

# ANTI BULLYING POLICY

2023-2024



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Convent of Mercy,  
Gorteendrunagh,  
Castlebar,  
Co. Mayo,  
F23 RK09



## ST. JOSEPH'S SECONDARY SCHOOL **CODE OF BEHAVIOUR AND LADDER OF REFERRAL** 2023-2024

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### **Mercy Philosophy of Education**

Inspired by the vision of Catherine McAuley, an education in the Mercy tradition is committed to holistic development and to the achievement of the full potential of each student, particularly those who are disadvantaged or marginalised. It is a process informed and influenced by the teaching and example of Jesus Christ and is conducted in an atmosphere of care, respect and joy. Mercy Education is committed to ongoing whole school development in collaboration and partnership with the Board of Management, Staff, Parents/Guardians and the wider community.

### **Core Values of CEIST (Catholic Education an Irish Schools Trust)**

**The Core Values underpinning the CEIST Charter are:**

- Promoting Spiritual & Human Development
- Achieving Quality in Teaching and Learning
- Showing Respect for Every Person
- Being Just and Responsible

### **Mission Statement**

St. Joseph's Secondary School Castlebar, Co. Mayo is a voluntary Catholic Secondary School for girls under the trusteeship of CEIST (Catholic Education an Irish Schools' Trust). We aim to provide a holistic Christian Education in cooperation with staff, students, parents/guardians, Board of Management and the Community. We work to create equality for all in an atmosphere of mutual respect. We strive for excellence in learning and endeavour to help each student to reach her full potential in a positive, caring and happy environment.



# ST. JOSEPH'S SECONDARY SCHOOL

## CODE OF BEHAVIOUR AND LADDER OF REFERRAL

### 2023-2024

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## 1. Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of St. Joseph's Secondary 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.

The Board of Management of St. Joseph's Secondary School adopts the Anti-Bullying Procedures for Primary and Post-Primary Schools issued by the Department of Education and Skills in September 2013 as the basis on which the school community addresses the issue of bullying. All school personnel are expected to be familiar with these procedures.

## 2. Key Principles of Best Practice

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students or staff 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



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- 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.

### **3. Defining 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 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.



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### **Examples of Bullying Behaviours:**

The following list provides a general idea of types of behaviour that are considered bullying. It is not a full and exhaustive list and behaviours not listed here may be considered bullying behaviour in certain circumstances.

**Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It can also take the form of severe physical assault. While students often engage in 'mess fights', they can be sometimes 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 or 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 the bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing notes around 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 e.g. "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person; 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 media network sites, email, instant messaging, 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 appearance etc.





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### Examples of Bullying Behaviours:

**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 be at two extremes. Those that 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 student's locker etc. 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 student not delivering on the demand). A student may also be forced into theft of property for delivery to another who is engaged in the bullying behaviour.

## 4. Reporting and Investigating Bullying

**In our school the relevant teacher(s) for investigating and dealing with bullying is (are) as follows:**

- Relevant Year Head
- Any Class teacher may act as the relevant teacher if circumstances warrant it and the Year Head is not available.
- Deputy Principal
- Principal

**A student should feel comfortable reporting a bullying incident by using one, or any of the following approaches:**

- Online form found on our website [www.stjosephscbar.ie](http://www.stjosephscbar.ie)
- Directly approaching a class teacher, school Chaplain or Guidance Counsellor
- Getting a parent/guardian to contact the school by phoning the Year Head
- Directly approaching the Deputy Principal or Principal



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### **5. Education and Prevention Strategies**

Our school's Anti-Bullying policy is an integral part of our Code of Behaviour. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

