St. Attracta’s Community School, Tubbercurry, Co. Sligo.

ANTI-BULLYING POLICY
1. 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. Attracta’s Community School has adopted the following anti-bullying policy within the framework of the school’s overall Code of Positive 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.

2. The Board of Management recognised the very serious nature of bullying and the negative impact that it can have on the lives of students 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 students 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 students; and
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of students;
- 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.

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 and 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 positive 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 positive behaviour.

Please also note additional information from the *Anti-Bullying Procedures for Primary and Post-Primary Schools* as follows:

Types of Bullying (Appendix 1)
Impact and Indicators of Bullying Behaviour (Appendix 2)
Characteristics Associated with Bullying (Appendix 3)

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

- Class Teacher
- Class Tutor
- Year Head
- Guidance Counsellor
- Chaplain
- Deputy Principal
- Principal

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

- Promotion of a positive school climate and culture
- Effective Leadership
- Whole-school approach
- Fair and transparent Code of Positive Behaviour
- Promote awareness of bullying (SPHE AND RSE Programmes)
- Anti-Bullying workshops/guest speakers
- Effective supervision and monitoring of students
- Consistent recording, investigation and follow-up of bullying behaviour
- On going evaluation of the effectiveness of the Anti-Bullying Policy

Please also note additional information from the *Anti-Bullying Procedures for Primary and Post-Primary Schools* as follows:

**Key Elements of a Positive School Culture and Climate (Appendix 4)**

6. 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 are as follows:

- Swift action by the relevant teacher when an allegation is made
- Relevant information to be recorded on the Bullying Incident Report Form (see Appendix 2)
- Full investigation to follow which will include parents and relevant staff and students.
- Involvement of outside agencies if necessary
- Monitoring of the situation and follow-up

Please also note additional information from the *Anti-Bullying Procedures for Primary and Post-Primary Schools* as follows:

**Procedures for Investigating and Dealing with Bullying (Appendix 5)**

Procedures for Recording Bullying Behaviour (Appendix 6)
Bullying Incident Report Form (Appendix 7)

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

- Counselling service (through guidance or chaplain)
- Building self-esteem and developing social skills
- Use of restorative practices to re-build and maintain relationships
- Co-operation with parents
- Referral to outside agencies (if necessary) in co-operation with parents

8. **Supervision and Monitoring of Students**

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. A pro-active approach is encouraged during periods of supervision.
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 students or staff or the harassment of students 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 adopted by the Board of management on ________________________

11. This policy has been made available to school personnel and published on the school website. A copy of this policy will be made available to the Department of Education and Skills and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel and published on the school website. A record of the review and its outcome will be made available to the Department of Education and Skills and the patron if requested.

Signed:  
______________________________  
Chairperson

Date:  
______________________________

Signed:  
______________________________  
Principal

Date:  
______________________________
APPENDIX 1 - TYPES OF BULLYING  
*(Anti-Bullying Procedures for Primary and Post-Primary Schools – SECTION 2)*

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

**Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While students 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 student 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 (IM), 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.

**Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

**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 student not delivering on the demand). A student may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

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**APPENDIX 2 – IMPACT AND INDICATORS OF BULLYING BEHAVIOUR**

* (Anti-Bullying Procedures for Primary and Post-Primary Schools – SECTION 3)

### 3.1 Impacts of bullying behaviour

3.1.1 Students who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

3.1.2 Students who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, Students who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Students can also feel guilt or distress at not being able to help the person being bullied.

3.1.3 There are also consequences for individuals who engage in bullying behaviour. Students who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

### 3.2 Indicators of bullying behaviour

3.2.1 The following signs and symptoms may suggest that a student is being bullied:

- (i) Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- (ii) Unwillingness to go to school, refusal to attend, truancy;
- (iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- (iv) Pattern of physical illnesses e.g. headaches, stomach aches;
- (v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- (vi) Visible signs of anxiety or distress, e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- (vii) Spontaneous out-of-character comments about either students or teachers;
- (viii) Possessions missing or damaged;
- (ix) Increased requests for money or stealing money;
(x) Unexplained bruising or cuts or damaged clothing; and
(xi) Reluctance and/or refusal to say what is troubling him/her.

