



Harold's Cross
ETSS

Anti-Bullying Policy

Introduction

1. Rationale:

Harold's Cross ETSS ("the School") is a community of teachers, students, parents and non-teaching staff that aims to provide the highest possible standard of education for all its students in a stable, non-threatening environment. As bullying is known to cause physical and/or psychological damage and to negatively affect the quality of the teaching and learning provided, all members of the School are united in recognising their role in supporting an anti-bullying ethos and a whole school anti-bullying environment.

It is the responsibility of every member of the School community to respect the right of others to learn in an atmosphere free from threats towards themselves or their belongings and to assist in the prevention of bullying behaviour.

To this end it is imperative that every member of the School community recognises that bullying or harassing behaviour will not be tolerated.

2. Scope:

The School Anti-Bullying Policy ("the Policy") applies in the following contexts:

- The relationships between students and other students.
- The relationships between students and (their teachers) all members of staff.

The Policy does not apply to the bullying of staff by other members of staff or by parents or students. This issue is dealt with in a separate policy *Dignity in the Workplace*.

3. Application:

The Policy applies to the following:

- When students are on the School grounds.
- When students are travelling to and from School.
- When students are on School tours and trips.
- When students are engaged in extra-curricular activities organised by the School.
- The School reserves the right, in exceptional circumstances, to apply the Policy in respect of bullying or harassment that occurs at any other time when, in the opinion of the Principal and/or the Board of Management, there is a clear connection with the School, and the alleged behaviour is likely to have a significant impact on the work of the School. This could include (but is not limited to), for example, the bullying of a student close to school grounds, the bullying of a student using a social networking site such as Facebook, Snapchat, Instagram, Twitter or other such sites.

4. 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 Harold's Cross ETSS 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.

5. The School and Board of Management recognises 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 to create a safe place for students to learn;
- 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);
- On-going evaluation of the effectiveness of the anti-bullying policy.

6. 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:

- Physical aggression; Verbal aggression; Damage to property/clothes, locker, isolation and Exclusion; Gesture; Intimidation; Extortion.
- Deliberate exclusion, malicious gossip and other forms of relational bullying, Cyber-bullying.
- Identity-based bullying such as homophobic or transgender-based bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.
- In addition, 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.

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.

In the case that a harmful message is sent in a group chat, this will be viewed as bullying as it is being sent to multiple recipients.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the School’s Code of Positive Behaviour.

It should be noted that when dealing with a reported issue, the school endeavours to deal with the bullying behaviour and harmful actions. The policy aims to resolve the issue and restore relationships in so far as possible as opposed to identifying the student as a bully.

Examples of Bullying Behaviour

<p>General behaviours, which apply to all</p>	<p>Harassment based on any of the nine grounds set out in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</p> <ul style="list-style-type: none"> • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, graffiti, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space which is intentional • A combination of any of the types listed
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<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Positive 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: Purposely excluding someone from an online group • Cyber- stalking: On-going harassment and denigration that causes a person considerable fear for his/ her safety • Silent phone calls • Abusive phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. instagram/ sarahah /Twitter / You tube or game consoles, Snapchat etc. • Abusive website comments/ Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours</p>	<ul style="list-style-type: none"> • Including any of the nine discriminatory grounds mentioned in the Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age disability, race and membership of the Traveller Community)
<p>Homophobic and Transphobic</p>	<ul style="list-style-type: none"> • Spreading rumours about a person’s sexual orientation or gender identification • Taunting a person of a different sexual orientation or gender • Name calling e.g. Gay, queer, lesbian ... used in a derogatory manner • Physical intimidation or attacks • Threats
<p>Race, nationality, ethnic background and the membership of the Traveller Community</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion based on any of the above

Relational	<ul style="list-style-type: none"> • This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone’s friends away • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The “Look” • Repeated jeering • Repeated slagging and put downs • Practical jokes at someone’s expense
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Additional Educational Needs	<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

7. The relevant teachers for investigating and dealing with bullying are the SNAs, Class Teachers, Class Tutors, Year Coordinators, Guidance Counsellor, Deputy Principal and Principal. Any teacher or ancillary staff member may act as a relevant teacher if circumstances warrant it

8. The Anti-Bullying Programme: *Prevention is better than cure.*

The programme contains the education and prevention strategies (including strategies specifically aimed at cyber- bullying, identity-based bullying including in particular, homophobic, and Transphobic bullying and faith-based bullying) that are used by the school.