#### **A. Raising awareness of bullying in each class as an unacceptable form of behaviour**

- The emphasis will always be on prevention.
- Everyone in the school will be made aware of the reality of bullying and its detrimental effects on people. This will be done in the following ways:
  - All teachers will use every available opportunity to raise awareness of the unacceptability of bullying behaviour and will address this behaviour if and when it arises.
  - At Junior Cycle, the SPHE teachers will use aspects of the SPHE programme to raise awareness of the inappropriateness of bullying behaviour. This will be done in a structured way, with the teachers deciding and planning a series of classes for each group aligned to their units of learning/scheme of work.
  - At Senior Cycle, the RSE and TRUST Programmes will address the topic of bullying and mutual respect.
  - Learning moments as part of lesson plans will aim to address concepts such as empathy, assertiveness, coping skills, right and responsibility and resilience.
  - The Senior Management Team comprising of Principal and Deputy Principal and Middle Leaders will continually remind students of their rights and responsibilities and their entitlement to an education in a safe environment.
  - Students will be encouraged by all staff to contribute to a school atmosphere and ethos in which students are asked to speak up and speak out if bullying is taking place.
  - Various platforms, fora and methods will be utilised e.g awareness days/weeks, competitions, visiting speakers, etc. to promote and highlight the primacy of a zero tolerance attitude towards bullying behaviour in our school.
  - 5th Year students who serve as Mentors will support 1st Year students in their transition to secondary school.
  - The class teacher will discuss the anti bullying policy and remind students of the procedures for reporting bullying regularly.



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### **B. Promoting a culture of respect amongst the students**

- Students will be constantly reminded that certain standards of behaviour apply in our school and students must comply with these standards. These standards will regularly be brought to the attention of students at their daily assemblies with Year Heads.
- “Please” and “Thank You” should be part of the natural vocabulary. Courtesy, Cooperation, Care, and good manners will be constantly encouraged by all members of staff.
- During daily assemblies reminders of the school’s Code of Positive Behaviour will be highlighted.
- Students will be given time in class to consider behavioural standards they would like for themselves and how to communicate these standards to others.
- Promoting a culture of respect will be a whole school approach, with every staff member promoting, modelling and encouraging the same.
- Students will speak in a polite and respectful tone and manner to each other and to school staff.
- Students will be encouraged to have high expectations for themselves; teachers will have high expectations for all students.
- The school’s approach to tackling and preventing bullying takes account of the needs of students with Additional Learning Needs (AEN). Approaches to decreasing the likelihood of bullying for students with AEN include improving inclusion, focusing on developing social skills particularly through SPHE class, paying attention to key moments such as transitioning from primary to post-primary through the provision of a mentoring programme and cultivating a positive school culture and climate which has respect for all at its core.

### **C. Documentation, record keeping and confidentiality**

- If a student/parent/unnamed source brings a bullying concern to a member of staff/non-teaching staff member the staff member will complete the ‘Report Bullying Form’ (Form 1). This form is to be handed to the relevant Year Head.
- The Year Head discusses the content of Form 1 with the Deputy Principal/Principal. The Year Head is the relevant teacher for investigating and dealing with the alleged bullying.
- Form 2 will be completed by the Relevant Teacher/Year Head as investigating teacher which will contain a summary of the investigation and the actions taken.
- All material gathered (included Forms 1 and Forms 2) will be stored in the relevant Year’s Anti Bullying Folder/File under lock and key in a filing cabinet in the Principal’s office.





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- Appendix 3 of the Anti Bullying Procedures for Primary and Post-Primary Schools 2013 will be completed by the Year Head if the issues are not resolved. This is then submitted to the Principal and subsequently reported to the BOM.
- Students must be told that total confidentiality cannot be guaranteed
- Subject teachers to be informed of confirmed bullying incidents in their class(es).

### **D. Supervision**

- **Staff on supervision duty will supervise:**
  - Corridor areas in the area to which they are allocated
  - Social areas in the area to which they are allocated
  - Classrooms in the area to which they are allocated
  - Bathrooms in the area to which they are allocated
- **Supervising staff on duty will:**
  - Walk around the corridors
  - Enter classrooms
  - Disperse students congregating in large groups
  - Disperse students congregating in bathrooms
- Supervising staff will be alert to students who are constantly alone.

### **E. Circulation of policy**

- This Anti-Bullying policy is available to school personnel, published on the school's website and provided to the Parents' Association and Student Council. A copy of this policy will be made available to the Department of Education and our school's patron CEIST if requested.
- A synopsis of how to report incidents of bullying will be visible in every classroom and publicised in each student journal and teacher handbook.
- During assemblies the Year Head will go through the policy once a term to ensure that all students are familiar with expected standards of behaviour and if required, the procedures for reporting bullying behaviour.
- The class teacher consistently enforces standards of behaviour in each and every class as outlined in our school's Code of Positive Behaviour.

