



Anti-bullying Policy

Updated 2021

**Referenced by the Department of Education and Skills Anti-bullying procedures for Primary and Post-Primary schools
September 2013**

1. Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by Tusla (formerly the NEWB), the Board of Management of Gonzaga College SJ 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 Circular 0045/2013 entitled *Anti-Bullying Procedures for Primary and Post-Primary Schools* published by the Department of Education and Skills in September 2013.

2. Commitment

The 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 which includes:

- 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 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 whole-school evaluation of the effectiveness of the anti-bullying policy.

3. Vision, Aims and Objectives

Gonzaga College SJ seeks to develop a school community based on mutual respect, love and service. This imposes a responsibility on every member of the community at every point of interaction – student to student, teacher to student, student to teacher, teacher to teacher. This responsibility is asked of every person who is associated with the life of the school.

Our aim is to develop a framework for dealing with bullying in a comprehensive and holistic way within the overall code of behaviour of Gonzaga College SJ. It will create an atmosphere where everyone can feel secure and comfortable in the school, something which every member of the community – teacher, student or staff member – has a right to expect.

Our objective is to:

- Raise awareness of what constitutes bullying behaviour and the emotional stress that bullying can cause
- Enable students, who feel bullied, to identify members of the community, students or adults who could support them quickly and effectively
- Encourage bystanders, teacher and coaches to intervene appropriately when required
- Manage resources to make it less likely that bullying will prevail

- Have in place structures that will provide individual students with the opportunity to talk about bullying situations
- Deliver an 'Anti Bullying' prevention programme via SPHE/ Form Tutor
- Upskill students to deal effectively with any form of bullying they may experience
- Seek students' views on bullying issues and to respond effectively
- Implement procedures so that cases of bullying can be resolved effectively and in accordance with the victim's wishes.

4. Scope

The policy addresses bullying behaviour, harassment and sexual harassment. All members of the school community including external facilitators are subject to this code, particularly the following relationships:

- Student to Student
- Student to any Staff member
- Staff member to Student
- Parent to Staff member
- Staff member to Parent
- Staff member to Staff member

The policy applies outside the school if the behaviour impacts upon any person's participation in our school. It deals with negative behaviours and attitudes which arise or occur in school and which affect the progress and sense of emotional wellbeing of students or other people at the school.

The policy will apply to the following time periods/activities:

- During school time (including break times)
- Going to and from school (all methods of transport)
- During co-curricular activities
- Representing the school in and out of uniform
- School tours/trips
- Social media and messaging that has a negative impact on school life.

5. Bullying - a definition

In its circular, *Anti-Bullying Procedures for Primary and Post-Primary Schools*, the Department of Education and Skills defines bullying 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 this definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

Appendix I outlines additional information on different types of bullying. Bullying behaviours such as cyberbullying which break the law may be referred to the Gardaí.

For the purposes of this policy, the term bullying encompasses harassment and sexual harassment, which are defined as follows:

- **Harassment:** any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.
- **Sexual harassment:** any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

It is not bullying when:

- Students of about the same age and strength have the occasional quarrel or conflict.
- Staff offer constructive or fair criticism of a student's behaviour or work performance.

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

6. Reporting

Anyone who is concerned about suspected or alleged bullying may report it by:

- Directly approaching any member of staff with whom the student feels comfortable
- Speaking to their Form Tutor or Year Head
- Making an appointment with or dropping into to see the Guidance Counsellor
- Meeting with Director of Ignatian Formation
- Speaking to the Headmaster or Deputy Principal
- Sharing it with another student e.g. prefect, classmate or year group member and reporting it to any of the above
- Getting a friend or parent to report it to the school office, Year Head, Form Tutor or Teacher on their behalf by phone or in person
- Using the designated anti-bullying email address antibullying@gonzaga.ie

7. Strategies

Staff, Parents and students have an important role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within the school of bullying behaviour that may occur elsewhere.

Bullying education and prevention strategies used at Gonzaga College SJ include:

7a. Publishing and Publicising an Anti-Bullying Policy

- Excerpts from the Anti-Bullying Policy/Charter will be visible throughout the school classrooms.
- The policy will be published in the Students' and Teachers' Journals and in the school Code of Behaviour

- The Anti-Bullying Policy will be promoted at various occasions e.g. parents' nights, first-year enrolment and open nights

7b. Supervision and Monitoring

- Students will be supervised and monitored during break times by Teachers
- Staff will be vigilant and follow the procedures as outlined in this policy as incidents arise
- Students' views will be canvassed periodically and given the opportunity to voice concerns.
- Social networking sites will continue to be banned from student use during school time. The Anti-Bullying Policy operates in conjunction with the school's Acceptable Use Policy.

7c. Student Involvement

- The 6th year prefect team and other senior students will help First Year students to settle in through a process of support and mentoring.
- The Student Council will support the creation of a positive school atmosphere through the implementation of the Anti-Bullying policy.

