

Anti- Bullying Policy

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 Scoil Mochua 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. Bullying in this policy refers to bullying within the whole school community i.e. this includes and is not exhaustive of teachers, students, special needs assistants, parents, bus escorts, ancillary staff, placement students and volunteers.

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:

- We acknowledge the right of each member of the school community to enjoy school in a secure environment
- We acknowledge the uniqueness of each individual and their worth as a human being
- We promote positive habits of self- respect, self -discipline and responsibility among all its members
- We are welcoming of difference and diversity and is based on inclusivity;
- We encourage pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- We promote respectful relationships across the school community;
- We have the capacity to change in response to its pupils needs
- Scoil Mochua recognises the need to work in partnership with and keep parents informed on procedures to improve relationships within the school community
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by ANY MEMBER of the school community

Effective leadership

- The BOM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BOM must ensure that accountability is of the

highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy

- ISM Team - have a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying – and modelling best practice
- The Principal of Scoil Mochua as key leader strongly influences attitudes and sets standards in relation to dealing with bullying
- Teachers must act as good role models and not misuse authority, but be fair, clear and consistent in their disciplinary measures.

A school wide approach

- A whole community approach to the problem of bullying is required and Scoil Mochua School community comprises of management, teachers, non-teaching staff, pupils, parents/guardians
- Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school - parents and pupils have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber bullying.
- The assistance of Gardaí, Tusla and Community Workers may be required in some cases
- Collective vigilance is needed throughout the whole school/community sector to identify and deal with issues around bullying in a fair and equitable manner

A shared understanding of what bullying is and its impact;

- Scoil Mochua endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community (parents, pupils, staff and the wider community) have a shared understanding of what constitutes bullying behaviour as defined in this policy (*Section 2&3 of Anti Bullying Procedures for Primary & Post Primary Schools*)

Implementation of education, prevention strategies and awareness raising measures that

- Build empathy, respect and resilience in pupils and staff
- Explicitly address the issues of cyber -bullying and identity-based bullying including in particular, homophobic and transphobic bullying.

Effective supervision and monitoring of pupils

- Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent

- The bus driver/escorts are a significant support in addressing and identifying potential bullying scenarios
- Office Staff are well placed to inform if any behaviour which may constitute bullying is noticed

Supports for staff

- Regular discussion and review of policy and procedures is essential to support staff on a continuous basis
- All staff must have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context
- Staff must be aware that supporting one another is a key aspect of prevention and new/inexperienced members of staff must be given every opportunity to discuss concerns and model best practice
- CPD in relation to Anti Bullying Strategies will be supported and encouraged for all members of 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.

What is defined as 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.

We recognise that for most of our students Bullying is an abstract concept that is difficult to understand as it involves flexibility of imagination. Therefore, our definition of what is perceived as Bullying behaviour in Scoil Mochua will consider the following observable behaviour:

- a student persistently seeking to negatively influence the behaviour of another student e.g. deliberately triggering behaviour to annoy a peer or seeking to get another student into trouble by provoking a negative response
- a student persistently targeting another student as a focus for negative behaviour during their own behavioural outburst
- a student repeatedly removing preferential reinforcers or chosen objects from another student on a routine basis to deliberately provoke or annoy them.

As all our students have diagnosed disabilities, we will promote acceptance of everyone within the school and use all opportunities to promote a tolerant school culture.

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.

*See Appendix 1 attached for examples of Bullying Behaviour that are not acceptable

Investigating and Dealing with Bullying Behaviour

The relevant teachers for investigating and dealing with bullying in accordance with the Anti -Bullying Procedures for Primary & Post Primary Schools – section 6:7.6, 6:7.7 - are as follows:

- Principal
- Deputy Principal
- Individual class teachers

Bullying incidents shall be reported to the class teacher and or supervising teacher for investigation. This reporting may be done by the pupil, parents, another pupil or another staff member. All reported incidents which are serious or are a part of a pattern of behaviours will be noted, investigated and treated as circumstances require. All cases of bullying will be reported to the principal. Reports of bullying behaviour on the school bus will be investigated by the school principal.