### **F. Success criteria**

- The success of this policy will be judged on the following:
  - That an atmosphere and ethos is established throughout our school in which bullying is unacceptable and in which all feel free to speak up if bullying takes place.
  - That there is a noticeable reduction in the number of bullying incidents,



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- That the school community adopts a zero tolerance attitude towards bullying behaviour.
- Where incidents of bullying occur, this policy is followed and implemented quickly.
- That the victim of a bullying incident can see clearly that the school anti-bullying policy was implemented, and the perpetrator was dealt with appropriately.
- That there are consequences for the perpetrator of a bullying incident.

*\*\* The above is not an exhaustive list and merely serves as a representative sample of education and prevention strategies on offer in St. Joseph's Secondary School*

### **6. Procedures for Investigation, Follow-up and Recording of Bullying Behaviour**

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

*(Anti-Bullying Procedures for Primary and Post- Primary Schools 2013:6)*

#### **Step 1**

- A student/parent/unnamed source may bring a bullying concern to any member of staff verbally/email etc. or through the 'Report Bullying' Form available on the school's website [www.stjosephscbar.ie](http://www.stjosephscbar.ie)

#### **Step 2**

- Teacher receiving the report completes Form 1 to notify the relevant Year Head. Year Head completes the Form 1 if the report is made to them,
- Form 1 is submitted to the relevant Year Head who brings it to the attention of the Deputy Principal/Principal.

#### **Step 3**

- The Year Head begins the investigation and opens a file in the relevant year groups Anti-Bullying file.
- The Year Head determines using their professional judgement if the incident(s) as reported and under investigation is bullying.
- Students may be interviewed by the Year Head.



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### Step 4

- If the incident is deemed bullying:
- The student(s) involved in alleged bullying will be interviewed individually by the Year Head
- The allegations will be addressed seriously and sensitively
- While confidentiality cannot be guaranteed, all allegations will be dealt with discreetly
- Details of the reported allegation of bullying will be written down and read back to the student(s) for confirmation
- If they so wish, the student may write down their account of the situation.
- Parents/Guardians will be informed of the process.
- All records placed in the relevant case file which is stored securely in the relevant year group's Care Folder.
- If the incident is not deemed as bullying:
- The bullying case is closed and the matter is dealt with under the Code of Positive Behaviour.
- All records placed in the relevant case file which is stored securely in the relevant year group's Care Folder.

### Step 5

- When the investigation is complete all records placed in the relevant case file which is stored securely in the relevant year group's Care Folder.
- Resolution strategies will be agreed and put in place.
- Form 2 will be completed as a summary of the investigation and also placed in the relevant case file.
- If concluded that a student has engaged in bullying behaviour she will be informed that:
  - She is in breach of the school's Code of Positive Behaviour
  - Her parents/guardians will be informed to support her in changing her unacceptable behaviour
  - Her subject teachers will be informed
  - Support is available in the school from the Guidance Counsellor and/or Chaplain to enable her to change her unacceptable behaviour
  - If her bullying behaviour continues, serious sanction will apply.
- The victim of the bullying will be informed. So too, will the parents/guardians of the student be informed.
- The victim of the bullying will be commended for behaving in a most responsible way for bringing the matter to the attention of the school authorities.
- An appointment will be made with the school's Guidance Counsellor/Chaplain, if required with continuing support available for as long as necessary.
- Subject teachers will be informed and aware.



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### **Step 6**

The Year Head will check in with both parties within 20 days after the conclusion of the investigation. If the issues have been resolved then the case is closed. A note is made on the case file to this effect. If issues are not resolved, Appendix 3 (Anti-Bullying Procedures for Primary and Post Primary Schools, September 2013) must be completed and submitted to the Principal.

### **Sanctions Where Bullying Behaviour Continues**

Where bullying behaviour persists/continues sanctions in keeping with our school's Code of Positive Behaviour will apply.

### **7. Programme of Support**

A programme of support for students who have been bullied shall be put in place. Students 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. The following supports will be provided for students:

- Referral to Guidance Counsellor/School Chaplain
- Meetings with the relevant Year Head
- Lunchtime clubs for students to have lunchtime activities to get involved in and to engage with a wider social circle
- Pairing with other students
- Encouragement to report further incidents of bullying
- Addressing the attitudes of bullying within the school community through assemblies, pastoral care structures, SPHE, Religion and/or other opportunities that may arise.
- Learning inputs on the subject of bullying will be thoughtfully planned as part of SPHE units of learning/departmental schemes of work and a targeted, consistent approach adopted within all year groups.
- In the event that sanctions need to be imposed, they will be consistently enforced as per the school's Code of Positive Behaviour.

