NORTHAMPTON
HIGH SCHOOL

Anti Bullying Policy

This policy applies to the whole school: senior, junior and EYFS

Statement of Philosophy

o   Our school community is based on an ethos of mutual respect and consideration. The school and the GDST are committed to providing a safe and happy learning environment for all
o   We do not tolerate bullying, harassment, victimisation or discrimination of any kind and work hard to prevent these or to tackle them if they occur
o   Bullying is a whole school issue and we take a whole school approach in response. Any member of the community may bully or be a victim of bullying: we regard all incidences of bullying equally seriously and in turn expect all staff, pupils and parents to play their part in preventing and tackling bullying.

Aims of Policy

This policy aims to:
o   Try and prevent bullying, as far as possible, and
o   Help staff, pupils and parents deal with bullying when it occurs.

What do we mean by bullying?

The Department for Education defines bullying as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

This can include:
•   Physically hurting, harming or humiliating another person or damaging their property
•   Verbal abuse such as name-calling or writing unkind notes
•   Emotional manipulation such as excluding someone or spreading malicious rumours about them, building negative alliances based on gossip, or deliberately betraying former confidences to humiliate or isolate another pupil
•   Cyberbullying, i.e. via social networking websites, phone calls, text messages, photographs or emails
•   Unpleasant remarks or actions related to any of the following:
    o   Race, religion or culture
    o   Sex (i.e. talking to or touching someone in a sexually inappropriate way)
    o   Gender
    o   Sexual orientation (e.g. homophobic bullying) and LGBT issues
    o   Disability
    o   Intellectual or other abilities
    o   Being adopted or a carer

Any behaviour that a reasonable bystander would say was intended to hurt or upset the victim is wrong and could constitute bullying, including complicity that may fall short of participating

directly in the bullying. It is no justification that the perpetrator says or believes that the victim is not upset or hurt by his or her actions or words.

Much bullying is performed in subtle ways, which are not easy to detect; a bully can use a simple look, word or gesture to a victim to signal an intended threat or insult. Some pupils are adept at changing a bullying situation into an apparently harmless one when an adult approaches. This makes it all the more important for the victim or another pupil to be able to come forward to report bullying, and for staff and parents to be alert to symptoms of bullying.

Bullying is always hurtful to the victim and damaging to the whole school community. Anyone and everyone who is involved in or witnesses bullying is affected by it. It can cause great distress, unhappiness and psychological damage and at its worst lead to suicide. It can also be a criminal offence, for example if the behaviour amounts to harassment or threatening behaviour.

Cyberbullying

What is cyberbullying?
"Cyberbullying" is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor.

Signs that a young person may be bullied online

- Use alcohol and drugs
- Skip school
- Experience in-person bullying
- Be unwilling to attend school
- Receive poor grades
- Have lower self-esteem
- Have more health problems

Class teachers and form staff work closely with their pupils and know the girls well so change of character or a disclosure is dealt with sensitively and with appropriate action. All cases are recorded then investigated in liaison with the Head of Junior School in Junior school cases and the pastoral team such as form tutors, Team Leaders, Head of Pastoral Care and Deputy Director of Sixth Form Pastoral.

Extreme cases are recorded onto the Bullying log (see page 10).

Guidance about Technology Use

Northampton High School encourages young people to act appropriately when using computers, mobile phones, and other technology. For example, students are reminded in assemblies, PSHEE sessions and during tutorial times about being careful accessing and when using social media.

We help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

Encourage young people to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who are not friends could use it.

Tell young people to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.

Teaching eSafety in School

The school curriculum includes lessons and activities in eSafety for all pupils.

The intention is to develop pupils' **awareness**, **resilience**, and **skills** in the wider electronic world. Pupils will explore issues such as:

- **Persuasion and reliability** (internet scams, phishing, unreliable information radicalisation, etc.)
- **Personal information and safety** (sexting, social network information, personal images, etc.)
- **Sexual exploitation** (grooming, "offender not present" activities, etc.)
- **Online bullying** (text abuse, "trolling", etc.)

