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**Burgess National School**

**Carrigatoher**

**Nenagh**

**Co Tipperary**



**Burgess National School Mission Statement**

***At Burgess National School, we work at creating a Christian atmosphere that promotes the dignity and individuality of every pupil, enabling him/her to reach his/her full potential in a happy learning environment.***

**Anti-Bullying Policy**

**Introduction**

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Burgess National School has adopted the following anti-bullying policy within the framework of the school’s overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

The Board of Management 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.

**Key Principles of Best Practice**

1. A positive school culture and climate which:

* is welcoming of difference and diversity and is based on inclusivity.
* encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
* promotes respectful relationships across the school community.

1. **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.
* The principal of Burgess National School 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.

1. **A School-Wide Approach**

* A whole community approach to the problem of bullying is required and Burgess National School community comprises of management, teachers, non-teaching staff, pupils, parent(s)/guardian(s)
* Beyond the school community bullying behaviour may extend to outside the school community. 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.

1. **A Shared understanding of what bullying is and its impact**

* Burgess National School 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 bully behaviour as defined in this policy (Section 2&3 of Anti-Bullying Procedures for Primary and Post Primary Schools)

1. **Implementation of Education and Prevention strategies (including awareness raising measures)**

* build empathy, respect, and resilience in pupils
* explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
* effective supervision and monitoring of pupils

1. **Effective Supervision and Monitoring of Pupils**

* Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent
* Supervision in playground areas must be managed and conducted effectively, with particular attention given to “hot spots” or “hot times” e.g., playground, cloakrooms, moving classrooms.
* Office staff are well placed to inform if any behaviour which may constitute bullying is noticed.

1. **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

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

**(i) On-going evaluation of the effectiveness of the anti-bullying policy.**

**3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools***

**Bullying is defined as follows:**

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

The following types of bullying behaviour are included in the definition of bullying:

* Deliberate exclusion, malicious gossip, and other forms of relational bullying,
* Cyber-bullying
* Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school’s code of behaviour.

**School Contact Personnel**

**The relevant teachers for investigating and dealing with bullying are as follows:**

* **Principal,**
* **All class teachers** (6.8.3. and 6.8.4)

**All other staff are required to cooperate in the reporting of any accounts of bullying to the relevant class teacher/Principal**

**Education & Prevention Strategies**

The following education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) will be used by Burgess N.S. (Ref: Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

**School – Wide Approach**

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| * A school-wide approach to the fostering of respect for all members of the school community. * Incredible Years Teacher Classroom Management Programme-we endorse its principles of promoting pro-social behaviour through prevention and early intervention insofar as possible. * 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. * Professional development with specific focus on the training of the relevant teachers * School wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians, and the wider school community. * 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. * Safe school environment e.g., Buddy system, Lunchtime Buddies and other student support activities that can help to support pupils and encourage a culture of peer respect and support. * 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. * The implementation of whole school awareness measures e.g., a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Anti bullying Week, parents/guardians’ seminars; regular school assemblies by principal or deputy principal. * Encourage a culture of telling, with particular 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 notes 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 * Identifying supports/resources available to the school: BeLonGTo [www.belongto.org](http://www.belongto.org) .INTO list of publications suitable for young children, PDST (SPHE resources) etc. * 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. Pupils are prohibited from bringing mobile phones/hand-held devices to school or on any school outing.   **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. * Delivery of lessons on Relational aggression (Volcano in my Tummy Programme: A Friend indeed, Incredible years), Cyber Bullying (Web wise Primary teachers’ resources), Homophobic and Transphobic Bullying (Different Families Same Love-INTO LGBT resource, All Together Now) Diversity and Inter-culturalism, (Show Racism the Red Card, Global citizenship Green Schools Programme, Odd Socks Day). * 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 with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately. * The school will consider the advice in “Sexual Orientation advice for schools” (RSE Primary)   **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, Supervision of pupils, Acceptable Use policy, SEN policy, Health and Safety Policy  **Investigation & Follow-Up Procedures**  **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 (see Section 6.8.9 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):** |

**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).

The school’s procedures must be consistent with the following approach.

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

**Reporting bullying behaviour**

* + Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
  + 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), must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

**Investigating and dealing with incidents: Style of approach**

* + 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.
  + 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.
  + Teachers should take a calm, unemotional problem-solving approach.
  + Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
  + All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
  + When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
  + If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should 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 a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher.
  + In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
  + Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school’s anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied.
  + It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.
  + Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.
  + In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 3 (See Section 6.8.10 (iii)).
  + 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.

- Whether the relationships between the parties have been restored as far as is practicable; and

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

• 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 school’s complaints procedures.

• 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.

**Recording of bullying behaviour**

All recording of bullying incidents must be done in an objective and factual manner. All records must be maintained in a secure manner.

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

**Informal- pre-determination that bullying has occurred**

* + All staff must record any incidents witnessed by them or notified to them, in the incident book (Stored in a locked press in the office) 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 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 same; (Stored in a locked filing cabinet in the teacher’s classroom)

**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.

**Formal Stage 2-Appendix 2 (From DES Procedures)**

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

1. in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred.

