



Scoil Naomh Pádraig

## **Anti-Bullying Policy**

Revised September 2024

## Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the National Educational Welfare Board (NEWB), the Board of Management of Scoil Naomh Pádraig 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.

### 1. Key Principles of Best Practice

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 and respect;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the entire school community;
- Effective leadership;
- A school-wide approach (management, staff, parents and pupils);
- 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, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

### 2. Definitions and Types 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 (SEN).

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.

In the context of this policy however, 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.

## **Types of Bullying**

### ***Pupil Behaviour:***

1. **Physical Aggression:** Including pushing, shoving punching, kicking, poking and tripping people up and any such actions.
2. **Intimidation:** Including very aggressive body language with the voice being used as a weapon.
3. **Isolation/Exclusion:** A certain person is deliberately isolated, excluded or ignored by some or all of the class group.
4. **Cyber Bullying:** Use of information and communication technologies such as text, social network sites, e-mail, instant messaging, apps, gaming sites, chat rooms and other online technologies.
5. **Name Calling:** Persistent name-calling directed at the same individual(s), which hurts, insults or humiliates.
6. **Damage to Property:** This may result in damage to clothing, mobile phones or other devices, schoolbooks and other learning materials or interference with a pupils' bicycle.
7. **Extortion:** Demands for money or possessions may be made by force or threat.
8. **Slagging:** Banter which extends to very personal remarks aimed again and again at the one individual about appearance, clothing, personal hygiene, accent, race or involves references of an uncomplimentary nature to members of one's family, particularly if couched in sexual innuendo.

9. **Bullying of School Personnel:** Physical assault, damage to property, verbal abuse, threats to people's families etc.

***Teacher Behaviour:***

A teacher may, unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour in a number of ways:

- Using sarcasm or other insulting or demeaning form of language when addressing pupils; making negative comments about a pupil's appearance or background;
- Humiliating directly or indirectly, a pupil who is particularly academically weak or outstanding, or vulnerable in other ways;
- Using any gesture or expression of a threatening or intimidatory nature, or any form of degrading physical contact or exercise;

**3. Who investigates and deals with Bullying**

In this policy, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the 'relevant teacher'. The relevant teacher is the Class Teacher, Special Education Teacher (SET), Deputy Principal or Principal. Any teacher may act as relevant teacher if circumstances warrant it.

**4. Rights and Responsibilities**

In the daily life and routines of the school the ways in which people interact with each other significantly affect each person's sense of self-worth, belonging and well-being. The fostering of good quality interpersonal relationships among teachers, students, parents and ancillary staff is a responsibility shared by everyone.

All members of the school community have a role to play in the prevention of bullying.

*Responsibilities of the Board of Management*

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

*Responsibilities of School Staff*

- To acknowledge that bullying is a shared responsibility within the school.
- To implement prevention and intervention strategies which build and maintain a safe

learning environment for the whole school community.

- To empower students to deal with conflict in constructive ways.
- To take all reports of bullying seriously and to report them to the Principal if warranted.
- To document any serious bullying incidents using the Bullying Incident Report Form.

#### *Responsibilities of Pupils*

- To show consideration, respect and support towards others.
- To be able to identify bullying behaviour.
- To not bully others.
- To tell if they are being bullied or if they see someone else being bullied.
- To engage in responsible reporting when witnessing or experiencing bullying behaviour.
- To develop a sense of empathy for targeted members of the school community and as a result take safe and sensible action as a bystander.

#### *Responsibilities of Parents*

- To support the school in the implementation of the policy.
- To watch out for signs that their child may be being bullied.
- To speak to the class teacher if their child is being bullied or they suspect that this is happening.
- To speak to the class teacher as soon as they are aware that issues are arising which are affecting their child.
- To instruct their children to tell if they are being bullied or if they have seen other pupils being bullied.
- To notify the school if they think that their child is displaying bullying behaviour and to work with the school in addressing this problem. They should not defer letting the school know of any issue, in the hope that the problem will go away.
- To ensure that if their children are online that they are using social media in a safe and responsible manner; parental supervision is very important in this area as there are risks associated with internet/website access.
- To never directly approach a student, or the parent of a student, at the school to intervene in behavioural issues.