The activities are differentiated with regard to age (younger pupils are provided with materials which have simpler vocabulary and concepts).

The curriculum is varied and may comprise:

- staff-led skills sessions (eg How to configure *Facebook* privacy settings),
- whole school assemblies led by older pupils, and other examples of peer mentoring,
- discussion groups,
- Safer Internet Day activities,
- formal lessons.

Importantly, the teaching covers not only what the problems are, but how to deal with and avoid them. Wherever possible, we will engage older pupils to share their experiences and advise others about personal safety and responsibility online.

These activities and lessons will be part of the Computing/IT and PSHEE schemes of work.

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Sexting may also be called:

- trading nudes
- dirties
- pic for pic.

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

However, as of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest.

Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they are a risk.

This clear message is shared with our students in order to perform our duty of care to the safeguarding of our girls and that of other young people. Sexting talks by the Police are scheduled during PSHEE sessions in order for our students to understand the severity of Sexting on young peoples' lives, not only legally, but also on their emotional, psychological and physical wellbeing.

Why young people do it?

There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.

- joining in because they think that 'everyone is doing it'
- boosting their self-esteem
- flirting with others and testing their sexual identity
- exploring their sexual feelings
- to get attention and connect with new people on social media
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent

If a student reports that they are being bullied due to a sexting incident, this is a safeguarding issue and must be dealt with upmost sensitivity. If a young person tells you they've been involved with sexting, it's important to remain calm and be understanding. This is to be then reported to the Senior Safeguarding Lead, Mrs Adèle O'Doherty.

Try and find out:

- if it's an image, video or message

- how the young person is feeling
- how widely has the image been shared and with whom
- if there were any adults involved

Details of the incident and the actions taken must be recorded in writing by the person responsible for child protection within the organisation who is the Senior Safeguarding Lead.

How does bullying differ from teasing or friendship difficulties?

Sometimes pupils can feel hurt or upset because they have been teased or have fallen out with a friend. This is not the same as bullying. Bullying:
- Is deliberately intended to hurt or humiliate
- Involves a power imbalance that makes it hard for the victim to defend themselves
- Is usually persistent
- Often involves no remorse or acknowledgement of the victim's feelings

School staff are ready to help and support pupils who have fallen out with friends, but such situations will not be treated in the same way as a case of bullying. However, the strategies we use may be similar because we acknowledge that over a period of time the impact on the pupil may be the same, and the situation could become bullying if it escalates.

Preventing Bullying

We aim to prevent bullying by:
- Fostering a whole school ethos of good behaviour, mutual respect, and consideration. We aim to create a safe, happy, and inclusive environment for learning
- Developing a culture in which diversity is championed and celebrated and in which the school takes a proactive role in educating pupils and other members of the school community in issues around equality
- Developing a culture in which the vulnerable are protected and incidents which might demonstrate prejudice or intolerance are tackled and addressed, for example by challenging inappropriate or prejudicial language
- Encouraging all members of the school community to have high expectations and model how to behave towards each other
- Raising awareness about bullying through opportunities in the curriculum, the PSHEE programme, assemblies, and national events such as Anti Bullying Week, amongst others
- Developing pupils' social skills, confidence, resilience and self esteem; and defining the value of assertiveness in relationships as opposed to aggression, whether direct or indirect
- Educating pupils and other members of the school community about how to keep themselves safe when online or using social media or other electronic means of communication, so they take maximum precautions to help prevent themselves being victims of cyberbullying
- Ensuring that all pupils sign up to the school's Acceptable Use Agreements, which make it clear that cyberbullying is unacceptable. This message is regularly reinforced in lessons and pastoral sessions. The school also makes more detailed information on how to deal with cyberbullying available to pupils and parents by providing PSHEE letters and pages on Firefly for easy access.
- Making it clear to all that there are effective procedures for reporting, investigating and tackling bullying, and encouraging pupils to report instances of anything they perceive to be bullying
- Making it clear to all that incidents of cyberbullying or bullying of any kind that occur off the school premises but have an impact on the classroom environment or relationships