Serious incidents of bullying behaviour will be reported to Tusla -Child and Family Agency

The education and prevention strategies that will be used by the school are outlined in Appendix 2.

Scoil Mochua:

Aims to have a consistent and clear approach to dealing with bullying when it occurs.

Any pupil, parent/guardian or any staff member may bring a bullying concern to any teacher in the school.

All reports including anonymous reports of bullying will be investigated and dealt with by the relevant teacher.

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

The school's procedures for investigating, follow up and recording of bullying behaviour and the establishment intervention strategies used by the school for dealing with cases of bullying behaviour as outlined in Appendix 3 and 4

The schools programme of support for working with pupils affected by bullying:

Supports for pupils affected by bullying:

All school supports, and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience.

- SPHE Lessons
- Stay Safe Programme
- Walk Tall
- NEPS programmes on www.neps.ie
- Anti Bullying Week
- Buddy system
- Care Team Support inc Social Skills Group
- Group work such as circle time

- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. The Psychology Department will

also be contacted for advice.

- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Support for pupils who are engaging in bullying behaviour:

A programme of support for those pupils in bullying behaviour must also be part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities shall be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth.

Pupils who engage in bullying behaviour may also need support to help them learn other ways of meeting their needs without violating the rights of others.

Therefore, referral to Psychological support services may be required to assist the school in dealing with both sides.

Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with teacher.

Supervision and Monitoring of Pupils:

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

Prevention of Harassment:

The Board of Management confirmed that the school will, in accordance with its obligations under equality legalisation, 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.

This policy was adopted by the Board of Management at a meeting held on 1st October 2019.

This policy has been made available to school personnel and is readily accessible to parents and pupils on request and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

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

Signed: _____ Signed: _____
(Chairperson of Board of Management) (Principal)

Date: _____ Date: _____

Appendix 1:

The list of examples of bullying behaviours is non-exhaustive and the school may wish to add to behaviours which may arise in the future.

Bullying Behaviours which Scoil Mochua school has identified as relevant to our context:

General behaviours which apply to all types of bullying	<ul style="list-style-type: none">• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.• Physical aggression• Damage to property• Name calling• Slagging• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person• Offensive graffiti• Extortion• Intimidation• Insulting or offensive gestures• The "look"• Invasion of personal space• A combination of any of the types listed.
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<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • Spreading rumours about a person’s sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone’s friends away • “Bitching” • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The “look”

	<ul style="list-style-type: none"> • Use or terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

Appendix 2:

The following education and prevention strategies that will be used by the school are as follows:

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teachers
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Development and promotion of an Anti-Bullying code for the school-to be displayed publicly in classrooms and in common areas of the school.

- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour of the school on enrolment.
- Encourage a culture of telling, with emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school
 - Anti-bully or Worry box?
 - Get a parent/guardian or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
 - Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.

The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

- The listing of supports currently being used in the school and the identification of other supports available to the school.

School Staff:

It is imperative that all staff are aware of the school's anti-bullying policy and its guidelines for dealing with bullying.

The school staff will foster an atmosphere of friendship, respect and tolerance.

Bullying of staff by staff, will not be tolerated.

Bullying of pupils by staff, will not be tolerated.

Pupils self-esteem will be developed through celebrating individual differences, achievements, acknowledgements and rewarding good behaviour, manners and providing opportunities for success throughout the curriculum and school.

Teachers will help pupils to develop empathy and understanding by discussing feelings and the use of social stories.

Relationships with pupils will be based on mutual respect and trust so that pupils will have the confidence in the school staff.

Teachers will be vigilant, respond sensitively and caringly to pupils who disclose incidents of bullying and will investigate all such reports.

Teachers will discuss the school's anti-bullying policy with pupils using school rules and use of behavioural management strategies.