**Established intervention strategies**

* + Teacher interviews with all pupils
  + Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
  + Working with parent/guardian to support school interventions
  + Regular communication with parents/guardians
  + In line with the Incredible Years training our emphasis is on positive rather than negative and we always try to ‘catch the child being good’.
  + Happy grams – promote and reinforce prosocial skills e.g., X worked hard to control his anger today by taking deep breaths.
  + No Blame Approach
  + Circle Time-to problem solve and resolve issues. Relationship building circles “Pass a sparkle” (compliments).
  + Restorative interviews
  + Restorative conferencing/ circles to resolve issues, teacher as mediator. Restorative practice helps the “target” by helping him/her to separate the behaviour from the person who perpetrated it
  + Helping the target child to explore other friendships/work on self-esteem. Delivering lessons on class unity, self-esteem, empathy. Class sports activities, bake sales, fundraisers help with bonding.
  + Implementing questionnaires
  + Create a class charter signed by children and teacher.
  + Anti-Bullying workshops for pupils, parents, and teachers
  + Partnership with parents to address cyberbullying. Stay informed about the online world.
  + Talk from local gardaí on cyberbullying
  + Friendship Week: songs, short dramas, displays, assembly. Incorporate course resources e.g. friendship recipes, kindness stones, friendship bracelets, Random Acts of Kindness, highlight the role of bystanders. Positive messages displayed around the school.
  + Collegial support – what works well, help and support, share expertise,
  + “Compli-mats” – written compliments by peers in class.
  + Fun and interactive lessons – walking debates and hot-seating, random and assigned groups at playtime to develop friendships, shared goals
  + Coping strategies to support pupils when negative types of emotions arise.
  + Role play the language children can use if they encounter bullying behaviour.
  + Regular check-in: how are the children feeling today? Scale 1-5. Feeling’s barometer
  + Supportwebsites: [www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchoolsKen Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchoolsKen%20Rigby.pdf)

Serious instances of bullying behaviour, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, will be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

**Working with Pupils Affected by Bullying**

**The school’s programme of support for working with pupils affected by bullying is as follows**

**(Ref 6:8:16 of Procedures):**

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| * All in-school supports, and opportunities will be provided for the pupils affected by bullying (pupils who have been bullied and pupils involved in bullying behaviour) to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.   - SPHE Lessons  - Stay Safe Programme  - Walk Tall  - NEPS programmes on [www.neps.ie](http://www.neps.ie)  - Team building activities  - Anti Bullying Week  - Buddy system  - Social Skills Group  - Circle time  -Weaving Wellbeing and Friends for life  - Mindfulness Exercises   * If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise same (NEPS will be contacted for advice). Help may be sought for pupils who have been bullied and for those pupils involved in bullying behaviour. * Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with teachers. |
| **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 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.  **Policy Adoption**  This policy was adopted by the Board of Management at a meeting held on  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **Communication**  This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request. A copy of this policy will be made available to the Department and the patron if requested.  **Implementation and Review**  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, published on the school website and be readily accessible to parents and pupils on request. A record of the review and its outcome will be made available, if requested, to the patron and the Department.  **Ratification of policy**  This Policy was ratified by the BOM in February 2022.  This policy will be reviewed in February 2023.  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_  Chairperson of BOM  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_  Principal | | |

**Appendix 1**- Bullying Behaviours

**Appendix 2**- Template for Recording Bullying Behaviour

**Appendix 1**

**Bullying Behaviours which Burgess has identified as relevant to our context:** The list of examples below is non exhaustive, and Burgess N.S. may wish to add to this list as the need arises.

|  |  |
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| **General behaviours which apply to all types of bullying** | * 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 * A combination of any of the types listed. |
| **Cyber** | * **Denigration**: Spreading rumours, 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 * **Outing**: Posting or sharing confidential or compromising information or images * **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/ Twitter/You Tube or on games consoles * Abusive website comments/Blogs/Pictures * Abusive posts on any form of communication technology |
| **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). | |
| **Homophobic and Transgender** | * 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 |
| **Race, nationality, ethnic background, and membership of the Traveller community** | * Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background * Exclusion based on any of the above |
| **Relational** | This involves manipulating relationships as a means of bullying. Behaviours include:   * Malicious gossip * Isolation & exclusion * Ignoring * Excluding from the group * Taking someone’s friends away * Spreading rumours * Breaking confidence * Talking loud enough so that the victim can hear * Use or terminology such as ‘nerd’ in a derogatory way |
| **Sexual** | * Unwelcome or inappropriate sexual comments or touching * Harassment |
| **Special Educational Needs,**  **Disability** | * 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 |

Please Note:

* + ***Parents/Guardians are reminded that the legal age for children using social media is generally 13 years***
  + ***Parents/Guardians must be aware of the fact that there may be risks and dangers associated with their child using forms of social media and that parental supervision is required in this area***
  + ***Parents/Guardians should acknowledge that the school has safeguards in place with regard to pupil internet/website access at school and that use outside school falls under parental responsibility***

**Appendix 2**

**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**

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| --- | --- | --- | --- | --- | --- |
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| **3. Source** of bullying concern/report (tick relevant box(es)) \* |  |  | **4. Location** of incidents (tick relevant box(es)) \* |  |
| Pupil concerned |  |  | Playground |  |
| Other Pupil |  |  | Classroom |  |
| Parent |  |  | Corridor |  |
| Teacher |  |  | Toilets |  |
| Other |  |  | Bus |  |
|  |  |  | Other |  |

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

|  |
| --- |
|  |

**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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1. **Details of actions taken**

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Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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