between pupils will be pursued with the same seriousness as bullying occurring within school
- o Making it as easy as possible for pupils who are being bullied to talk to someone they trust and get help confidentially
- o Having a strong pastoral team dedicated to pupil welfare and experienced in dealing with bullying issues. All our staff are trained in recognising and responding to bullying and staff awareness is raised through regular discussion of pupil issues in pastoral meetings. Action is taken to reduce the risk of bullying where and when it is known to be most likely to occur. The member of staff with overall responsibility for anti-bullying work is Mrs Adèle O'Doherty, Deputy Head Pastoral Care and Guidance in the senior school and Mr Ross Urquhart, Head, in the junior school.
- o Taking pupils' views into account through the school council, and developing the roles that pupils can play in anti bullying work, for example 6th Form pupils as mentors for younger pupils and the Big Sister/Little Sister scheme.
- o Ensuring that the IT filtering and monitoring systems are effective in protecting members of the school community
- o Working in line with national guidance, and the requirements of our regulatory bodies.

Being aware – possible signs of bullying

Changes in behaviour that may indicate a pupil is being bullied include:
- o Unwillingness to go to school or return after a break
- o Failure to produce work, or producing unusually bad work, work that appears to have been copied, or interfered with or spoilt by others
- o Belongings suddenly going missing or being damaged
- o Change to established habits (e.g. giving up music lessons, sitting in the library instead of going out at playtime)
- o Diminished levels of self confidence
- o Inability to concentrate
- o Anxiety, depression, becoming withdrawn or unusually quiet
- o Repressed body language and poor eye contact
- o Frequent absence, erratic attendance, late arrival to class
- o Reluctance to leave the classroom at the end of lessons or school day
- o Choosing the company of adults
- o Frequent visits to the medical centre with symptoms such as stomach pains or headaches, especially at particular times or during particular lessons
- o Unexplained cuts and bruises
- o Difficulty in sleeping, nightmares
- o Talking of suicide or running away

Although there may be other causes for these symptoms, teachers, parents and fellow pupils should be alert for these possible signs of bullying and contact a member of the pastoral team if they are concerned.

Sadly, some individuals are more vulnerable to bullying, and less likely to speak out – including LGBTQ pupils and those with SEND. Again, staff, parents and peers should bear this in mind in cases of possible or suspected bullying.

Transgender issues

With reference to the GDST – Northampton High School Gender policy the follow states:

Protection against harassment and bullying

- The GDST and Northampton High School aims to create an inclusive trans-friendly culture in its school, free from discrimination, harassment or victimisation. All pupils, staff and parents shall be encouraged to value and respect others and to challenge inappropriate attitudes, behaviour and practices.

- Transphobic bullying, incidents and harassment will not be tolerated, and will be dealt with in the first instance under the Anti-Bullying Policy or staff Disciplinary Policy as appropriate.

Vulnerability
- Being trans isn't a mental health issue, but distressing feelings relating to gender identity mean that some trans young people may experience mental distress. Statistically there is a high incidence of bullying of, and self harm and suicide attempts in trans young people. Staff can help by being alert to this vulnerability, and by providing pastoral support, counselling, or information about therapy or other sources of support outside the school.

Students have access to help lines which are displayed in the alcove beside the lift entrance with phone access to respect confidentiality. There is a counselling service at the school where students are able to make a booking for private sessions. Counselling service notices are displayed in form rooms for students' easy access.

