



Anti-Bullying Policy

Scoil Lorcáin BNS aims to provide a friendly, well-ordered atmosphere where **'each child is encouraged to achieve his full potential in a harmonious environment of mutual respect through co-operation between staff, pupils, parents and local community'**.

1. Full Compliance

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 (BOM) of Scoil Lorcáin BNS has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. The policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

Children First National Guidance 2017 and the Anti-Bullying Procedures provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to TUSLA, the designated liaison person shall seek advice from Tusla in accordance with the procedures set out in Chapter 5 of Child Protection Procedures for Primary and Post-Primary Schools 2017.

2. Key Principles of Best Practice

The BOM of Scoil Lorcáin BNS 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 in preventing and tackling bullying behaviour**:

(a) a positive school culture and climate which –

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying

- behaviour in a non-threatening environment;
- and promotes respectful relationships across the whole school community

(b) Effective leadership

(c) A school wide approach

(d) A shared understanding of what bullying is and its impact

(e) 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.

(f) Effective supervision and monitoring of pupils;

(g) Supports for staff

(h) Consistent recording, investigating and follow up of bullying behaviour (including use of established intervention strategies); and

(i) Ongoing evaluation of the effectiveness of the anti- bullying policy

3. The Definition of Bullying

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

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

The 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

It is important to understand that bullying is not the odd occasion of falling out with

friends, name calling, arguments or when an occasional trick or joke is played on someone. Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private message do not fall within the definition of bullying and will be dealt with, as appropriate, in accordance with the school's code of behaviour. It is bullying if it is done several times on purpose (STOP).

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.

4. Who is Responsible for Doing What

The relevant teacher for investigating and dealing with bullying is the **class teacher**,

- All reports of bullying must be dealt with initially by the class teacher, with support of SNA's, if necessary.
- The issue may be referred to the Principal, Mrs. Caroline Douris, Deputy Principal, Mrs. Elaine Power or HSCL teacher, Mrs. Sinead O' Riordan
- Serious cases should be referred immediately to the Principal or Deputy Principal
- **Any teacher may act as a relevant teacher if circumstances warrant it.**

5. The Education and Prevention Strategies

(including strategies specifically aimed at cyberbullying and identity based bullying) will be as follows: see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

School-wide approach

- **Scoil Lorcáin promotes the use of Restorative Practice to promote positive school culture:** a set of informal and formal strategies intended to build relationships and a sense of community to prevent conflict and wrongdoing, and respond to wrongdoings, with the intention to repair any harm that was a result of the wrongdoing. Preventative strategies include community or relationship building circles, and the use of restorative language. Some responsive strategies include the use of Restorative Questions within a circle or conferencing format, again with the intention of repairing the wrong that happened as a result of the behavior. The Restorative Questions, while varied in exact language, ask the student to consider: What happened? What were you thinking at the time? Who did it impact/ Who was hurt/harmed?

What do you think needs to happen next?

- Scoil Lorcáin displays **FRIENDS** values around the school, in all classrooms, corridor, staffroom, GP room. **FRIENDS = Fair, Respect, Inclusive, Empathy, Nurture, Did you giraffe? and safety.** These values are used to guide our actions and expectations of positive relationships. Involve pupils in designing posters representing their understanding of the values: e.g. **what does respect look like? Sound like? Feel like?** FRIENDS values breathe life into ways to build positive relationships with all members of our school community.
 - ✓ Model FRIENDS values to all members of the school community at all times.
 - ✓ Explicitly teach students what **fair, respectful, inclusive, empathic language looks like; acts like; sounds like; feels like** in class and around the school.
- We promote empathy and thinking about how our action affects others' through the story '**How Full is your Bucket?**' 'Bucket filling' (i.e. saying/ doing something nice for someone else puts a drop in their bucket and helps them feel good) to encourage pupils to behave positively towards one another. Involve pupils in designing posters.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines. "**Catch them being good**" - notice and acknowledge desired respectful behaviour by providing positive attention
 - ✓ **Teacher recognition of good behavior** by pupils. (Class Dojo, Student of the Week, Golden Time, spot prizes, stars, stickers, positive note home on Aladdin to parents, Shout Out Wall etc).
 - ✓ **Principal's Kindness Award:** Acknowledging incidents of good and improved behaviour and showing acts of kindness throughout the school e.g. Principal presents Kindness Award to one pupil in each class at Online Assembly once a month/ term
 - ✓ Encouraging students to look out for each other: members of a **TEAM** : **Together Everyone Achieves More** and to be responsible for their own behaviour.
- Scoil Lorcáin promotes 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.
- Scoil Lorcáin promotes awareness and understanding of the 5 ways to promote **Wellbeing** in our daily lives-
The High 5 Challenge:
 - ✓ Connect,
 - ✓ Take Notice,
 - ✓ Be Active,
 - ✓ Give,