### **5. Education and Prevention Strategies used by this School:**

#### a) School-wide approach: Prevention strategies

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display our three key 'respect' rules "Respect Myself, Respect Others, Respect our School" around the school.

- Catch the children being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- At assemblies, school rules are reinforced on a regular basis. Raise awareness of the definition of bullying and how the school deals with such behaviour. Attention is drawn at school assemblies to the school's zero tolerance for bullying.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or additional needs.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Each class has a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media. Encourage the children and their parents/guardians to use the Online Safety Charter (that was drawn up as a helpful tool by the Parents Association) at home. The charter is available in the school journal and can be used to discuss online safety and establish rules to help children use social media, games etc. responsibly and safely. Organise seminars/ workshops given by relevant professionals to older pupils and to parents/guardians, focusing on educating pupils on appropriate online behaviour, how to stay safe while online and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents is of great importance in this regard.
- If pupils bring mobile phones or other smart devices to school, they should be switched off at all times during school hours as per the school's Acceptable Use Policy.
- Actively promote the right of every member of the school community to be safe and secure in school.
- All staff can actively watch out for signs of bullying behaviour.
- All staff, to the best of their ability, will ensure there is adequate playground/school yard/outdoor supervision (as per the school's Supervision Policy).
- School staff and pupils can identify hot spots and hot times for bullying in the school.
  - Hot spots tend to be in the playground/school yard/outdoor areas, toilet areas, corridors and other areas of unstructured supervision.
  - Hot times tend to be times where there is less structured supervision such as when pupils are in the playground/school yard, arriving into the classroom or moving classrooms.

b) Implementation of Curricula:

- The implementation of the Social Physical and Health Education (SPHE) curriculum, according to our school plan, including the Relationship and

Sexuality Education (RSE) and Stay Safe Programmes.

- School wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme and The Walk Tall Programme; cyberbullying (Webwise teachers' resources) and lessons from [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie)
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardaí (when available) 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.

c) Links to other policies

- Please refer to the school's policy documents on Code of Behaviour (including the Acceptable Use of Devices and the Internet Policy), Child Protection Policy, Supervision of Pupils, and Attendance (all available on our website).

## **6. Procedures for investigating and dealing with bullying and established 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 detailed below. 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.

### **Reporting bullying behaviour**

- Pupils are encouraged to report bullying behaviour as soon as possible.
- Any pupil or parent(s)/guardian(s) may bring a bullying incident to the attention of any teacher in the school.
- All reports, including anonymous reports of bullying, will be dealt with by the relevant teacher.
- Teaching and non-teaching staff such as the secretary, special needs assistants (SNAs), caretaker, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

### **Investigating and dealing with incidents**

- In dealing with bullying/alleged 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 the relevant teacher 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 discussed outside the classroom to ensure the privacy of all involved.
- All discussions 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 conflict in a non-aggressive manner. Teachers who are dealing with alleged bullying behaviour should keep a written record of their discussions with those involved.
- If a group is involved, each member should be afforded the opportunity to discuss the matter 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 accounts.
- It may be helpful to request the assistance of another staff member in such discussions
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after their discussion with the teacher; It may also be helpful to ask those involved to write down their account of the incident(s) (if appropriate).
- 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.
- 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 will 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 will give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- 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.

The following steps are taken in dealing with bullying behaviour:

- We try to enable those involved to engage in a mediated conversation, the purpose of which is to allow for the pupil(s) effected to have a voice and for the impact of bullying behaviour to be understood by anyone involved. All staff will be made aware of the importance of this practice.



