 Granlahan National School

#  Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Granlahan National School has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* 2024.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staﬀ on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated. Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God’s image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule. As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a part to play in the school community, regardless of difference.

# Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or oﬄine that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school’s Code of Behaviour.

#  Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour.

However, a single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

Disagreement between two students, or instances where students don’t want to be friends or to remain friends, is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that their behaviours are not deliberate or planned, but, in certain situations, they are an automatic response which they can’t control.

# Bullying behaviour that occurs outside of school

As per the BÌ Cineálta Procedures, a school is not expected to deal with bullying behaviour that

occurs when students are not under the care or responsibility of the school. However, where bullying

behaviour has an impact in school, schools are required to support the students involved.

Examples of prohibited bullying behaviours that can occur outside of school (non-exhausted list):

- Bullying behaviour that occurs in the area immediately outside the school, the local shops and the

wider local area.

- Bullying behaviour that occurs on the journey to and from school.

- Bullying behaviour that occurs in organised clubs and groups outside of school such as sports

clubs.

- Online bullying (cyberbullying) behaviour, along with other types of bullying behaviour can cause

significant harm and have a lasting impact on students who experience this behaviour. Access to

technology means that online bullying behaviour can happen any time and that the student’s home

is no longer a safe place. The nature of these technologies means that digital content can be

shared and seen by a very wide audience almost instantly and the content is almost impossible to

delete permanent

# Requests that take no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the

behaviour other than “look out” for them. The student may not want to be identified as having told

someone about the bullying behaviour. They may feel that telling someone might make things more

difficult for them. Where this occurs, it is important that the member of staff shows empathy to the

student, deals with the matter sensitively and speaks with the student to work out together what steps

can be taken to address the matter and how their parents will be informed of the situation. It is

important that the student who has experienced bullying behaviour feels safe. Parents may also make

schools aware of bullying behaviour that has occurred and specifically request that the school take no

action. Parents should put this request in writing to the school or be facilitated to do so where there

are literacy, digital literacy or language barriers. However, while acknowledging the parent’s request,

schools have a right to act and may decide that, based on the circumstances, it is appropriate to address

the bullying behaviour

# Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

|  |  |  |
| --- | --- | --- |
|  | **Date consulted** | **Method of consultation** |
| **School Staﬀ** |  6th May 2025 |  Half day closure |
| **Students** | Fridays weekly As guided by two-year SPHE Plan 3rd – 6th June 2025 | Whole school assembly, SPHE Lessons, Wellbeing activities & Notice Board  |
| **Parents** |  29th April – 6th May 2025  | Parent/ Guardian Questionnaire Aladdin Connect  |
| **Board of Management** |  3rd June 202517TH June 2025 | B.O.M Meeting  |
| **Wider school community as appropriate, for example, bus drivers** |  June 2025 | Informal meeting  |
| **Date policy was approved:** 17th June 2025 |
| **Date policy was last reviewed: Anti-Bullying Policy** reviewed on 12th December 2024 **Bí Cineálta Policy** to be reviewed in June 2026 |

# Section B: Preventing Bullying Behaviour

|  |
| --- |
| This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment: In developing the preventative strategies which this school will use to prevent all forms ofbullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way.This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings. The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationshipof mutual understanding, respect, trust and confidence.In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies. |
| ***Culture & Environment:*** * Positive and inclusive school culture which celebrates and promotes every child’s ability, interests and achievements
* Positive relationships between staff, students, their families and the wider school community
* Effective leadership
* Positive culture & environment promoted through our murals, signage and displays around the school
* Welcoming and inviting school buildings
* A shared understanding of what bullying is and its impact
* A telling environment
* A trusted adult (as explicitly taught and reinforced in Stay Safe lessons)
* Safe physical spaces both inside the school and out on the yard
* Ample outdoor space
* Adequate supervision
* Displays of children’s works

***Curriculum:**** Teaching and Learning in SPHE: Stay Safe Program and Walk Tall Program (see two-year SPHE Plan which outlines content to be covered each year)
* Friends 4 Life Program (5th & 6th) and Fun Friends Program (1st & 2nd) taught biannually
* RSE Curriculum
* Incredible Years Training and implementation of strategies/ methodologies
* Zippy’s Friends Program
* Literacy: Topic of Bullying and how to deal with it taught through Oral Language discussions/ lessons, Novels, Picture Books, Social Stories
* Student Participation
* Promoting inclusion and diversity through content and themes across all curricular areas, e.g. SESE: People and Places in other lands
* Extra-curricular activities: Dálta na Seachtaine, Active Schools Week/ Well-being Week, Buddy Reading, Curious Minds Award, Cumann na mBunscoil, Credit Union Quiz, Art Competitions, Cross Country, Music Lessons,
* Groupwork/ collaboration opportunities for children to build positive relationships with each other outside of their friend group
* Internet Safety Talks/ lessons
* Summer Programme facilitated during the month of June
* Student Council
* Social Stories