- ✓ Keep Learning.
- **School wide awareness raising and training** on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- **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. Prevention and awareness should take particular account of the needs of pupils with disability or SEN- improving inclusion, focusing on developing social skills, paying attention to key moments such as transfer to post primary school.
- **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. **All teachers are required to be vigilant on yard duty. Increase observation and supervision, if deemed necessary.**
- ✓ Risk analysis of 'hot spots' and 'hot times'
- The **school's anti-bullying policy** is discussed with pupils and all parent(s)/guardian(s) of incoming pupils are given a copy as part of the Code of Behaviour.
- The school's anti-bullying policy will also be available to view on school website.

Raising the awareness of bullying as a form of unacceptable behaviour by –

- Displaying school's anti-bullying statement (***Bullying is wrong and is not tolerated in Scoil Lorcáin***) in school foyer and other prominent places around the school environment and going over aspects of bullying. (What is bullying? - Bullying is repeated behaviour: several times on purpose STOP: What bullying is not? What to do if you feel you are being bullied? What to do if you see somebody else being bullied?)
- Actively **promote the right of every member of the school community to feel safe and secure in school**. Focused teaching of the CALM approach – *Cool, Assert Yourself, Look them in the eye, Mean it*
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of children with a disability.
- ✓ Give constructive feedback to students when respectful behaviour and respectful language are ignored: complete RP template to encourage self reflection, accountability and a problem solving approach.
- **Creation of a culture of "telling" with particular emphasis on the**

importance of bystanders. In that way pupils will gain confidence in 'telling'. 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.

- Teachers should repeatedly reinforce the message that if anyone is experiencing bullying behaviour, they should not retaliate in any way, but they should **tell an adult**.
- Victims should be reassured that if they tell, something will be done about the bullying in a safe manner and **all reported incidents will be dealt with**. Immediate affirmation of children who report incidents of bullying which they have witnessed.
- Class lessons to be provided to enable pupils "**how to tell**" (telling protocol, language of telling):
 - ✓ Direct approach to teacher at an appropriate time, for example after class.
 - ✓ Hand note up with homework.
 - ✓ Anti-bully or Niggle box/ Worry Box
 - ✓ Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - ✓ Administer a confidential questionnaire to pupils in senior classes.
 - ✓ Simple questionnaire for young children.
 - ✓ Relational Check-in's with pupils: Connect: How are you?/ Scales 1-10/ Thumbs up, Thumbs down/ Smiley face, sad face
 - ✓ Use of Sociograms (See Appendix 4)
 - ✓ Tips for children from website www.antibullying.ie)
- **Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.**
- Sanctions for unauthorised use of the internet/electronic devices in school will be imposed as per the Code of Behaviour and AUP.

The implementation of regular whole school awareness measures may include:

- Agreed **whole school time-tabling** of lessons on anti-bullying
- **Create an Anti-bullying Awareness Week** for school community about bullying. This will involve discussion, anti - bullying games, poster/slogan competitions. Notify parents via text/ newsletter.
- Invite parents and staff to talks to increase awareness and understanding of bullying (if Facilitators are available e.g. Sticks and Stones)
 - ✓ Parental Support for Bullying: Tips for Parents will be available on the school website as an Appendix 3a (Cyber-bullying & 3b Other bullying) in the Anti-Bullying Policy.
 - ✓ Pupil Supports for Bullying: Age appropriate strategies will be taught to pupils.

- Prevention and awareness raising measures specifically related to Cyber-bullying- online appropriate behaviour, how to stay safe online, and developing a culture of reporting any concerns about online bullying. Ensure supervision at all times when pupils can access the internet
- ✓ Engaging in formal teaching within the class setting. The **curriculum** can be used to raise awareness, develop empathy and create positive values.
 - ✓ SPHE- specific provision for exploring bullying as well as inter-related areas of belonging and integrating.
 - ✓ DEIS Wellbeing- 5 ways to Being Well
 - ✓ RSE- exploring friendship and conflict resolution.
 - ✓ Drama- pupils can get into role and confront difficult emotions in a safe context.
 - ✓ Stay Safe- personal safety skills programme: recognize and cope with bullying.
 - ✓ Quality Circle Time- pupils learn to name and express their feelings, solve problems and create positive self esteem in a safe group setting.
 - ✓ Poetry, music, song literature and film- as a means of raising awareness.
 - ✓ Promoting self-esteem: focus on their success and learn positive self talk.
 - ✓ Pupils can express themselves through visual arts to create posters, write their own poems and stories, work collaboratively on the theme of bullying.
 - ✓ Restorative Practice- FRIENDS values, One Word Whizz, RP Questions, RP language
- **Formal programmes of work/** websites are a vital element in raising children's self-esteem and equipping children to cope with bullying behaviour e.g. Walk Tall, Alive-O, Webwise, www.antibullying.ie, Roots of Empathy Programme, Socially Speaking Programme, Social Skills Training Programme, Cool Schools Programme (N.E.H.B.) Friends for Life (NEPS) Stand Up, Get Up (NEPS)