- Instances of bullying are dealt with through a restorative practice lens – whereby pupils are motivated to understand impact, empathise with the child who has been bullied and to work towards restoration of a better relationship.
- The children and relevant teacher work towards agreeing to certain steps forward, including:
  - The child who has bullied another is asked to give assurance that the bullying behaviour will stop
  - That the children will treat each other with respect (as per our school rules)
  - That the children are aware that they should always bring any further bullying behaviour to the attention of an adult/relevant teacher immediately
  - That there will be ongoing monitoring of behaviour by the relevant teacher/other adult
  - That the children will refrain from overly-discussing the incident so as to allow a line to be drawn and for a fresh start to be established
  - That parents/guardians will be kept informed of this agreement.
- Where bullying behaviour reoccurs, a formal meeting of the child, his/her parents /guardians and the Principal will be held. If deemed warranted, a formal suspension may occur. The Chairperson has the authority to enact an immediate suspension. Alternatively, in certain circumstances he/she may issue a final Chairperson’s warning to the child who has been bullying.
- While the school supports parents and pupils in dealing with issues that arise outside of school, parents should be aware that the school is limited in its power to deal fully with issues that arise while the children are not under our care.

### **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) will 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 will advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

### **Recording of bullying behaviour:**

It is important that all recording of bullying incidents is done in an objective and factual manner. This school's procedures for noting and reporting bullying behaviour are as follows:

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

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

#### ***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 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(s).

#### ***Formal Stage 2-known as 'Appendix 3' from DES Procedures***

- The relevant teacher must use the recording template known Appendix 3 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.

The school should list behaviours that must be recorded and reported immediately to the Principal. These should be in line with the school's Code of Behaviour.

When the recording template is completed, it will be retained in the Principal's office.

## **Established intervention strategies**

- Teacher conversations with 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.
- Circle Time and similar strategies in order to address issues.
- Anti-bullying programme and awareness-raising throughout the school year.

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

A programme of support for pupils who have been bullied can be put in place if needed. Such pupils may require opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. Outside of school support, such as counselling, should be considered if necessary.

A programme of support for those pupils involved in bullying behaviour is also part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth (e.g. Weaving Well-being at all class levels, the Stay Safe Programme etc). Pupils who engage in bullying behaviour may need other supports outside of school to help them learn other ways of meeting their needs without violating the rights of others.

Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

- The relevant teacher will monitor the pupil on a continuous basis.
- The Principal will regularly discuss the progress of the affected pupils with the relevant teacher.
- The relevant teacher will maintain specific contact with the parents providing feedback.
- The relevant teacher will liaise with the Special Education Team (SET) to provide support to the affected pupils either in group or class sessions in the form of a series of relaxation techniques/Circle Time activities to build resilience and promote positive self-esteem.
- In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

## **8. 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.

## **9. 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.

- 10.** This policy was reviewed and ratified by the Board of Management on 3 October 2022.
- 11.** 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.
- 12.** This policy and its implementation will be reviewed by the Board of Management annually. 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.

Signed: *Maeve O'Rourke*

Chairperson of Board of Management

Signed: *Anna Jennings*

Principal and Chairperson to the Board of Management

Signed: *Bryan Hickson*

Chairperson of Parents' Association)

Date: 25 September 2024

## **Appendix 1: Types of bullying**

The following are some of the types of bullying behaviour that can occur amongst pupils:

**Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in ‘mess fights’, they can sometimes be used as a disguise for physical harassment or inflicting pain.

**Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

**Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: “Do this or I won’t be your friend anymore” (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.

**Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging, apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person’s sexuality, appearance etc.

**Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden. **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

## Appendix 2: Examples of Bullying Behaviours

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

<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone’s friends away</li> <li>• “Bitching”</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The “look”</li> <li>• Use or terminology such as ‘nerd’ in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person’s disability</li> <li>• Setting others up for ridicule</li> </ul>

**Template for recording bullying behaviour, known as Appendix 3.**

**1. Name of pupil being bullied and class group**

Name \_\_\_\_\_ Class \_\_\_\_\_

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

_____ _____ _____				
<b>3. Source of bullying concern/report (tick relevant box(es))*</b>			<b>4. Location of incidents (tick relevant box(es))*</b>	
Pupil concerned			Playground	
Other Pupil			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other			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**

**9. Details of actions taken**

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.