

ANTI-BULLYING POLICY

FOR

ST. FRANCIS XAVIER SENIOR SCHOOL

INCORPORATING SCHOOL CODE OF DISCIPLINE



This policy was ratified on November 2012

*Reviewed: October 2014, June 2017, May 2018, March 2019, November 2020,
May 2022*

Next review date: By April 2023

1. POLICY STATEMENT

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the NEWB, the Board of Management of St. Francis Xavier Senior 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 aims of the Policy presented here are twofold, firstly to assist our school in devising school-based measures to prevent and deal with bullying behaviour and, secondly, to increase the awareness of bullying behaviour in the school community as a whole, e.g., school management, teaching and non-teaching staff, pupils and parents/guardians as well as those from the local community who interface with the school. It is of particular importance that the issue of bullying behaviour be placed in a general community context to ensure the co-operation of all local agencies in dealing appropriately with it.

The role of St. Francis Xavier Senior School is to provide the highest possible standard of education for all its pupils. A stable, secure learning environment is an essential requirement to achieve this goal. Bullying behaviour, by its very nature, undermines and dilutes the quality of education and imposes psychological damage. As such, it is an issue which must be positively and firmly addressed through a range of school-based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour.

Bullying behaviour affects not only those immediately involved; it affects everyone in the classroom, in the school community and, ultimately, in the wider community. It is recognized internationally that bullying behaviour is not confined to pupils and schools alone; it is prevalent in society, in the workplace and in the home.

Bullying behaviour thrives in an atmosphere of uncertainty and secrecy in which the victim often feels a sense of hopelessness and futility against the power being exercised by the bully. A high degree of collective vigilance is needed throughout the local community, the school, by other agencies and by parents if bullying behaviour is to be identified and dealt with in a fair and equitable manner.

2. THE SCHOOL'S POSITION IN RELATION TO BULLYING

- The Board of Management, Parents' Association, Principal and Staff are committed not only to providing a safe workplace free from aggressive threatening or violent acts, but also to providing a positive, stable, happy learning environment for all.
- 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 –
 - 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 school community;

- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that –
 - Build empathy, respect and resilience in pupils; and
 - Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigating and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the Anti-Bullying Policy.

3. 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 and
- ▣ 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.

Examples of Bullying Behaviours

<p>General behaviours which apply to all</p>	<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 • Taunting • 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.
<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/Instagram/ WhatsApp /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	<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
Race, nationality, ethnic background and membership of the Traveller community	<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
Relational	<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"
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

4. The Relevant Teacher(s) for Investigating and Dealing with Bullying is/are as follows:

Principal

Deputy Principal

All class teachers

NOTE: *Any teacher may act as a relevant teacher if circumstances warrant it.***

5. EDUCATION AND PREVENTION STRATEGIES

The education and prevention strategies (including strategies specifically aimed at cyber- bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

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.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) 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.
- Involvement of the Student Council in contributing to a safe school environment.
- A summary of the Anti-Bullying policy is included in student journals and displayed publicly in classrooms.
- The school's anti-bullying policy is discussed with pupils twice yearly (Term 1 and 2).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures
- 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 note up with homework.
 - Request to speak to another adult in the school.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- 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.

Implementation of Curriculum

- The full implementation of the SPHE curriculum 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, e.g. Stay Safe Programme, The Walk Tall Programme, abi programme (from Term 2, 2021).
- Delivery of lessons on **Homophobic and Transphobic Bullying** to 5th and 6th classes. Annual workshop in Term 1 delivered by SARI (Sport Against Racism Ireland).
- Delivery of lessons on **Diversity and Interculturalism**.
- Delivery of the Community 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 implement the advice in “Sexual Orientation advice for schools” (RSE Primary, see booklet).

Links to other policies

School policies, practices and activities that are particularly relevant to bullying are our Code of Behaviour, Child Protection policy, Supervision of pupils, Acceptable Use policy.

- Through Stay Safe, R.S.E. and Walk Tall Programmes along with regular references to our Code of Behaviour and frequent general informal and formal classroom discussions all teachers endeavour to stress the following points to children:-
 - ❖ That bullying in any form is unacceptable and always wrong
 - ❖ That it should be reported as early as possible
 - ❖ That both victim and bully need help
 - ❖ Knowing that bullying is occurring means you have a duty to do something about it
 - ❖ That every row, cross word, etc. is not bullying

- As a whole school strategy and in keeping with Stay Safe and Walk Tall Programmes, the following script is taught across all class levels, explicitly and through role-play:

STOP
SAY NO
TELL

- SARI Ireland present sports workshops for pupils from 5th and 6th classes in Term 1 of each year entitled “Football Against Discrimination” which focuses on Racism, Sexism, Homophobia and Disability.
- Anti-Bullying Ireland will be invited to the school to present their abi programme to all classes in Term 2.
- Prim-Ed photocopiable resources for Upper and Middle classes are also available (Room 2)
- Prim-Ed photocopiable resources dealing with “Bullying in a Cyber World” for Lower, Middle and Upper Classes are also available (Room 2)

6. CHILD TO CHILD BULLYING

- Bullying in St. Francis Xavier Senior School is not tolerated in any form (See attached Code of Behaviour).
- Teachers recognise the great role that parents have to play in this area. We would encourage parents to talk regularly to their children about bullies and being bullied and to report to the school as early as possible any case of bullying which they may become aware of.
- While every effort is made by teachers to foster appropriate behaviour among children (See Code of Behaviour - Section on Respect) inevitably instances of bullying may occur.