6. Investigation and Intervention Strategies:

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows: (Tips for Teachers in Appendix 5)

a. Since the failure to report bullying can lead to a continuation or an escalation of bullying, the school and parents encourage children to **disclose and discuss** incidents of bullying behaviour. This can be with the class teacher, the teacher on yard duty at the time, Special Needs Assistants, and the principal or with parents. This is a **"telling school"** as defined in the Stay Safe Programme. Children will therefore be constantly

assured that their reports of bullying either for themselves or peers will be treated with sensitivity.

b. An incident of bullying behaviour will be noted and recorded by the class teacher or the teacher/ SNA on duty/yard duty and referred to class teacher. All reports of bullying must be dealt with **initially by class teacher**, with due regards to the rights of all pupils concerned.

c. The Incident will be **investigated – what, who, when, where, why?**

- ✓ When investigating the teacher should take calm, unemotional and sensitive problem-solving approach. (Restorative Questions)
- ✓ This will involve speaking with the alleged pupil who bullied and was bullied separately and notes are recorded.
- ✓ The school through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This does not necessarily imply that a pupil is guilty of misbehaviour.
- ✓ The teacher's notes are brief, factual and should be void of emotional or judgemental language.
- ✓ Instances are investigated, where practicable, outside the classroom and where possible, a witness is present.
- ✓ Pupils who are not directly involved can also provide very useful information in this way, and will be expected to assist the investigation. Children should understand there are no innocent bystanders if they remain passive where bullying is concerned—**All bystanders must report bullying.**
- ✓ The alleged pupil who "bullied" will be asked to **reflect on his behaviour and its consequences for himself and for the person who was bullied.**
(Restorative Practice)

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

e. The teacher will exercise **professional judgement** to determine whether bullying has occurred and as to how it can be resolved.

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

- ✓ When any form of bullying has occurred, the teacher will meet with the parents of both parties separately to inform them of the matter.
- ✓ The parents will be informed that the pupil's bullying behaviour is in breach of the school's anti-bullying policy. The parents will be given an opportunity of discussing ways in which they can reinforce and support the actions being taken by the school.
- ✓ If necessary the pupil who bullied will be asked to sign a 'Pupil Behaviour Agreement' that "this behaviour will not reoccur."

g. **Serious incidents or a recurring incident** of bullying behaviour will be recorded on the **DES template Appendix 1** and shall be reported to the principal / deputy principal.

h. If a group is involved, they will be met both individually and as a group. Each member will be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said. This account will be recorded. (Restorative Practice)

i. **The situation will continue to be monitored** to ensure that the problem has been resolved. Actions taken will be recorded. Records will be reviewed and analysed.

j. The **code of behaviour** will be invoked in circumstances where it is deemed prudent by school principal. Any sanctions imposed will follow the school's Code of Behaviour Policy and is a private matter between the pupil being disciplined, his parents and the school.

k. If a case remains unresolved the matter will be referred to the school's Board of Management. At least once every school term the **Principal will provide a report to the BOM** setting out the overall number of bullying cases reported by means of Appendix 1 template and confirmation that all cases are being dealt with in accordance with procedure.

l. Additionally, where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the Board of Management.

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

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

Pupils who have been bullied

- Pupils are reassured from the outset that they are not to blame.
- Strategies for restoring self-esteem are explored between teacher and parents/guardians.
- Where deemed necessary, the child in consultation with parents may be referred for counseling.
- Pupils may be chosen for Drama/ Art/ Gardening/ Play Therapy sessions.
- The parents of the pupils concerned may be advised to contact the local Gardai if appropriate.

Pupils involved in bullying behaviour

- Pupils who follow the Pupil Behaviour Agreement are acknowledged and praised.

- Where deemed necessary, the child in consultation with parents may be referred for counselling. They may need to learn other ways of meeting their needs without violating the rights of others. Empathy awareness needs to be developed.
- Pupils may be chosen for Drama/ Art/ Gardening/ Play Therapy sessions and personal development groups.
- Clinical referral and assessment may be necessary.