3.2.2 There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a student is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the student.

APPENDIX 3 – CHARACTERISTICS ASSOCIATED WITH BULLYING
(Anti-Bullying Procedures for Primary and Post-Primary Schools – SECTION 4)

It is important to recognise that any student can be bullied or can engage in bullying behaviour.

4.1 The student who engages in bullying behaviour

4.1.1 A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. “Prejudice-based” or “identity-based” bullying can be a significant factor in bullying behaviour.

4.1.2 Students who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline. They may lack any sense of remorse convincing themselves that the other person deserves the treatment they are receiving.

4.1.3 Students who engage in bullying behaviour can be attention seeking: setting out to impress bystanders and responding to the reaction their behaviour provokes. They can lack the ability to empathise. They can appear unaware or indifferent to the other person’s feelings. It is of note that students who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem.

4.1.4 However, it must also be recognised that students who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others.

4.1.5 It is not uncommon to find that students who engage in bullying behaviour may also have been bullied themselves.

4.2 The student who is bullied

4.2.1 Any student through no fault of their own may be a target of bullying. It is common in the course of normal interaction for students to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As students can be particularly quick to notice differences in others, students who are perceived as different in some way can be more prone to encounter such behaviour. However, the students who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the student’s continuing response to the verbal, physical or psychological aggression.
4.2.2 Students who are bullied often experience difficulties in speaking up about bullying. The difficulties include:

(i) Fear of reprisals;
(ii) Concerns about being perceived as a “tell-tale” for reporting bullying;
(iii) Concerns about “getting into trouble” with the principal or teacher for reporting bullying;
(iv) Not having evidence to back up a bullying allegation;
(v) Not knowing how the matter will be dealt with by the school; and
(vi) Not feeling fully confident of being believed.

4.3 More vulnerable pupils

4.3.1 While bullying can happen to any student, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT) students and those perceived to be LGBT and pupils of minority religious faiths.

4.3.2 There can be an increased vulnerability to bullying amongst students with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some students with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such students may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour. Research suggests that children with disabilities and with special educational needs (SEN) are more likely to be bullied than others. Bullying can also have a more severe impact on such children. For example, some studies which compare the impact of bullying on children with and without certain disabilities, such as a speech and language difficulty, show that bullying has a greater impact on self-esteem for those with a disability.

4.3.3 Homophobic and transphobic bullying (bullying targeted at those who are or who are perceived to be LGBT) has also been found to be prevalent with evidence that such students have particular difficulty in speaking up or reporting the bullying behaviour.

4.4 Where does bullying happen?

Bullying can happen anywhere at any time but there are certain times and places which particularly facilitate bullying.

4.4.1 Cyber-bullying: Access to technology means that cyber-bullying can happen around the clock and the student’s home may not even be a safe haven from such bullying. Students are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. While cyber bullying often takes place at home and at night, the impact can also be felt in school.

4.4.2 Areas of unstructured activity: Bullying in schools frequently takes place in the playground/schoolyard. School grounds with hidden or obscured parts may provide an environment conducive to bullying. Many common playground/schoolyard games present opportunities for bullying because of their physical nature. It is relatively easy to single out and bully another student. The noise level
masks much of what is going on. The playground/schoolyard provides the opportunity for older students to pick on younger students. It can also be the setting for bullying by groups. Continuing provocation may eventually lead to a physical fight and ironically in some cases the person being bullied may appear to be the aggressor because he/she finally gives vent to his/her frustration. Toilets, corridors, cloakrooms, locker areas, changing rooms, showers, the gym and assembly hall may be the scene of verbal, psychological and physical bullying. The behaviour of students in those areas needs careful monitoring.

4.4.3 Bullying in the classroom: Bullying may also take place in class. It may occur subtly through glances, looks and sniggers but may take the more overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby students are allowed to make derogatory comments about their classmates or other teachers. However, teachers need to be alert to the underlying reasons for such comments in case students are trying to disclose something which is disturbing them and thus needs further investigation. Bullying may also occur between class periods irrespective of whether the class or the teacher moves.

4.4.4 Coming to and from school: The area immediately outside the school, the local shops and local neighbourhood are often the scenes of bullying. Bullying can also take place at the bus-stop or on the journey to and from school whether the individuals are walking, cycling or on school buses.