Programmes aim to raise awareness about bullying, to make it acceptable to talk about bullying and harassment and to take action to prevent such behaviour. In particular, the Social Personal Health Education (“SPHE”) and Civic, Social and Political Education (“CSPE”) syllabuses as well as the Ethical Education programme are designed to raise self-esteem and to help students deal with the inevitable conflict that one encounters in everyday life in a

positive and proactive manner. All junior class groups are timetabled once a week for SPHE, CSPE and Ethics. These syllabi incorporate many issues related to bullying. The Principal, Deputy Principal, Anti-Bullying Coordinator and the entire staff take responsibility for the implementation of this programme.

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 extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of worth through formal and informal interactions. Our ECA programme aims to enhance and develops students' interests and self-esteem.
- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it – prevention and intervention. This takes place at the start of the year and at staff meetings during the year.
- Professional development with specific focus on the training of the relevant teachers.
- School-wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community.
- Supervision and monitoring of corridors, assembly areas, classrooms, toilets, school grounds, school tours and all extra – curricular activities. Non- teaching and ancillary staff will be encouraged to be vigilant and report issues to the relevant teachers. Supervision will also apply to monitoring the students' use of communication technology in the school. The use of mobile phones by students is not permitted on school grounds.
- Involvement of the student council in contributing to a safe environment. The student council is actively involved in Anti-Bullying week and Anti- Bullying awareness. One of its functions is the task of ensuring that no student is made unhappy by the deliberate or thoughtless actions of others.
- A tutor system is in place as a support mechanism for all students. This approach binds the year groups together. There are regular "check-ins" at registration every day.
- Lunch clubs such as Games Club are available during the week and these particularly target students who may feel shy, lonely or alienated. These whole school activities help support and encourage a culture of peer respect and support.
- A positive school climate and culture is fundamental to staff and student wellbeing.
- Wellbeing is allocated 400 hours over three years including PE, SPHE and CSPE. Wellbeing is central to our Anti-Bullying approach and it is both one of the eight principles and one of the eight key skills. Wellbeing features in many of the statements of learning, particularly number 11 "Takes action to safeguard and promote her/his wellbeing and that of others".

- The school charter and promotion of an Anti- Bullying code for the school is to be included in the school journal/transition booklet and displayed publicly in classrooms and on the corridor.
- Raise awareness with students, parents and guardians: The school's Anti- Bullying Policy is discussed with all students and all parents and guardians. Parent evenings have been arranged to ensure parents are aware of the Anti- Bullying policy and the local Garda has been invited to speak to parents and students during Anti-Bullying week. Parents and guardians receive a copy of the policy as part of the Code of Positive Behaviour of the school every year. Parents are expected to take a proactive role in promoting an Anti-Bullying message consistent with the policy.
- Students take part in a school wide Friendship week during the school year and other Anti-Bullying debates or competitions throughout the year.
- Review methods are conducted via student sociograms, assemblies on Bullying, staff meetings, staff training and feedback from the student body. The results of the sociogram are followed up on and any issues of bullying which are reported are dealt with.
- We advocate a 'telling school' where teachers encourage a culture of telling with particular emphasis on rescuing or helping each other.
- Teaching the students about the role of the bystander. It should be made clear to students that in reporting bullying to trusted adult they are behaving responsibly.
- A group of staff members actively review the Anti-Bullying policy and implement what changes need to take effect. This is facilitated by our Guidance Counsellor/Wellbeing Lead.
- Relevant staff have been trained in restorative practice and restorative questioning is used when investigating bullying issues. Restorative practice aims to promote the potential of renewing relationships after an issue.
- All students receive lessons outlining how to identify bullying and how to report it.
- Students in Second Year receive an LGBT module for six weeks explaining how to support and be a supportive ally to LGBT students in their school.
- Students also receive workshops during Stand-Up Awareness week. These are workshops which tackle homophobic and transphobic bullying in secondary schools.