***Relationships & Partnerships:*** * Strong interpersonal connections between staff, students, their families and the wider school community
* Bullying awareness initiatives, i.e. Wellbeing week, Friends 4 Life Program, Fun Friends Program, etc.
* Student and parent participation: Circle time, Parent Surveys, Aladdin Connect, Facebook
* Whole School Assembly
* Continuous Professional Development for Teachers (training for specific interventions/ programs, i.e. Friends 4 Life, etc.)
* Critical Thinking Skills
* Promoting Peer Support
* Supporting activities that build empathy, respect and resilience
* NEPS
* TUSLA

***Policy & Planning:*** * Bí Cineálta Policy
* Student friendly Bí Cineálta Policy
* Code of Behaviour
* Child Safeguarding
* Acceptable Use Policy
* Supervision Rota
* RSE Policy
* DEIS Plan – including Wellbeing in Education Practices
* Appropriate Continuous Professional Development for Teachers and Staff
* Classroom Planning – SPHE
* Class Code/ Rules using child friendly language
* Educational Passport – transfer to 2nd level
* Mó Scéal – transfer from Preschool
* Staff Meetings
* BOM Meetings
* SEN/ Inclusion Policy
 |

|  |
| --- |
| The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures): |
| * Bí Cineálta Policy
* Student friendly Bí Cineálta Policy
* Code of Behaviour
* Child Safeguarding
* Acceptable Use Policy
* Supervision Rota
* RSE Policy
* DEIS Plan – including Wellbeing in Education Practices
* SEN/ Inclusion Policy
 |

**Section C: Addressing Bullying Behaviour**

A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the Granlahan National School’s Bí Cineálta Policy.

In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the “relevant teacher”. At primary level, the relevant teacher will normally be the class teachers, support teachers and principal teacher thereafter if necessary.

The whole school community has a responsibility to prevent and address bullying behaviour. The following approaches and steps are based on the information contained in Chapter 6 of the BÌ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

**Approach:**

When bullying behaviour occurs, the school will:

* ensure that the student experiencing bullying behaviour is heard and reassured
* seek to ensure the privacy of those involved
* conduct all conversations with sensitivity
* consider the age and ability of those involved
* listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
* take action in a timely manner
* inform parents of those involved

|  |
| --- |
| The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures): |
| 1. **Identifying if Bullying has occurred:**

When an incident of Bullying has been reported an investigation must take place. This investigation will consist of; * Individual meetings between each student involved and the Relevant Teacher where the student can tell their version of events and/ or provide a written account (whichever is suitable in the given situation)
* A group meeting with all students involved and the Relevant Teacher to ensure everyone is clear about each other’s views

Following this, the Relevant Teacher doing the investigation must consider three key questions when identifying if Bullying has occurred. 1. Is the behaviour **targeted** at a specific student or group of students?
2. Is the behaviour **intended** to cause physical, emotional or social harm?
3. Is the behaviour **repeated**?

It is important to remember incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within Granlahan N.S Code of Behaviour. The school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of Granlahan NS. However, where the bullying behaviour has an impact in school, Granlahan NS will support all students involved. If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour, and the behaviour should be addressed using the BÌ Cineálta Procedures.Note: One-off incidents may be considered bullying behaviour in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.If the answer to any of these questions is No, then the behaviour is not bullying behaviour.Strategies to deal with inappropriate behaviour are provided for within the school’s Code of Behaviour.1. **Approaches Taken to Address Bullying:**

**Principles to adhere to:**Granlahan National School ensures that the school has clear procedures for investigating and dealing with bullying and that these are set out in the school’s Bí Cineálta 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 pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible; (vi) It is very important that all involved (including each set of pupils 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 pupils, 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 pupils concerned. Pupils 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**Approaches to follow:**1. 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 pupils
2. Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school’s Bí Cineálta policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied
3. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school
4. Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.