APPENDIX 4 – KEY ELEMENTS OF A POSITIVE SCHOOL CULTURE AND CLIMATE

(Anti-Bullying Procedures for Primary and Post-Primary Schools – SECTION 6)

The school acknowledges the right of each member of the school community to enjoy school in a secure environment.

The school acknowledges the uniqueness of each individual and his/her worth as a human being.

The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.

The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.

The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.

The school has the capacity to change in response to students’ needs.

The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils’ attitudes and values.

The school takes particular care of "at risk" students and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.

The school recognises the role of parents in equipping the student with a range of life-skills.

The school recognises the role of other community agencies in preventing and dealing with bullying.

The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.

The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.

Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

APPENDIX 5 – PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING

(Anti-Bullying Procedures for Primary and Post-Primary Schools – SECTION 6)

6.8.9 School authorities must ensure that the school has clear procedures for investigating and dealing with bullying and that these are set out in the school’s anti-bullying policy. The school’s procedures must be consistent with the following:

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

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

(iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;

(iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
(v) Parents and students 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;

(vi) It is very important that all involved (including each set of students and parents) understand the above approach from the outset;

(vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by students, staff or parents;

(viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

(ix) All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way;

(x) 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;

(xi) If a group is involved, each member should be interviewed individually at first. Thereafter, it may be appropriate for all those involved to meet as a group as the situation dictates. Should a group meeting be deemed appropriate, 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;

(xii) 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;

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

(xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their students;

(xv) Where the relevant teacher has determined that a student 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 student being bullied;

(xvi) It must also be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents and the school;

(xvii) 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 student 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 7.

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 or Deputy 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.

APPENDIX 6 – PROCEDURES FOR RECORDING BULLYING BEHAVIOUR
(Anti-Bullying Procedures for Primary and Post-Primary Schools – SECTION 6)

6.8.10 The Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour and these must be documented in the school’s anti-bullying policy. All records must be maintained in accordance with relevant data protection legislation. The school’s procedures for noting and reporting bullying behaviour must adhere to the following:

(i) 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;

(ii) 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.
(iii) The relevant teacher must use the recording template at Appendix 7 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.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 7 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 7 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

APPENDIX 7 – BULLYING INCIDENT REPORT FORM

1. Name of student being bullied and class group:

   Name: ____________________________  Class: ____________________________

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

   ________________________________________________________________
3. **Source of bullying concern/report (please tick as relevant)**

<table>
<thead>
<tr>
<th>Source</th>
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<tbody>
<tr>
<td>Student concerned</td>
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<tr>
<td>Other student</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
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<tr>
<td>Teacher</td>
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<tr>
<td>Other</td>
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4. **Location of incidents (please tick as relevant)**

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<tr>
<th>Location</th>
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<tbody>
<tr>
<td>Outside</td>
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<tr>
<td>Corridor</td>
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<tr>
<td>Bus</td>
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<tr>
<td>Classroom</td>
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<tr>
<td>Toilets</td>
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<tr>
<td>Other</td>
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5. **Name of person(s) who reported the bullying concern:**

Name(s): __________________________________________

6. **Type of bullying behaviour (please tick as relevant)**

<table>
<thead>
<tr>
<th>Behaviour</th>
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<tbody>
<tr>
<td>Physical Aggression</td>
<td>Cyber-Bullying</td>
</tr>
<tr>
<td>Damage to Property</td>
<td>Intimidation</td>
</tr>
<tr>
<td>Isolation/Exclusion</td>
<td>Homophobic bullying</td>
</tr>
<tr>
<td>Name Calling</td>
<td>Malicious Gossip</td>
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<tr>
<td>Other</td>
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</table>

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

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Homophobic</td>
<td>Racist</td>
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<tr>
<td>Disability/SEN</td>
<td>Membership of Traveller community</td>
</tr>
<tr>
<td>Other (specify)</td>
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</tbody>
</table>
8. **Brief description of bullying behaviour and its impact:**

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

9. **Details of actions taken:**

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Signed: ________________________________ Date: ________________________________

RELEVANT TEACHER

Date submitted to Principal/Deputy Principal _______________________________________