Ensuring the students know **who** to tell and **how** to tell:

<u>Who</u>	<u>How</u>
<p>A student being bullied can approach:</p> <ul style="list-style-type: none"> • A favourite teacher • Tutor • Year Coordinator • Guidance Counsellor • Anti- Bullying Coordinator • School Questionnaire • Any staff member • Student council member • Principal / Deputy Principal • A parent / guardian • A friend who will get help • A trusted adult 	<ul style="list-style-type: none"> • Direct approach to any staff member • Hand up note in registration or with homework • Parent tell on student’s behalf • Friend tell on student’s behalf • In a confidential questionnaire • Via the reporting tool available on the school website • Email the school office using office 365 account

- Clear Procedures and protocols are shared with all students at student assemblies and during Anti-Bullying week. These are reinforced randomly throughout the year via our tutor system.
- The development of an Acceptable Use Policy to include necessary steps to ensure that the access to technology within the school is strictly monitored and a strict ban on mobile phones at all times.

In the event that a student feels bullied by a teacher or other staff member and does not feel secure contacting one of their colleagues, contact the principal or deputy principal via a parent, guardian or other trusted adult.

Implementation of Curricula

- The full implementation of the SPHE, Ethical Education and CSPE curricula and the RSE Programmes
- Continuous professional development of staff in delivering these programmes
- School wide delivery of lessons on **Bullying** and **Relational aggression** from approved programmes: The Friends for Life Youth Programme, Cyber-Bullying lessons such as “Up To US” lessons and Web wise resources, Let’s fight it Together, LGBT lessons (Homophobic and trans-phobic Bullying), RSE Programmes (B4UDecide and the Trust Pack) etc.
- Delivery of the Garda Schools programmes covering Personal Safety, the sharing of intimate images (sexting) and Cyber Bullying
- The school will specifically consider the additional need of AEN students with regard to programme implementation and adapt materials.
For example, the “Friends for Life” programme is used for small groups. This is a social skills and resilience building program that has been recognised by the World Health Organisation as an effective means to prevent, support and relieve anxiety for children.

Links to other school Policies:

- Child Protection Policy
 - RSE Policy (in draft form)
 - Acceptable Use Policy
 - Code of Positive Behaviour
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- The supervision of students for 15 minutes before, during and for 10 minutes after school by staff is also important in deterring inappropriate behaviour.
 - The Policy is an agenda item at a Year Team/SST/Staff Meeting at least once in an academic year. It is also discussed annually at a Parent Staff Association meeting.
 - Parents are expected to take a proactive role in promoting an anti-bullying message consistent with the Policy.
 - At an information evening for all incoming First Year students and their parents/guardians, attention is drawn to the School's Child Protection Policy, the SPHE Programme and the Anti-Bullying Policy.

9. Signs and Symptoms of Bullying:

As bullying is not always easy to spot, teachers and parents/guardians should be vigilant in keeping an eye out for signs and symptoms that may indicate that a student is being bullied or is engaging in bullying. Signs and symptoms may include, but are not limited to:

- Deterioration in academic performance.
- Struggling to focus in class.
- Possessions missing or damaged.
- Refusal to talk to a parent/ guardian about what is troubling him/her.
- Reluctance to go to school.
- Generalised anxiety/ difficulties sleeping/ loss of appetite.
- Low mood.

10. Procedures for investigating, dealing with and following up on incidents of alleged or actual bullying and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

Positive relationships are at the core of human interaction. Sometimes people fall out, argue, disagree and these interactions are part and parcel of normal human interaction. Not everybody will necessarily like everybody else. Nonetheless we all have a responsibility to work hard at learning how to live together and the restoration of positive relationships must be seen as the responsibility of everybody in the School.