7d. Inclusion of Anti Bullying Topic in Curriculum delivery

Social, Personal and Health Education (SPHE) provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. The issue of bullying is dealt within each of the three years of Junior Cycle Social, Personal and Health Education.

- The Social Personal and Health Education curriculum developed by the NCCA will also deal with issues related to bullying, including dealing with abusive behaviour and understanding the effects of homophobic bullying.
- CSPE: Linkages can be made within the "Human Dignity" and "Rights and Responsibilities" section of the curriculum that will encourage positive behaviour between students.
- The First Year Pastoral team (Year Head and Form Tutors) supports new students through an induction process
- Other links may include:
 - Transition Year
 - Informal curriculum e.g. co-curricular activities can assist in raising awareness of the unacceptable nature of bullying behaviour and/or incorporate a focus on promoting equality and affirming diversity.

7e. Link to Related School Policies

- School policies need to be consistent with the overall School Plan. Relevant school policies in place, in development or under review should be examined by reference to the Anti-Bullying Policy and implications addressed. The following policies may be among those considered:
 - Code of Behaviour
 - Child Protection
 - Internet Safety: Acceptable Use Policy
 - Health and Safety
 - Critical Incident Policy
 - SPHE/RSE Policy
 - Guidance Programme

- Attendance Policy
- Admissions Policy
- Induction for new staff and students
- Dignity in the Workplace
- Guidance & Pastoral Care Provision
- SEN Policy
- Teachers' handbook

7f. Involving Parents/Guardians and the Wider Community

- Awareness of the Anti-Bullying Policy will be raised on parents' nights e.g. First Year enrolment and open nights.
- There will be continued involvement with the local community to gain awareness of any existing problems.
- Outside speakers may be engaged to supplement for both students and parents.

8. Procedures for investigation, follow-up, recording and intervention

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

In investigating and dealing with bullying the Year Head will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

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. Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the Year Head.

The Guidance Counsellor may be brought into the following procedures at any stage in a consultative capacity, as deemed appropriate.

Parents and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as practicable, the relationships of the parties involved as quickly as possible.

Restorative procedures for investigating bullying behaviour

- When bullying is reported to any member of staff a record of the incident should be written up and given to the relevant Year Head (Appendix 2).
- The Year Head will meet with the alleged victim and hear his story.
- (A) the Year Head will inform the student(s) against whom the allegations have been made. The Year Head will speak to all parties separately and explain the "no blame approach".
- (B) If a group is involved, each member should be interviewed individually at first.
- All students involved in the incident may be asked to write their own account of the incident(s).
- The Headmaster/Deputy Principal will be informed of the process.
- In cases where it has been determined by the relevant Year Head, 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.
- Where the Year Head has determined that the student(s) has been engaged in bullying behaviour, it should be made clear to him how he is in breach of the school's anti-bullying policy and efforts should be made to try to get him to see the situation from the perspective of the student being bullied.
- 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 parents and the school.

- The Year Head will outline a fair outcome of appropriate: e.g. an apology, return of property etc.
- The Year Head will seek a verbal or written agreement re future behaviour.
- 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.
- The students involved may be referred to the Guidance Counsellor.

Following the primary intervention, if the Year Head has concerns that the bullying behaviour has persisted or reoccurred the following procedures will be followed:

- The Headmaster/Deputy Principal will be informed that the behaviour has reoccurred.
- The Year Head and Headmaster/Deputy Principal will meet with the alleged victim and hear his story.
- The Year Head and Headmaster/Deputy Principal will inform the student(s) against whom further allegations have been made and hear his/ their stories.
- If a group is involved, each member should be interviewed individually.
- All students involved in the incident may be asked to write their own account of the incident(s).
- In investigating this allegation, the Year Head and the Headmaster/Deputy Principal will exercise their professional judgement to determine whether bullying has occurred.
- In cases that it has been determined by the relevant Year Head and /or the Headmaster/Deputy Principal, 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 parents and students will be asked to meet with the Headmaster/Deputy Principal and the Year Head.
- Sanctions may/will be imposed.
- The Board of Management will be informed that a bullying incident has occurred.
- The student, as well as Parents/Guardians, may be asked to sign a written agreement re future behaviour.
- Contact may be made with other support agencies – e.g. the HSE, a child psychologist/Garda Juvenile Liaison officer.
- Counselling will be offered within the school.

After the issue has been fully investigated, appropriate sanctions may be imposed in accordance with the school's code of behaviour. The future of the student in the school may be considered by the Board of Management.

In cases where formal procedures have been implemented where the first stage of the procedures has not resolved the situation, school representation by the student may be prohibited. This includes representing the school in debating, sports, and other co-curricular activities (this list is not exhaustive).

