



Cistercian  
College  
A Place To Grow

## **Anti-Bullying Policy**

### **Section A: Introduction**

#### **Mission Statement**

The Cistercian College Community is committed to educating and developing our students to reach their potential in a Christian, caring, affirming, inclusive and supportive environment, so that they lead fulfilling lives and make a positive contribution to society.

#### **Introduction**

The core values of Cistercian College are Character, Community and Respect and thus all members of the College Community are encouraged to work towards providing a College which is free from bullying and the fear of bullying. Everyone in the Cistercian College Community is entitled to an environment free from fear and intimidation. This is in line with the Cistercian tradition upon which our College was founded and the College Ethos which allows for the spiritual, moral and personal development of all our students.

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 Cistercian 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.

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
  - 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
  - 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)
  - On-going evaluation of the effectiveness of the anti-bullying policy

## **Section B: Bullying Behaviour and Effects of Bullying**

### **Definition 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 conducted, by an individual or group against another person (or persons) and which is repeated over time.***

### **The Nature of Bullying**

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

## 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 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:** 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.

## **Impacts of Bullying**

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

## **Indicators of bullying behaviour**

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

- 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
- Unwillingness to go to school, refusal to attend, truancy
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school
- Pattern of physical illnesses e.g. headaches, stomach aches
- 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
- Spontaneous out-of-character comments about either pupils or teachers
- Possessions missing or damaged

- Increased requests for money or stealing money
- Unexplained bruising or cuts or damaged clothing
- Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. 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.

## **Section C: Cistercian College Anti-Bullying Prevention Strategy**

### **Education and Prevention Strategies**

It is the responsibility of all staff of Cistercian College to implement this policy. They will play a key role through their interactions with students and help to create a culture within the College where bullying is unacceptable. Cistercian College has specific education and prevention practices in order to create a positive school culture that is welcoming of difference and inclusive of all students. These include:

- Signage in all classrooms, common rooms and all shared spaces within the College which promotes an anti-bullying and an inclusivity message. (The signs were removed during the painting over the summer but the AB committee will work on this).
- The College has a CCTV system which can be used to encourage positive behaviour as well as investigate any incidents.
- All students attend Morning Prayer before the start of each school day and this platform is used to communicate to students:
  - the importance of a positive school climate where all students feel valued and included.
  - a more direct message in relation to anti-bullying where students are encouraged to not be a by-stander if they witness an incident and how to report an incident.
  - the importance of being kind to each other and to respect each other is repeated at morning prayer and at the year head assemblies.
- All staff in all areas of the College work collaboratively to instil a culture of kindness and to create a respectful school climate. The students will develop this culture amongst themselves having witnessed it from staff and from each other.
- All staff received the training delivered by the Fuse programme in 21-22. For staff who have joined since then the comprehensive powerpoint from this training is sent to them – see Appendix 6
- The key points from this programme are repeated at each staff meeting as a reminder to teachers not to ignore bullying behaviour. The importance of being aware is stressed to them and they are asked at all times to “call out” bullying behaviour.
- All students attended a workshop delivered by the Fuse programme facilitator in 21-22. Appendix 5 shows a summary of this student programme. The Religion and Wellbeing teachers were given resources which allowed them to complete further work as a follow up in their classes. This work will be done in all Wellbeing and Religion classes this year.
- We have linked in with “Belong to LGBTQ+ Youth Ireland” and we will receive resources which will allow us to deliver workshops and / or have external speakers deliver a

programme. This will help us to support our ethos of respecting the uniqueness of each member of the college community.