The primary aim in investigating and dealing with bullying is to restore, as far as is practicable, the relationships of the parties involved rather than to apportion blame. When harm is caused a restorative practice approach is adopted. Restorative questions, conversations and circles are currently used to help resolve issues that arise with students and their peers. This restorative approach can be used informally, or the student may be

asked to take part in a restorative circle in order to resolve conflict effectively. If a formal circle is required colleagues may be asked to co-facilitate.

A student who engages in bullying behaviour after a restorative intervention does so in the knowledge that they have ignored the efforts of the school to help them on this occasion to change their behaviour. The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including students, parents and guardians) understand this approach from the outset.

Reporting / Investigating and Recording Bullying behaviour:

- Any pupil or parent/ guardian may bring a bullying incident to any teacher in the school. All teachers are considered to be a relevant teacher and have a responsibility to intervene and aim to resolve the issue.
- All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher.
- All teachers and non-teaching staff such as secretaries, SNAs, caretakers, and cleaners must report any bullying behaviour witnessed by them, or mentioned to them. They report this to the relevant teacher.
- The relevant teacher / Anti- bullying Co-ordinator deals with the report of bullying and meets the students involved. These meetings take place outside the classroom and are best investigated in a calm manner and with appropriate privacy. The students may be interviewed separately.
- All meetings are recorded and detailed using an Anti-Bullying record form.
- The alleged victim should be listened to and in some cases asked to write an account of the bullying. In some cases with SEN students writing may not be the appropriate method of recording events.
- The incident is always reported the Year Coordinator/Deputy Principal/Principal.
- Each party has the opportunity to tell their side of the incident fairly and the relevant teacher records all information on the Anti- Bullying form. The relevant teacher should obtain written accounts of the incident from the student(s) alleged to have engaged in bullying behaviour and from any witnesses noting important facts (who, what, where, when, why, names of witnesses etc.). Once both parties are open to it, a restorative approach is used in order to mend damage and restore relationships.
- Appropriate sanctions may be imposed in accordance with the school's Code of Positive Behaviour and Suspension and Expulsion policy and the parents / guardians will be advised of the possible consequences of a continuation of the unacceptable behaviour.
- These records should be signed and dated by the relevant teacher. These records should be kept in a central anti-bullying file in a locked cabinet by the Anti-Bullying Coordinator.
- A warning is issued to the student involved and the student is advised that the behaviour must cease immediately. The student is asked not to discuss this issue with other students.
- The teacher highlights the relevant section of the school Anti-Bullying policy which has been breached.

- The relevant teacher needs to ensure that the student understands the issue. In some cases, or if required for AEN students, a resource teacher or tutor may allocate extra teaching time to ensure they fully understand the incident. Appropriate resources may be used to assist this teaching. In some cases, extra social skills classes may be provided to support AEN students who find some situations difficult to manipulate.
- Whether the parents of those involved are informed of the matter at this point will depend on the judgment of the relevant teacher as to the level of seriousness of the alleged or actual bullying.
- In the case of recurring incidents or very serious incidents a phone call is made to parents/ guardians of all students involved. In recurring or very serious incidents this may be a face-to-face meeting, with the student present. In some circumstances a phone call is not made. This is documented, and this is a decision made by the school's leadership team.
- In the case that the school is made aware of a student who is involved in inappropriate or sexual activity (whether this be related to bullying or not), the parent or caregiver is informed.

Formal – Appendix 1

- The relevant teacher must use the recording template provided by the Department of Education to record the bullying behaviour in the following circumstances:
 - a) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately resolved within 20 school days after they have determined that bullying behaviour has occurred. The record form must be stored centrally in the Anti-Bullying file and a copy retained by Principal or Deputy Principal as appropriate. There will need to be regular check-ins during the 20-day timeframe 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. These incidents are: serious cyber bullying incidents, an assault of a sexual nature and persistent bullying.
- 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 parents/guardians or the School Principal or Deputy Principal
 - At this stage the student accused of bullying comes before the School's Disciplinary Committee, parents/guardians will be invited to attend and appropriate sanctions are decided upon in accordance with the School's Code of Positive Behaviour. The student and student's parents/guardians are informed

of the outcome. The Guidance Counsellor is also informed and may discuss the situation further with the parents/guardians.