WHAT PUPILS CAN DO TO HELP

- ❖ Do not allow someone to be deliberately left out of a group.
- ❖ Do not smile or laugh when someone is being bullied.
- ❖ Be sure to tell a teacher/or other adult what is happening.
- ❖ Encourage people who are bullied to join in with group games, etc.
- ❖ Tell the bully to stop what they are doing.
- ❖ Be aware of the school's policy on bullying.
- ❖ Refuse to be involved in any bullying situation.

WHAT STAFF CAN DO

- ❖ Be aware of the school's policy on bullying.
- ❖ Implement school wide prevention strategies.
- ❖ Be role models in word and action.
- ❖ Be observant of signs and stress.
- ❖ Be vigilant of incidents of possible bullying.

WHAT PARENTS CAN DO

- ❖ Be aware of the school's policy on bullying as part of the Code of Behaviour.
- ❖ Remind their child of the STOP - SAY NO – TELL strategy the school has adopted.
- ❖ Advise their son/daughter to tell a Staff Member about the incident.
- ❖ Encourage their son/daughter not to retaliate.
- ❖ Be willing to inform the school of any cases of suspected bullying.
- ❖ Inform the class teacher of any notable behavior change in their child.
- ❖ Attend the Information Evenings on Anti-Bullying and Cyber Safety organised by the Parents' Association every two years.

SOME THINGS CHILDREN COULD DO IF THEY FEEL THEY ARE BEING BULLIED

- ❖ Tell yourself that you don't deserve to be bullied, do not blame yourself for what has happened.

Bullies appear very powerful. They may even make it seem like the bullying is the victim's fault.
- ❖ Tell an adult you trust what has happened - straight away.
- ❖ Tell your family. Seek the advice of your parents. You need help and support. Have your parents contact the school and tell them what is happening.
- ❖ Keep on speaking up until someone listens.

7. PROCEDURE 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, parent(s)/guardian(s)) understand this approach from the outset.

7.1 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), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

7.2 Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/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 may face them from the other members of the group after the interview by the teacher;
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- 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 him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/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;

7.3 Follow up and Recording

- 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;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- 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.
 - Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
 - In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Pupils.

7.4 Recording of 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:

7.4.1 Informal - pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. 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.

7.4.1.1 Informal-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 his/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.
- In all cases both sets of parents/guardians will be informed.
- The situation will continue to be monitored by the class teacher and management.

7.4.2 Formal-Appendix 1 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 1** to record the bullying behaviour in the following circumstances:

a) 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; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. The teacher copy is stored in the locked press in the classroom and the principal copy is stored in a filing cabinet in the Principal's Office. At the end of the school year, the teacher submits any copies they wrote during the year to the principal for storage in the Principal's Office. In accordance with Data Protection Guidelines, these documents are never destroyed.

7.4.3 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(s)/guardian(s) to support school interventions
- No Blame Approach
- Restorative interviews
- Restorative conferencing

8. Programme of Support for Pupils affected by Bullying

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

- All in-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.
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

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

9. 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.

- Follow up interviews will be held with the victim to check that the matter has not re-occurred.

- The bully/bullies will meet with the relevant staff to ensure that his/her behaviour has changed; to provide support where necessary to understand that impact of his/her behaviour.

10. PROCEDURE FOR PARENTS TO ADDRESS BULLYING OF PUPIL(S) BY A TEACHER

INFORMAL NON-WRITTEN COMPLAINT

Unwritten complaints may be processed informally as set out in Stage 1 of this procedure.

Stage 1

- A parent/guardian who wishes to make a complaint should approach the class teacher with a view to resolving the complaint.
- Where the parent/guardian is unable to resolve the complaint with the class teacher, he/she should approach the Principal with a view to resolving it.
- If the complaint is still unresolved, the parent/guardian should raise the matter with the Chairperson of the Board of Management with a view to resolving it.

A FORMAL WRITTEN COMPLAINT

Only those complaints about teachers which are written and signed by parents/guardians of pupils may be investigated formally by the Board of Management.

Stage 2

- If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further, he/she should lodge the complaint in writing with the Chairperson of the Board of Management
- The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties within 10 days of receipt of the written complaint.

Stage 3

- If the complaint is still not resolved the Chairperson should make a formal report to the Board within 10 days
- If the Board considers that the complaint is not substantiated, the teacher and the complainant should be so informed within three days of the Board meeting
- If the Board considers that the complaint is substantiated or that it warrants further investigation, it proceeds as follows:-
 - a) The teacher should be informed that the investigation is proceeding to the next stage
 - b) The teacher should be supplied with a copy of any written evidence in support of the complaint

- c) The teacher should be requested to supply a written statement to the Board in response to the complaint
- d) The teacher should be afforded an opportunity to make a presentation of case to the Board. The teacher would be entitled to be accompanied by another person of his/her choice at any such meeting
- e) The Board may arrange a meeting with the complainant if it considers such to be required. The complainant would be entitled to be accompanied by another person of his/her choice

Stage 4

- When the Board has completed its investigation, the Chairperson should convey the decision of the Board in writing to the teacher and the complainant within five days of the meeting of the Board
- The decision of the Board shall be final

11. 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.

Review Procedures

This policy was adopted by the Board of Management on 28th November 2012 and is reviewed on annual basis. The most recent review took place on 11th May 2022.

This policy has been made available to school personnel, published on the school website 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, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Next review date: By April 2023

Signed: *John Mitchell* (Chairperson) Date: 11th May 2022

Signed: *Adrienne Darby* (Principal) Date: 11th May 2022

Appendix 1 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 (tick relevant box(es))*

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es))*

Yard	
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	Racist	Member of Travelling Community	Other (Specify)

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8. Brief description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____