8. Cyber Bullying

Scoil Lorcáin BNS is cognisant of the fact that a significant amount of bullying behaviour now takes place on mobile phones. Children are not allowed to use mobile phones on the school premises or on any school related trips. The exception If children need to bring a mobile phone to school for contact purposes after school, they must hand it up to the teacher at the start of the day, and it is returned to them at home time.

Aims of this policy:

- To ensure that pupils, staff and parents understand what cyber bullying is and how it can be combatted
- To ensure that practices and procedures are agreed to help prevent incidents of cyber-bullying
- To ensure that reported incidents of cyber-bullying are dealt with effectively and in a timely manner
- All reports of cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly
- The police will be contacted in cases of actual or suspected illegal content

Understanding Cyber-Bullying:

- Cyber bullying includes the use of ICT: mobile phones, the internet and all forms of social media with the objective of upsetting someone. Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons.
- It can take place anywhere and involve many people.
- It may take the form of general insults or impersonation, defamation or prejudice-based bullying.
- While **bullying involves a repetition of unwelcome behaviour** the Anti-Bullying Procedures for Primary and Post Primary Schools, September 2013, states: in the context of these procedures 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.

What is cyber bullying? There are many types of cyber bullying. The more common types are:

- **Text messages** – can be threatening or cause discomfort. Also included here is 'Blue jacking' (the sending of anonymous text messages over short distances using Bluetooth wireless technology)
- **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed
- **Mobile phone calls** – silent calls, abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
- **Emails** – threatening or bullying emails, often sent using fraudulent accounts or somebody else's name
- **Group chat bullying** – menacing or upsetting responses to children or young people when they are in a group chat with others
- **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations
- **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal sites such as You Tube, Facebook, Snapchat, Instagram, WhatsApp, Viber, – although there are others.

Explanation of slang terms used when referring to cyber-bullying activity:

- **'Flaming'**: Online fights using electronic messages with angry and vulgar language
- **'Harassment'**: Repeatedly sending offensive, rude, and insulting messages
- **'Cyber Stalking'**: Repeatedly sending messages that include threats of harm or are highly intimidating or engaging in other on-line activities that make a person afraid for his or her own safety
- **'Denigration'**: 'Dissing' someone online. Sending or posting cruel gossip or rumours about a person to damage his or her reputation or friendships
- **'Impersonation'**: Pretending to be someone else and sending or posting material online that makes someone look bad, gets her/him in trouble or danger, or damages her/his reputation or friendships
- **'Outing and Trickery'**: Tricking someone into revealing secret or embarrassing information which is then shared online
- **'Exclusion'**: Intentionally excluding someone from an on-line group, like a 'buddy list'
- This list is not exhaustive and the terms used are subject to change.

Key Measures re Cyber Bullying

- Advice will be communicated to help students protect themselves from being involved in bullying and to advise them on reporting any incidents.
- Students will be informed about cyber bullying in the course of their education at the school.
- Community Based Gardaí will continue to visit the school once a year to talk about cyber bullying.

- Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying
- Students and staff are expected to comply with the school's policy on the use of computers in the School. (Acceptable Use Policy)
- Parents will be provided with information and advice on cyber bullying – See Appendix 3a.
- Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, and SnapChat.
- Scoil Lorcáin endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet without appropriate supervision.

Information for pupils:

If you are being bullied by phone or on the Internet:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online – if you are in a chat room, do not say where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender

There is plenty of online advice on how to react to cyber bullying. For example, www.webwise.ie; www.spunout.ie; and www.ispcc.ie have some useful tips.

Text/video messaging

- You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number
- If the bullying persists, you can change your phone number. Ask your mobile service provider about this.
- Don't reply to abusive or worrying text or video messages.
- Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Useful Websites

www.webwise.ie

www.spunout.ie

www.childnet.int.org
www.kidsmart.org.uk/beingsmart
www.antibullying.net
www.bbc.co.uk/schools/bullying
<http://ie.reachout.com>
www.abc.tcd.ie
www.kidpower.org
www.chatdanger.com
www.sticksandstones.ie
www.childline.ie/index.php/support/bullying/1395

9. Supervision and Monitoring of pupils:

The BOM 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.

10. Prevention of Harassment:

The BOM 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.

11. This policy has been ratified by the Board of Management on Monday 12th December, 2022.
12. This policy has been made available to school personnel, published on the school website and will be provided to the Parents' Association when set up in term 2. A copy of this policy will be made available to the Department and the patron if requested.
13. 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 published on the school website. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed 
(Chairperson of BOM)

Date 12/12/22

Signed 
(Principal)

Date 12/12/22

Appendix 1 Template for recording bullying behaviour (DES)

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 (tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick 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.