- Any accusations against a member of the School community found to be false will be taken very seriously and dealt with appropriately.

In Summary:

Stage 1:

The relevant Teacher discusses the reported incident with the student(s), informs the relevant parents/guardians and a clear warning is given. A restorative approach is used, and where possible, the relationships are restored. The student will be told that their behaviour is unacceptable and is advised that it must stop.

Stage 2:

The relevant teacher interviews the student accused of bullying behaviour and seeks a change in the student's behaviour. Appropriate sanctions may be imposed in accordance with the School's Code of Positive Behaviour and the parents / guardians will be advised of the possible consequences of a continuation of the unacceptable behaviour.

Stage 3:

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately resolved 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 1 which must be retained by the teacher and copied to the Principal or Deputy Principal as appropriate. There will need to be regular check-ins during the 20-day timeframe.

Stage 4:

The student is referred to the Principal and sanctions up to and including suspension may ensue. In extreme circumstances the student's case may be referred to the Board of Management (See Disciplinary Procedures involving Suspension or Expulsion).

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.

11. Records and Reports

Records of all bullying incidents are recorded on the Anti- Bullying Form. Formal records of all stages of investigations should be kept by the relevant teacher including but not limited to:

- Notes of all interviews held
- The decision-making process
- The decision and the rationale for the decision
- The sanctions applied including any conditions attached thereto.

These reports are all stored in a central file which is retained by the Anti-Bullying coordinator. The Template for recording bullying behaviour (Appendix 1) will be completed by the relevant teacher and copied to the School Principal or Deputy Principal.

12. The School's programme of support for working with students affected by bullying is as follows:

- The student who has been bullied will be offered support. This may involve empathetic listening, the support of a mentor, helpful advice, referral to the Guidance Counsellor or a check-in with another member of staff.
- The relevant teacher may consider it appropriate to remind all class members of their responsibility in upholding the Policy.
- The student responsible for bullying behaviour should be informed of the possible impact of their behaviour on the person the subject of the bullying and the possible consequences for themselves if it were to continue. They should receive clear direction in how to change their behaviour. They may also be referred to an outside agency.
- Parents of the students involved will be informed of the issue and the actions taken.
- Reference should be made to the school's *Code of Positive Behaviour* in helping determine how best to help a student who has engaged in bullying behaviour.
- See section 8 of this policy for further

13. 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.

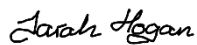
- All common areas are monitored in the morning and afternoon and all teachers are vigilant on the corridors, at lockers and during the change of class. Teachers are ready to deal with or report any sightings or signs of bullying behaviour.
- Problem areas have been identified and appropriate measures have been taken to ensure that monitoring and supervision is in place.
- Staff members are trained on the school Anti-Bullying policy and are aware of responsibility and actions to follow if incidents of bullying come to their attention in any form.
- A student council system is in place to counteract bullying.
- All staff ensure that the mobile phone policy is strictly adhered to by all students.
- The Acceptable Use Policy is in place and teachers monitor internet sessions.
- Students use only approved sites and a PDST managed firewall is in operation for all student devices.
- No social media sites or chat rooms are accessible by students.
- Internet use is for Educational purposes only.

14. 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.

15. This policy will be formally adopted by the Board of Management and will be made available to school personnel, published on the school website and provided to the Parent Staff Association.

16. This policy and its implementation will be reviewed by the Board of Management every September. 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 Staff Association. A record of the review and its outcome will be made available, if requested, to the Patron and the Department.



Signed _____ Date 26th September 2023

Chairperson, Board of Management



Signed _____ Date 26th September 2023

Principal/Secretary to the Board of Management

Date of next review: September 2024

Appendix 3 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))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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2. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

4. Brief Description of bullying behaviour and its impact

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5. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____