed necessary.

Where the incident involves children from more than one class the teacher will agree on which class teacher will write up the report.

The actions taken will follow those described for In Class above.

**Outside the School**

 The type of involvement by the school in such incidents will very much depend on the nature of the incident and any issues that arise out of that that may directly involve the school.

Gaelscoil Charmain has a duty of care to all pupils whether bullying incidents occur on the school grounds or outside – such as with cyber-bullying. The school will follow up reports of cyber-bullying between pupils in the school and also reports from cyber-victims whose perpetrators belong to another school by contacting the school concerned in order to resolve the issue. However, where the perpetrator belongs to another school, our dependence is on the other school’s commitment to work with Gaelscoil Charmain to resolve the bullying or cyber-bullying incident. We will provide emotional and practical support to all our pupils.

**Support**

7.The school’s programme of support for working with pupils affected by bullying is as follows

* Maintaining a strong and positive links between the school and the home.
* Using SPHE, Circle Time and such where appropriate.
* Accessing Councelling and play therapy where appropriate.
* Using mentoring and peer support where appropriate.
* Anti Bullying Workshops for teachers and children on occasion.

8.**Supervision and Monitoring of Pupils**

 The Board of Management confirms that appropriate supervision and monitoring practices are in place to prevent bullying, to deal with any bullying behaviour and to facilitate early intervention where possible.

**9.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

Resources:

* National Anti-Bullying Research and Resource Centre,DCU [www.dcu.ie/abc](http://www.dcu.ie/abc)
* National Anti-bullying website: tacklebullying.ie
* Department of Education and Skills Anti-bullying Procedures (2013) https://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf
* Webwise [www.**webwise**.ie/](http://www.webwise.ie/) **Webwise** is the Irish Internet Safety Awareness Centre. It provides teaching resources and advice on internet safety topics, including cyberbullying and social media.

10. This policy was ratified by the Board of Management at the meeting of\_\_\_\_\_\_\_\_\_\_\_

 Members of the Board of Management, Parents Council, teachers and ancillary staff had read the policy before it was ratified. The policy will be available to download from the website .

 A Copy of the policy will be made available to the Department of Education and Skill and An Foras Pátrúnachta on request.

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

Signed: \_ Pádraig Ó Lorcáin (Chairperson of Board of Management) Date:12/05/2014

Signed: Áine Uí Ghionnáin (Principal) Date: 12/05/2014

Date of next review: 2017

 Reviewed with the support of Helena Murphy DCU. Adopted in January 2018

 Áine Uí Ghionnáin 23/1/2018

 Máire Uí Liatháin 23/1/2018

 Review due in 2021 or as necessary.

 Reviewed in November 2020

Reviewed September 2021

Signed: Caitriona Ni Choileáin (Chairperson of the Board of Management)



Signed: Dearbhla Mhic Chaoilte (Principal)



Appendix 2 **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.