Anti-bullying and SEN
Anti-bullying work takes a two-track pathway. Preventative work is ongoing and sustained, providing a consistent ethos and framework, while responsive work comes into effect when bullying occurs. Northampton High School approaches to anti-bullying and SEN are as follows:

- We have a whole-school approach and a strong inclusive ethos where bullying and prejudice is not tolerated. This is the foundation upon which bullying of children with SEN and disabilities can be effectively addressed.
- anti-bullying policy is developed as part of the school's wider positive behaviour policy. This policy should include references to learners with SEN and disabilities.
- Children who may not be able to report incidents themselves are particularly dependent on a whole school proactive approach
- A strong anti-bullying programme is likely to provide other benefits, such as happier, more confident learners, a fall in truancy or school refusal and a rise in attainment. The pastoral team are a key resource in establishing if there are any issues regarding a SEN pupil who may be bullied. They hold weekly tutorials to discuss potential bullying issues and in liaise with the School SENCO, act on evidence presented to us to prevent any further distress to the student.
- Weekly briefings with staff on issues relating to pastoral needs of students with SEN and bullying issues are mentioned and monitored by the pastoral teams.
- Children with autism spectrum disorders (ASD) are particularly vulnerable as their difficulties with social interaction with peers may leave them isolated or unaware of the impact of their behaviour on others. Children with learning difficulties tend to have fewer friends than other children and a lack of friends puts children at a greater risk of being bullied. Students with ASD are identified on the SEN register and pastoral teams work alongside with tutees to ensure to combat social integration through lunchtime clubs that offer new friendship groups and quiet spaces, trained peer supporters and well-trained staff.
- Group sessions, drama, posters and assemblies are regularly used to explore how everyone would like to be treated and to define bullying, so that every member of the school community knows what it is and, equally, what would not be considered bullying (including, for example, a serious incident of another sort).
- Work to define bullying is done during PSHEE REC using, Circle Time and by the school council. Pupils can help make PowerPoint presentations or DVDs, perform in

assemblies or design posters. Learners are provided with safe and frequent opportunities to talk about what they think about bullying.

- Students have contributed to the creation of the School of Conduct for pupils which is included in their school planners encouraging all to 'own' observe and implement the policy. SEN students will feel listened to and valued; they will be aware of bullying and what to do about it. As a result, they are likely to feel safer and more confident in Northampton High school's commitment to confront bullying.

- Support for staff –The Deputy Head of Pastoral and Guidance has the responsibility for overseeing the development, implementation and monitoring of an anti-bullying policy to underline the school's commitment to address this issue. The Head of Pastoral Care and KS3/4 Team leaders are there to guide teachers, learning support assistants, managers, SENCO, in the prevention of bullying so that they feel confident that they understand the needs of all learners and can work with and support their families. Non-teaching staff require support to observe and intervene where needed if bullying takes place. Their role is crucial, as much bullying happens outside of the classroom particularly during break/lunchtimes and after school. Support staff are aware of who the lead pastoral staff are in order to report an incident.

Early Years and bullying

Children as young as age 3 can and do participate in bullying. We often see the emergence of bullying in early childhood settings, such as day care, preschool, home care groups, play groups, and kindergarten classrooms.

Early childhood settings provide an opportunity for teachers to effectively prevent and stop the emergence of bullying behaviour and to foster the development of positive social interactions.

Young children's bullying often looks different from bullying among older children. Nursery and young years staff understand the variety of ways that young children may become involved in bullying in early childhood settings. Young children typically experiment with different ways of behaving, and it's important for early childhood educators to recognize that some of these behaviours may be precursors to bullying. For example, young children may make mean faces, say threatening things, grab objects, push others aside, falsely accuse others, or refuse to play with particular children. These pre-bullying behaviours, while hurtful, are not considered bullying because they are not done to deliberately and repeatedly hurt another less powerful child. However, if they are allowed to continue, these behaviours are likely to turn into a pattern of bullying.

Intervention and Prevention

Staff are trained to:

- Talk with young children about bullying. Dealing with bullying directly and openly lets everyone know that bullying is an important concern, that it will not be tolerated, and that everyone needs to work together to stop and prevent it. One to one sessions and discussion with parents is important.

- Teach and guide children in practicing the social skills they need to help stop and prevent bullying. Through skill building activities in class. These skills are:

  o **Empathy.** Children who can empathize respond caringly to what others think and feel. They understand that bullying hurts. They are less likely to bully and more likely to help

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children who are bullied. Early childhood teachers can protect young children from becoming bullies by helping them understand how children who are bullied might feel and how they themselves would feel if they were bullied.