**Review:**The relevant teacher must engage with students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention. 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

The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this the date that it has been determined that the bullying behaviour has ceased should also be recorded.Any engagement with external services/supports should also be noted. Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.If the bullying behaviour has not ceased the teacher should review the strategies used inconsultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased. If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school’s Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.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 proceduresIn 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. **Procedures for recording bullying behaviour:**The Board of Management of Granlahan National School ensures that the school has clear procedures for the formal noting and reporting of bullying behaviour and these are documented in the school’s Bí Cineálta policy. All records must be maintained in accordance with relevant data protection legislation. All bullying behaviour will be recorded (see mandatory Recording Template – Appendix B). This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.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 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 Bí Cineálta policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal. In each of the circumstances at (a) and (b) above, the recording template must be completed in full and retained by the teacher in question and a copy provided to the Principal. It should also be noted that the timeline for recording bullying behaviour in the recording template does not in any way preclude the relevant teacher from consulting the Principal at an earlier stage in relation to a case.**Bullying as part of a continuum of behaviour** It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the Granlahan National School’s antibullying policy provide for appropriate linkages with the overall code of behaviour and provides for referral to be made to relevant external agencies and authorities where appropriate. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.**Referral of serious cases to the HSE:**In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”. Serious instances of bullying behaviour should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate. The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.  |

|  |
| --- |
| The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures): |
| The following supports will be promoted to staff and parents to help address and prevent bullying;* National Educational Psychological Service (NEPS)
* Oide
* Webwise
* National Parents Council
* Dublin City University (DCU) Anti-Bullying Centre
* Tusla
 |

# Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school’s website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

**Signed:** Maureen Behan **Date:** 17th June 2025 (Chairperson of board of management)

**Signed**: Michelle Devine **Date:** 17th June 2025 (Principal)

**Template for Recording Bullying Behaviour**

*This template is only to be used when bullying behaviour has been identified, in line with the BÌ Cineálta Procedures*.

**1. Date of initial engagement with pupil(s) and parent(s)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Initials of pupil who has experienced bullying behaviour and class group**

Initials \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Initials and class(es) of pupil(s) engaged in bullying behaviour**

Initials \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class(es)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **4. Source** of bullying concern/report (tick relevant box(es)\*  |  | **5. Location** of incidents (tick relevant box(es)\*  |  |
| Pupil concerned  |  | Yard  |  |
| Other Pupil  |  | Classroom  |  |
| Parent  |  | Corridor  |  |
| Teacher  |  | Toilets  |  |
| Other  |  | Other (specify)  |  |

**6. Initials of person(s) who reported the bullying concern and/or relationship to the pupil(s)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7. Dates of when the bullying behaviour occurred**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8. Form of Bullying Behaviour (tick relevant box/boxes) See page 21**

|  |  |  |  |
| --- | --- | --- | --- |
| Physical Bullying Behaviour  |  | Exclusion Bullying Behaviour  |  |
| Verbal Bullying Behaviour  |  | Relational Bullying Behaviour  |  |
| Written Bullying Behaviour  |  | Online Bullying Behaviour  |  |
| Extortion  |  | Other (specify)  |  |

**9. Type of Bullying Behaviour (tick relevant box/boxes)**

|  |  |  |  |
| --- | --- | --- | --- |
| Disablist Bullying Behaviour  |  | Homophobic/Transphobic (LGBTQ+) Bullying Behaviour  |  |
| Exceptionally Bullying Behaviour  |  | Physical Appearance |  |
| Gender Identity Bullying Behaviour  |  | Racist Bullying Behaviour  |  |
| Sexist Bullying Behaviour  Sexual Harassment  |  | Religious Identity Bullying Behaviour  |  |
| Poverty Bullying Behaviour  |  | Other (specify)  |  |

**8. Brief Description of bullying behaviour and its impact**

|  |
| --- |
|  |

**9. Views of pupil(s) and parent(s) regarding the actions to be taken**

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **10. Date of review with pupil(s) and parent(s) (within 20 days)** |  |
| **11. Has bullying behaviour ceased?** |  |
| **12. Views of pupil(s) and parents in relation to this** |  |
| **13. If bullying behaviour has not ceased, set an agreed timeframe to meet again and review strategies** |  |
| **14. Engagement with external services or supports (if any)** |  |

*If bullying behaviour continues beyond the review timeframes, the school’s Code of Behaviour is to be used.*

**Signed** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Relevant Teacher)

**Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date submitted to Principal/Deputy Principal** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_