### **8. Supervision and Monitoring of Students**

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. To this end:

- The implementation and effectiveness of the school's Anti-Bullying programme and policy will be an agenda item for all staff meetings – so that the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.



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- Data gathered through the reporting forms will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement the information gathered through the optional student bullying surveys.
- At least once in every school term, the Principal will provide a report to the Board of Management setting out the following:
  - the overall number of bullying cases reported (by means of the bullying recording template since the previous report to the Board;
  - confirmation that all cases referred via the recording template have been or are being dealt with in accordance with the school's anti-bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools;
  - The minutes of Board of Management meetings will record the Principal's report but in doing so will not include any identifying details of the students involved.

### **9. 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.

### **10. Adoption Date**

- This policy was adopted by the Board of Management on:
- 

### **11. Availability of Policy**

- This policy has been made available to school personnel, published on the school website, and is readily accessible to parents and students on request, and has been provided to the Parents' Association. A copy of this policy will be made available to the DES and the Trustees if requested.
- Links to other policies
- The following are school policies, practices and activities that are particularly relevant to bullying:
  - Code of Behaviour
  - Child Protection Statement
  - Acceptable Use Policy
  - Attendance Strategy



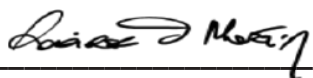


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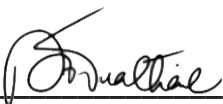
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## 12. Review of Policy Procedure

This policy and its implementation will be reviewed by the Board of Management once in every school year. The Board will make use of the Checklist for Annual Review Of the Anti-Bullying Policy, a copy of which is to be found in Appendix 3. 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 Trustees and the Department.

Signed: 

(Chairperson BOM)

Signed:   
(Principal)

Date: 29/06/2023

Date of next review: April 2024





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<b>Name of pupil being bullied and class group</b>		
<b>Name</b>		<b>Class</b>

<b>Name(s) and class(es) of pupil(s) engaged in bullying behaviour</b>	

<b>Source of bullying concern/report</b>		<b>Location of incidents (tick relevant box(es))</b>	
Pupil concerned		Playground	
Other pupil		Classroom	
Teacher		Corridor	
Parent		Toilets	
Other		School bus	
		Other	

<b>Name(s) of person(s) who reported the bullying concern</b>



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Type of bullying behaviour tick relevant box

Physical Aggression		Cyber-bullying	
Damage to property		Intimidation	
Isolation/Exclusion		Malicious gossip	
Name calling		Other (specify)	
Other			

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

Homophobic	Disability/ SEN Related	Racist	Membership of Travelling Community	Other

Brief Description of bullying behaviour and its impact

Details of actions taken

Signed: \_\_\_\_\_ (Teacher/Year-Head) Date: \_\_\_\_\_

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



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**Appendix 3:**  
**Checklist for Annual Review of the Anti-Bullying Policy and its Implementation.**

The Board of Management must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist below is 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.

Type of bullying behaviour tick relevant box	Yes	No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-bullying Procedures for Primary and Post-Primary Schools?		
Has the Board published the policy on the school website and provided a copy to the parents' association?		
Has the Board ensured that the policy has been made available to school staff (including new 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?		
Has the Board ensured that the policy has been adequately communicated to all pupils?		
Has the policy documented the prevention and education strategies that the school applies?		
Have all the prevention and education strategies been implemented?		
Has the effectiveness of the prevention and education strategies that have been implemented been examined?		
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy.		
Has the Board received and minuted the periodic summary reports of the Principal?		
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?		
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?		
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?		
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?		
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?		
Has the Board put in place an action plan to address any areas for improvement?		

Signed: *David D. Moran*  
 Chairperson, Board of Management  
 Date:

Signed: *J. O'Riordan*  
 Principal  
 Date:



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**Appendix 4:**

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

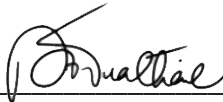
**To:**

**The Board of Management of St. Joseph's Secondary School wishes to inform you that:**

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of :
  
- 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

Date: 29/06/ 2023

Signed:   
Principal

Date: 29/06/ 2023





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## Appendix 5 Practical tips for building a positive school culture and climate

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

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



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