Recording of bullying behaviour

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

Informal-pre-determination that bullying has occurred.

- All staff must keep a written record of any incidents witnessed by them and notified to them. All incidents must be reported to the Year Head.
- While all reports, including anonymous reports of bullying, must be investigated and dealt with by the Year Head, the Year Head must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The Year Head must inform the Headmaster/ Deputy Principal of all incidents being investigated.

Informal-determination that bullying has occurred

- If it is established by the Year Head that bullying has occurred, the Year Head must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationship of the parties involved
- All files will be stored securely

Formal – Appendix 2 (From DES Procedures)

The Year Head must use the recording template in Appendix 2 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 Headmaster/Deputy Principal as applicable.

All potential bullying cases must be recorded and reported immediately to the Headmaster/Deputy Principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the Year Head in question and a copy maintained by the Headmaster. The Headmaster/Deputy Principal, Year Head and Guidance Counsellor will have access to them. Files will be retained in accordance with The *Data Protection Act (2018)* and the European *General Data Protection Regulation (2016)*.

Follow Up

In determining whether a bullying case has been adequately and appropriately addressed the Year Head must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties has been restored as far as it is practicable;
- Any feedback received from the parties involved, their parent(s)/guardian(s) or the Headmaster/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 student who has been bullied is ready and agreeable.

Where a Parent(s)/Guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred as appropriate, to the school's complaint procedures.

In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

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

The primary aim for the Year Head in investigating and dealing with bullying is to resolve any issues and restore, as far as is practicable, the relationships of the parties involved. The purpose is not to apportion blame.

The victim will receive the utmost privacy and confidentiality in the initial, and subsequent investigations. They will be given the opportunity of speaking with the Guidance Counsellor and any member of the Pastoral Care Team will be available to talk to them.

In a case where sanctions need to be imposed, they will be enforced, as per the school's Code of Behaviour, by the Year Head, Deputy Principal or Headmaster.

Following an investigated incident of bullying, the behaviour of the students involved will be monitored.

Staff will be informed if necessary, of developments in bullying incidents. They may be asked to monitor and observe the students or classes involved in specific incidents and to pass on these observations to a member of the Year Head or Care team.

Parents or guardians will be informed of serious incidents and if necessary, they may be required to join in the restorative based approach to resolving the issue.

All in-school supports and opportunities will be provided for the students affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

- Pastoral Care system
- Prefect Support system
- Buddy/Peer support
- Care Team/Guidance Counsellor

If students require counselling or other supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the student affected by bullying or involved in the bullying behaviour.

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

10. This policy was adopted by the Board of Management on _____ [date].

11. This policy has been made available to school personnel and will be made accessible on the school website (is readily accessible to parents and pupils on request)-and provided to the Parents' Association.

12. This policy and its implementation will be reviewed by the Board of Management periodically. Written notification that the review has been completed will be made available to school personnel, published on the school website (is readily accessible to parents and pupils on request)-and provided to the Parents' Association.

Signed: _____

Signed: _____

(Chairperson of Board of Management)

(Headmaster)

Date: _____

Date: _____

Date of next review: _____

Appendix I: Types and Signs of Bullying

Types of bullying:

The following are some examples of unacceptable behaviour. This list is not an exhaustive list. Similarly, unacceptable behaviours may be considered as bullying.

General

- Harassment based on any of the nine grounds in the equality legislation e.g. Sexual harassment, homophobic bullying, racist bullying etc...
- Physical aggression, damage to property
- Name-calling, jealousy and slugging
- The production, display or circulation of written words, pictures or other materials aimed at intimidation, name belittling and gestures
- Graffiti, sniggering, sarcastic remarks and extortion
- Intimidation, name belittling, gestures
- The “look”, staring, degrading remarks re body shape
- Putting down a student for working well and achieving
- Talking loud enough so that the victim can hear
- Invasion of personal space
- A combination of any of the types listed
- Abusing social network sites including Facebook, Twitter, Instagram, Viber, YouTube, Ask.fm, Tumblr, multi-media sites, and any other sites developed subsequent to this policy during and outside of school hours, including all school outings and events

Homophobic

- Name-calling /using graffiti e.g. “Gay”, “queer”, “lesbian”, etc...
- Spreading rumours about a person’s sexual orientation
- Taunting a person of a different sexual orientation

Racial

Discrimination, prejudice, comments or insults about:

- colour
- nationality
- culture
- social class
- religious beliefs
- ethnic or
- traveller background

Relational

This involves manipulating relationships as a means of bullying. Behaviours include:

- Whispering in company so as to exclude another.
- Malicious gossip
- Isolation & exclusion
- Ignoring, turning others against a student
- Excluding from the group
- Taking someone’s friends away

Cyber

- Silent telephone/mobile phone calls
- Use of mobile phones during school hours to access social network sites
- Abusive telephone/mobile phone calls
- Abusive text messages
- Abusive email
- Abusive website comments/blogs/pictures e.g. Facebook, Twitter and others
- Any misuse of Information and Communication Technology
- Video recording without the person's permission
- Taking/sending photographs by electronic device
- Creating sites about a specific person
- Breaking confidence.