- Class teachers are encouraged to address bullying in their classes on a regular basis. This could include the types of bullying that students could be subjected to and also the possible effects of bullying on an individual student and his family.
- As part of a whole College approach teachers, house masters and sports coaches regularly monitor and observe student engagement. Any issues are discussed at their staff meetings and preventative interventions are put in place – this may involve a conversation with the individual student(s) and or the class / team group.
- The student council discusses anti-bullying on a regular basis and are encouraged to develop initiatives that raise awareness.
- There is a 'Concern Box' placed in a discreet location outside the Chaplain's office where students can anonymously write any concerns or worries that they might have.
- The College invites external speakers to address both staff and students on different aspects of bullying.
- The College is part of the FUSE programme a research based anti-bullying and online safety programme. Our Wellbeing Teachers have worked with the FUSE programme facilitator and will include elements of this programme in their classes.
- There is an Anti-Bullying Committee (see Appendix 7) consisting of teachers and housemasters that meet once a term to discuss and review the implementation and effectiveness of our policy.

## **Section D: Dealing with a Report of Bullying**

### **Reporting Procedures**

1. A student who is the alleged victim of a bullying incident or a student who has witnessed a bullying incident may report that incident to any member of staff of the College. This includes Teachers, Housemasters and any other individual that works in the College. A member of staff may also receive an allegation of bullying from a parent/guardian.
2. When a member of staff receives a report of an alleged bullying incident the details are to be recorded on VShare and forwarded to the relevant Year Head whose responsibility it is to investigate the incident.
3. The Year Head will investigate the reported incident and decide on a relevant course of action. If possible the preference is to restore the relationship of the parties involved.

### **Investigation of an alleged bullying incident**

1. It is the responsibility of the relevant Year Head(s) to investigate a reported bullying incident.

2. Parents and pupils are required to co-operate with any investigation and assist the school is so far as practicable in restoring the relationships of the parties involved as quickly as possible.
3. Reported incidents are best investigated in a neutral setting to ensure privacy for all those involved.
4. Any investigation is to seek the answers to the *what, where, when* and *why* of an incident.
5. Each of the involved parties is to be interviewed and each party may be asked to provide a written account of the incident.
6. If a group is involved then individuals are interviewed individually at first and then as a group in order to ensure everyone is clear about each other's statements.
7. If the Year Head determines that bullying has occurred then the parents of the student(s) that has engaged in the bullying are contacted by the Year Head. They are informed of the details of the incident and of any actions being taken by the College. Parent will be advised on the ways in which they can support the actions taken by the College.
8. Where it is determined that a student has engaged in bullying it is to be made clear to that student that they are in breach of the College's Anti-Bullying Policy. Efforts are to be made to get that student to see the situation from the perspective of the student being bullied.
9. As a result of the investigation it may become necessary to impose disciplinary sanctions in line with the College Code of Behaviour.
10. If deemed useful it may be helpful to arrange a follow up meeting between the relevant parties if the bullied student is agreeable.
11. The Year Head decides if the reported incident has been adequately dealt with and uses the following criteria:
  - a. The bullying has ceased.
  - b. Any issues between the parties have been resolved and the relationship between the parties has been restored.
  - c. Any feedback from the parties involved, their parents and the Principal or Deputy Principal.
12. If the Year Head deems that bullying behaviour has not been appropriately or adequately addressed within 20 days after they have determined that bullying behaviour has occurred then the details are recorded in the form supplied as an appendix 1 to this policy.
13. If a parent is not satisfied that the school has dealt with a bullying case in line with these procedures that parent is then referred as appropriate to the College's complaints procedures.
14. In the event that a parent has exhausted the College's complaint procedures and is still not satisfied then the School must advise the parents of their right to make a complaint to the Ombudsman for Children.

### **Follow up**

1. It may be the case that an individual reported incident is not a standalone issue and is part of a continuum of behaviour.
2. In cases where there is an escalation of bullying to physical assault or harassment appropriate sanctions will be applied as part of the College's overall Code of Behaviour.

3. If there are serious concerns in relation to managing the behaviour of a student the advice of the National Psychological Service will be sought.
4. Under the 'Child protection procedures for post primary schools 2017' if a bullying incident is considered serious enough then it must be reported to Tusla under the College's Safeguarding Policy. The advice of Tusla is to be sought in situations where it is unclear as to whether an incident should be reported to Tusla.