The formal curriculum of the school will be used to educate all pupils against bullying behaviour. Anti-bullying issues may be raised through the school SPHE programme, the

Stay Safe programme, the arts subjects and or circle time.

Supervision and monitoring of classrooms, corridors, school grounds, school buses and extracurricular activities will take place. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

Pupils:

Pupils are expected to be tolerant and to have mutual respect.

Pupils shall report incidents of bullying to their parents and teachers. In some cases, adults will advocate for the pupils.

Pupils will follow the school rules.

Parents:

Encourage positive behaviours and discourage negative behaviours both at home and at school.

Encourage pupils to solve difficult problems without resorting to aggression.

Encourage children to share, to be kind to be caring

Watch out for signs and symptoms that your child is being bullied or is bullying others.

Don't dismiss your instincts as being wrong

Discuss the schools anti bullying policy and/or the school rules with your child if appropriate.

Support the school in its efforts to prevent and treat bullying.

Implementation of curricula

- The full implementation of the SPHE and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence-based programmes.
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), Cyber **Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack)**Diversity and Inter-culturalism**, Yellow Flag Programme. The school should list every resource related to the SPHE curriculum and make a list of supports.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils about

programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

- The school will consider the implement of advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

Links to other policies

Hereunder is a List of school policies, practices and activities that are particularly relevant to bullying:

- Code of Behaviour
- Child Protection Policy,
- Acceptable Use policy,
- Attendance Strategy

Appendix 3:

Procedures for Investigating and Dealing with Bullying

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

Every effort will be made to ensure that all involved (including pupils, parents/guardians) understand this approach from the outset.

In investigating and dealing with bullying, the relevant teacher will exercise her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.

Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible. Parents will be informed of any incidents of bullying in which their child is involved.

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

How reports will be dealt with by the school:

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

Incidents shall be investigated outside the classroom situation to ensure the privacy involved.

All interviews shall be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved or staff may provide very useful information this way.

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

If a group is involved, each member shall be interviewed individually at first. Thereafter, all those involved shall be met as a group to give their account of the situation if it is deemed appropriate.

At the group meeting, each member shall be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

Each member of the group shall be supported through the possible pressures that may face them from the other members of the group after interview by the teacher.

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

What happens after the investigation:

In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved shall be contacted at an early stage to inform them of the matter and explain the actions being taken by the school and the supports for their pupil.

Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it shall be made clear to him/her how he/she is in breach of the schools anti-bullying policy or school rules.

It must also be made clear to all involved that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.

Follow-Up:

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

In case where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template (Appendix 5)

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement take the following factors into account:

- Whether the bullying behaviour has ceased
- Whether any issues between the parties have been resolved as far as is practicable

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

What happens if parents are not satisfied with the outcome:

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

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

Established Intervention Strategies:

Teacher interviews with pupils

Negotiating agreements with pupils and following these up by monitoring progress

Working with parents/guardians to support school interventions

Circle time

No blame approaches

Restorative interviews

Appendix 4:

Procedures for recording bullying behaviour:

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows

Recording of bullying behaviour

The Board of Management has a clear procedure for the formal noting and reporting of bullying behaviour and these are documented below. All Records must be maintained in accordance with relevant data protection legislation.

The school's procedures for noting and reporting bullying behaviour will adhere to the following:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

While all reports including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding the same.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2-Appendix 3 (From DES Procedures)

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

- a) in cases where she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after she has determined that bullying behaviour occurred; and
- b) All confirmed instances of bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The recording template must be retained by the relevant teacher in question and a copy maintained by the principal.

Teachers records are retained in a secure space in the teacher's classroom. All report templates given to the Principal will be retained in the filing cabinet in the Principals Office.

The following behaviours shall always be recorded on Appendix 5 and notified to the Principal:

- Physical Bullying where an injury occurs to either party
- Sexual Harassment
- All cyber Bullying

Appendix 5 Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

3. Source of bullying concern/report

4. Location of incidents (tick

Insert School Logo

(tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

relevant box(es))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.