- o **Assertiveness.** Children who are assertive can stand up for themselves and others in fair and respectful ways. They know how to respond to a bully in effective, non-aggressive ways and are less likely to be targeted by bullies in the first place. Early childhood educators can help young children use assertiveness to prevent bullying behaviours and to stand up to bullying when it occurs.

- o **Problem solving.** Children who are problem-solvers know how to analyze and resolve social problems in constructive ways. Early childhood educators can help young children understand the problem of bullying and how to use a variety of constructive, non-aggressive problem-solving skills to help stop and prevent bullying.

- Engage children in activities to develop the social skills they need to help stop and prevent bullying, including empathy, assertiveness and problem-solving activities during lessons.

- Work to develop and maintain a common vision of a bullying-free environment.

Set Rules and Follow Through

Young children at early childhood setting at Northampton High School have rules and expectations about bullying that help all children feel safe, included, and supported. Involving children in contributing to the rules, and understanding the consequences of not following the rules, helps ensure their commitment to a bullying-free environment.

How?

- During group meetings, make sure that all children know and understand the rules, and what happens when children don't follow the rules.

- Children are involved in talking about the rules and contributing their own ideas.

- Ask them to give examples of how a particular rule might help make their classroom a better place.

- During group meetings, reinforce the rules for acceptable behaviour, encourage empathy with peers, and involve all children in taking responsibility to make sure their classroom is a safe, welcoming, and inclusive place for everyone.

Children at Northampton High School know that:

- Bullying is not allowed.

- Stand up for yourself and your friends.

- Don't fight back.

- If someone bullies you or your friends, it's okay to walk away or ask for help.

- Include everyone in your play and activities: "You can't say you can't play."

- Report bullying—telling is not tattling.

- Be a good friend.

Dealing with Bullying

If you are being bullied
- o Stay calm and try to appear confident. Tell the bully to stop and get away from the situation as quickly as you can
- o Do not suffer in silence: talk to a member of staff. This could be your class teacher, tutor or year group head, the school nurse or counsellor, or any other member of staff you trust. If you are unhappy about taking to a member of staff directly, you could talk to someone in your family, a friend, a peer mentor or use the school counsellor. Telling does not make you a 'grass' or 'snitch': not telling means that the bullying is likely to continue. Remember you may not be the only victim
- o Be assured that we take every report of bullying seriously and will act upon it, even if it occurred outside the school. We will keep records of what has happened, and consult you and support you in whatever action we take
- o Remember being bullied is not your fault – nobody ever deserves to be bullied
- o If you feel you are being bullied by a member of staff you should take the same action as if it were another pupil, that is, report the matter to someone you trust. All forms of bullying are unacceptable and all reports of bullying are investigated and dealt with irrespective of who the person responsible for the bullying incident might be

If you know that someone else is being bullied
- o Talk to a member of staff, so that the school can take steps to help the victim
- o Stand up for them – studies show that one of the most effective ways of stopping bullying is for fellow pupils to show their support for the victim
- o Be sceptical about rumours concerning other pupils. Don't add to them. Put yourself in the position of the person targeted
- o Don't be drawn into simply standing by. Many perpetrators will not persist in bullying unless they have an audience to play to, and by not taking action it could be argued you are condoning what is happening

What the school will do

The exact course of action will vary with each situation but the main objectives should be that bullying incidents are brought into the open and strategies agreed to help resolve the problem, encouraging all involved to return to responsible, caring behavior

- o All reports of bullying will be taken seriously and investigated immediately
- o It is not possible for any person who receives a report of a bullying incident to promise that it will be kept confidential. However, the action to be taken will be discussed with the victim at every stage
- o Everything that happens will be carefully recorded
- o The most important thing is to stop the bullying and ensure the victim is safe
- o We aim for a peaceful resolution: revenge is not helpful for the victim or appropriate
- o The victim will be supported throughout the process
- o Sanctions may be imposed (see below) but guidance and help will be also be available for the perpetrator(s) to help change her/their behaviour
- o Staff will monitor the situation to ensure that the bullying does not continue. If bullying recurs, further action will be taken
- o The school will keep a log of all bullying incidents which is monitored in order to identify trends and inform preventative work in the school and future development of policies and procedures.