### **Support for those in involved in and affected by a bullying incident**

1. The College has in place the personnel required to help the students engage in restorative practice. This includes the College Chaplain, the College Nurse, Class Tutors, the Academic and Residential Year Heads and the Head of Boarding.
  - The Chaplain will co-ordinate support for students affected by bullying.
  - When a bullying incident has occurred the student affected will meet with the College Chaplain who will offer pastoral support to the student and examine ways to build self-esteem, develop friendships and/or build social skills as required.
  - The residential staff of the College will monitor any student that has been the victim of bullying incident in order to detect if any further issues have occurred and to assist the student in interacting in a positive way with his year group.
  - Classroom teachers will also be able to monitor any students and report any issues or concerns to the Chaplain.
2. Both perpetrator and the victim will write a reflective piece facilitated by the relevant Year Head to include answers to the following questions:
  - How did you feel and what were you thinking at the time of the incident?
  - How do you feel now and what are you thinking now?

Both parties will read the others piece to create an awareness of the implications of the incident.

3. Students involved in bullying behaviour will also meet with the College Chaplain in order to attempt to address the issues that led to this behaviour.
4. Where a bullying incident has occurred this will be addressed through Wellbeing classes where the wider group of students affected have the opportunity to discuss issues relating to the incident and the effect of bullying.

The College Chaplain is available to meet with parents of students affected by bullying in order to offer ongoing support.

In consultation with the parent / guardian of the student who has been bullied the College management will help to organise the support of an external counsellor if the parent / guardian requests this. The same offer will also be made to the student who was the perpetrator of the bullying.

### **Section E: Role of the Board of Management**

The Board of Management is responsible for ensuring the College has an effective Anti-Bullying Policy in place.

1. The Board of Management is responsible for ensuring that all members of staff in the College are familiar enough with the College's anti-bullying policy in order to effectively and consistently apply the policy when required.
2. The Principal will report to the BoM once a term on the number of reported bullying incidents since the previous report and confirm that each incident is being dealt with in line with the College's Anti-Bullying Policy.
3. An annual review of the policy and its implementation by the College must be carried out. This review is done using the Checklist in the appendix to this policy.
4. The Board will put in place an action plan to address any areas for improvement identified by the review.
5. A record of the review and its outcome will be available on request to the Patron and the Department of Education,

This policy was approved by the Board of Management on 13<sup>th</sup> November 2021 and will be reviewed in September 2022.

Signed: \_\_\_\_\_  
(Chairperson of the Board of Management)

Signed: \_\_\_\_\_  
(College Principal)

## Appendices

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# Appendix 1 Record form for an incident of Bullying

Name of pupil being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

Name(s) and class(es) of pupil(s) engaged in bullying behaviour


Source of bullying report :

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

Location of incidents:

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"/>

Name of person(s) who reported the bullying concern

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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"/>

Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
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Brief Description of bullying behaviour and its impact

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Details of actions taken

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Signed \_\_\_\_\_ (Year Head) Date \_\_\_\_\_



## Appendix 2 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Yes – ratification recorded in the minutes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	The Principal emailed the policy to all staff and highlighted its location on the website. The power point for given at the training was also sent to all staff
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Yes all staff were trained through the FUSE programme – details of this are referenced in the AB policy
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes through Wellbeing and Religion classes and also through Year Head assemblies
Has the policy documented the prevention and education strategies that the school applies?	Yes there is a full list of strategies included within the policy
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	We are lucky that Bullying is not an issue in the college so we were commencing from a positive start point.
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and has recorded in the minutes the periodic summary reports of the Principal?	Yes

Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Again fortunately there have been no issues that had to be discussed at BOM level
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	N/A as no bullying records received to date
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_



Cistercian  
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## Appendix 3 Notification regarding the Board of Management's annual review of the Anti-bullying policy

To: \_\_\_\_\_

The Board of Management of Cistercian 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 a Board meeting held on the \_\_\_\_\_.
- This review was conducted in accordance with the checklist set out in [Appendix 4](#) of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools

Signed \_\_\_\_\_ Chairperson, Board of Management

Signed \_\_\_\_\_ Principal

Date \_\_\_\_\_

## **Appendix 4 Bystander Intervention Strategies**

### **ASK THE QUESTION**

If you see someone who looks like they are in trouble, ask if they are ok.