Sexual

- Unwelcome sexual comments or touching
- Unwelcome sexual texts or emails.

Signs and Indicators of Bullying

Students who are being bullied may develop feelings of insecurity and extreme anxiety and thus become more vulnerable. Self-confidence may be damaged with the 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. Bullying may occasionally result in suicide. It is therefore important to be alert to changes in behaviour as early intervention is desirable.

The outcomes of bullying and harassment on the victim are often manifest in the following ways:

<p style="text-align: center;">Psychological</p> <ul style="list-style-type: none"> • anger • anxiety • distress • frustration • depression • panic • indifference • fear • attempted suicide • shame and feelings of worthlessness • loss of trust in friends and their inability to support and protect 	<p style="text-align: center;">Behavioural</p> <ul style="list-style-type: none"> • increased irritability and nervousness • unexplained changes in mood • increased aggressiveness • may believe that they deserve to be bullied • becoming withdrawn • excessive tearfulness or sensitivity to criticism • substance abuse • becoming obsessive • nightmares
<p style="text-align: center;">Physical Manifestations</p> <ul style="list-style-type: none"> • chest pains • pattern of minor illness • insomnia • stomach problems • eating problems • fatigue and lethargy • headaches • sweats • inconsistent explanations for cuts and bruises 	<p style="text-align: center;">Social, Interpersonal and School Related</p> <ul style="list-style-type: none"> • anxiety about travelling to and from school • mitching • late home from school without any plausible explanation • fear of using school toilet during breaks • fear of being out of sight of adults • becoming isolated in class • becoming withdrawn • reluctance to discuss the problem • unwilling to go to school • lack of creativity and initiative • beginning to bully small/younger students • possessions missing or damaged • increased and excessive requests for money • deterioration in school performance and motivation • loss of interest or concentration in school • unusual concerns about physical appearance, attributes, mannerisms etc

Appendix 2A Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

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 key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.

Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.

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 SEN. Give constructive feedback to pupils when respectful behaviour and respectful language are absent. Have 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.

Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.

Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.

Actively promote the right of every member of the school community to be safe and secure in school.

Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

All staff can actively watch out for signs of bullying behaviour. Ensure there is adequate playground/school yard/outdoor supervision.

School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.

- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors, and other areas of unstructured supervision.

- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

Support the establishment and work of student councils.

Appendix 2B Summary of key provisions at Gonzaga College SJ for building a positive school culture and climate

Whole-School Support for All - Interventions delivered at whole-school level to support and promote positive behaviour and wellbeing for all

- Co-ordinator of Wellbeing
- Guidance Counsellor
- Whole School Guidance Plan
- Critical Incident Response Plan
- Pastoral Care Teams - Year Heads
- Class Form/ SPHE Tutors system & journal monitoring
- Record Systems
- Student Referral Forms
- Restorative Practices used by Year Heads, Form Tutors & Guidance Counsellor
- Council/Prefects/Surveys/Focus Groups etc. (Prefects assisting 1st & 2nd year students)
- Student voice – Student Council
- School Council initiatives
- Parent engagement
- Full Wellbeing Programme
- SPHE & RSE Policies
- Wellbeing: SPHE Curriculum from 1st-4th Year
- Wellbeing: RSE Curriculum for all years
- Wellbeing: PE Curriculum offered to all years
- Wellbeing Creative Arts: 1st Year Choir, School Orchestra, School Choir, School musical – 5th year annually, School play – 1st year and 6th Year annually, Art & Drama
- Anti-bullying Policy/Programme/Events/Competitions
- School Induction Programme
- Bespoke Retreat Programme 1st to 6th year
- Meditation Room
- Full Library services
- Study Skills from 1st – 6th Year
- Peer Tutoring Programme
- JCPA – Other areas of learning audit during Junior Cycle
- Wide range of after school sports offered (table tennis, badminton, rugby, basketball, tennis, cross country, cricket, GAA etc.) Afterschool chess & board games clubs
- IT Skills – Computer room, Coding club
- Public Speaking – Junior & Senior debating
- Field Trips including foreign trips and French exchanges
- Gaisce Award (Transition Year)
- Green Schools Committee initiatives
- Debating club
- Model United Nations club

Appendix 3: Template for recording bullying behaviour

1. Name of the student being bullied and class group

Name _____ Class _____

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

3. Source of bullying concern (tick the relevant box(es))*

Student concerned	
Other Student	
Parent	
Teacher	
Other	

4. Location of incident(s) (tick the relevant box(es))*

School grounds	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

--

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

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

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

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

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____