o In any serious case of bullying the Head will be informed and the school will work with the parents of both the victim and the perpetrator. The school will remain in regular contact with parents until the situation is resolved

Sanctions

It is important that those found responsible for bullying are held to account and accept responsibility for the harm caused. Action taken in response to bullying will be intended to communicate unambiguous disapproval of the bully's activities, and this will usually include sanctions. Sanctions help reassure the victim that the bullying will stop; they help those responsible recognise the harm caused by their behaviour and deter them from repeating it; they demonstrate to the school community that bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving in a similar way.

If sanctions are warranted, the person(s) responsible will receive a sanction in accordance with the school's behaviour policy. Any sanctions imposed will be fair, proportionate and reasonable, take account of any special educational needs or disabilities that pupils may have, and consider the needs of vulnerable pupils.

In any serious case of bullying the Head will be informed and the school will work with the parents of both the victim and the perpetrator. The school will remain in regular contact with parents until the situation is resolved.

In the most serious cases, the sanction may be fixed term or permanent exclusion.

A bullying incident will be regarded as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (Children Act 1989). Where this is the case, after the Head has been involved, it may be necessary to make a report to the Social Services and in certain cases the police.

Partnership with Parents

We believe that working with parents/guardians is essential to establishing the school's anti-bullying ethos and resolving any issues that arise
o Parents are encouraged to reinforce the principles of the Anti Bullying Policy at home
o Parents are asked to let their daughter's form tutor or class teacher know directly if they have cause for concern, either on behalf of their own children or because of rumours about others
o In any serious case of bullying parents will be informed by the school and may be invited in to discuss the matter. We will keep in regular contact with parents until the issue is resolved

Links to other policies

This policy operates in conjunction with:
o School Positive behaviour policy
o Safeguarding and Child Protection Policy
o GDST Acceptable Use Agreements
o GDST Inclusion Policy
o GDST Exclusions Policy
o GDST Equal Opportunities Policy
o SEN policy
o eSafety policy

Monitoring and evaluation

The effectiveness of this policy and the school's anti bullying strategies will be evaluated annually through a review of the bullying log and consultation with the school council.

The Bullying log

A monitoring system regarding Bullying cases in Junior and Senior school and how best we can promote positive behaviour in school amongst girls as well as analyse the patterns and trends of such cases.

This log has been created to show the cases based on interventions by pastoral staff in Senior School and teaching staff in Junior School. The log will be managed by Ross Urquhart in Junior School and Adèle O'Doherty in Senior School.

Therefore, any cases must be referred to the appropriate Senior member of staff copying in middle management pastoral leaders in Senior School and Jo Purvey-Tyrer in Junior School.

Staff training

Pastoral leaders in all key stages of learning build in opportunities for staff to be more aware of bullying issues through team meetings and during staff training sessions (INSET).

The School Bulletin includes all policies for staffs' reference including the Anti-bullying Policy in order to develop their awareness of the issues around bullying and to seek further clarification from lead staff such as the Senior Deputy Head of Pastoral and Guidance, Head and Deputy Head of Junior School, Head of Pastoral Care, SENCO, KS3 and 4 Team leaders.

Key Contacts

- Mrs Adèle O'Doherty – Senior Designated Safeguarding Lead and Deputy Head, Pastoral and Guidance with lead responsibility for anti-bullying
- Ms S Margareto - Head of Pastoral Care (KS3 and 4), Deputy DSL
- Mr R Urquhart - JLT member with lead responsibility for anti bullying
- Mrs J Purvey-Tyrer - EYFS staff member with responsibility for anti bullying
- Pastoral team leaders in KS3 (Miss A Chapman) and KS4 (Miss K Mason)
- Miss A Miller - School nurse
- School counsellor – Sarah Hanlon

Review June 2017
Reviewed by: Adèle O'Doherty
Signed off by SLT July 2017