### **DON'T LEAVE THEM ALONE**

Ensure that friends who are incapacitated don't leave without you or go to secluded places with someone.

If a person is trying to get you to leave so that they can take advantage of someone, refuse to leave the area or call the police.

### **"I" STATEMENTS**

Three parts: 1) State your feelings, 2) Name the behaviour, 3) State how you want the person to respond.

Focus on your feelings rather than criticising the other person.

Example: I feel \_\_\_\_\_ when you \_\_\_\_\_. Please don't do that any more.

### **SILENT STARE/ BODY LANGUAGE**

Remember, you don't have to speak to communicate.

Sometimes a disapproving look can be far more powerful than words.

### **HUMOUR**

Reduces the tension of an intervention and makes it easier for the person to hear you.

Do not undermine what you say with too much humour. Funny doesn't mean unimportant.

### **GROUP INTERVENTION**

There is safety and power in numbers.

Best used with someone who has a clear pattern of inappropriate behaviour where many examples can be presented as evidence of their problem.

### **"BRING IT HOME" (EMPATHY)**

Prevents someone from distancing themselves from the impact of their actions.

Example: "I hope no one ever talks about you like that."

Prevents them from dehumanising their targets as well.

Example: "what if someone said your girlfriend deserved to be raped, or called your mother a slut?"

### **"WE'RE FRIENDS, RIGHT ..."**

Reframes the intervention as caring and non-critical.

Example: "Hey, Dave. As your friend, I've got to tell you that your t-shirt isn't doing you any favours, it's killing your rep with the ladies. Do yourself a favour and don't wear it again – chuck it out."

### **DISTRACTION/ INTERRUPTION**

Most effective for street harassment.

Snaps someone out of their "sexist comfort zone."

Example: ask a man harassing women on the street for directions or the time.

### **PROVIDING INDIVIDUALISED NORMATIVE FEEDBACK**

i.e "Most people our age don't think it's ok to ..."

**Remember:**

Approach everyone as a friend.

Be a good listener and give respectful attention.

Do not be antagonistic.

Avoid using violence.

Be honest and direct whenever possible.

Recruit help if necessary.

Keep yourself safe.

If things get out of hand or become too serious, contact the police.

**Whatever response you choose, remember the following:**

- Consider frequency, duration and intensity/severity when evaluating a situation.
- Determine the barrier for the person if possible – motivation, ability or environment.
- Know your limits as a helper – engage others as necessary.
- Be sensitive, understanding and non-judgemental.
- Challenge misperceptions – express your true feelings/beliefs.
- Identify the red flags; anticipate problems.
- Determine the priority goal; formulate a plan; prepare/practice what you want to say.
- Interrupt/ distract/ delay a situation you think might be problematic – before it becomes an emergency.
- Set boundaries – do not make excuses for the person or otherwise enable them.
- Conduct conversations in a safe environment. Maintain mutual respect and mutual purpose.
- Remember the Law of Delivery – who (person/s), what (content), when (timing), where (location/privacy), why (reasons) and how (tone).

**Appendix 5** Link to Powerpoint Presentation to Students

<https://1drv.ms/b/s!AqWKLihBdn6MjEvrQtBWgCyOqWyD>

**Appendix 6** Link to Powerpoint Presentation to Teachers

[https://drive.google.com/file/d/1TxETO1R30\\_9y7yemosCQba8MKHR0mAfd/view?usp=drive\\_web](https://drive.google.com/file/d/1TxETO1R30_9y7yemosCQba8MKHR0mAfd/view?usp=drive_web)

**Appendix 7****Anti-Bullying Committee**

Gerry Grealish, Felix Ross, Sarah Brislane, Yvonne O'Rourke and Anthony Leahy