St Mary's NS

Anti-Bullying Policy

September 2023

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Staff and Board of Management of St Mary's National School have adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

A school-wide approach (involving school management, staff, parents and pupils) in dealing with the problem of bullying behaviour is a key element of effective practice. Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and, ultimately, in the wider community.

A positive school-wide attitude and involvement can assist considerably in countering bullying behaviour in schools. In addition to the role of management and staff, parents and pupils have a 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 occurs elsewhere. Parents should also recognise that a school that openly discusses bullying is acting positively and that they need to work with their school to ensure there is a coherent, school-wide approach to tackling the issue.

Bullying behaviour thrives in an atmosphere of uncertainty and secrecy in which the pupil often feels a sense of hopelessness and futility against the power being exercised by the person engaged in bullying behaviour. A high degree of school-wide vigilance and openness is important in ensuring that bullying behaviour can be adequately tackled.

The promotion of relevant home/school/community links is important for the school in regard to countering bullying behaviour and is encouraged as a normal part of the school's effective operation. This anti-bullying school policy involves, as appropriate, those members of the wider community who come directly in daily contact with school pupils.
As part of our Anti Bullying Policy we will issue questionnaires etc as methods of research along with class observation.

In certain cases, however, it may be necessary for the school to seek the assistance of other local persons and formal agencies such as NEPS, HSE social workers, community workers, Gardaí etc

The Board of Management and Staff recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils, and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

• Our positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity; encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment. It involves collaboration among and between staff & pupils and promotes respectful relationships across the school community. We involve our student council in this area through pupil questionnaires, suggestion box, talks etc. We also promote an ethos of Respect in the school by including the theme in our monthly assembly and also awarding a monthly Ethos Award.

The following are the key practices of best practise:

- Effective leadership

- A positive school culture and climate

- 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 ongoing evaluation of the effectiveness of the anti-bullying policy.

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

'Unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time'.

The following types of bullying behaviour are included in the definition of bullying:

- Deliberate exclusion, malicious gossip and other forms of relational bullying

- cyber-bullying

- Identity-based bullying such as transphobic, homophobic, racist and 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 do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools and appears as Appendix 1 of this document.

- Facebook/Twitter/TikTok/Instagram etc - even a once off incident is deemed bullying due to the viral nature and Appendix 3 must be completed

- A once off text message, one to one is a Code of Behaviour matter.

Relevant Teachers

The relevant teacher(s) for investigating and dealing with bullying are as follows:

• The class teacher(s) initially with support of Sp. Ed teacher

• The principal thereafter if necessary

The Yard Teacher will investigate once off incidents in the yard. All supervising Staff will report any observed or suspected bullying to the Class Teacher initially.

Any member of Staff who is concerned about bullying behaviour can record this on Aladdin "Concerns Record" book. Our "in house" report template can be used to record alleged repeated or more serious concerns (parents would also be contacted). The Appendix 3: Anti Bullying template is also stored in this folder and is used to record more serious and repeated bullying behaviour where the BoM would be informed.

Education and Prevention Strategies

We as a school have decided to use aspects of best practise from the following recommended interventions:

1. Traditional approach (imposing sanctions)

2. Shared concern (one to one interviews initially and then group interviews - without sanctions)

3. Strengthen the victim (assisting the bullied with coping strategies)

4. Mediation (intervention of a neutral party- Teacher, Deputy, Principal)

5. Restorative Practices (strong focus on Restorative Practices model to deal with conflict)

The following education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school:

- Prevention and awareness raising measures across all aspects of bullying and also strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils

- Provide pupils with opportunities to develop a positive sense of self-worth: praise, awards, certificates, notes in journal, awards at Assembly, positive phone calls home etc

- Pupils will be made aware that they also have responsibility for the safety of others in the school. As a Bystander they have a duty to intervene or report the matter.

- Prevention and awareness raising measures also deal explicitly with cyber-bullying. The best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures focus on educating pupils on appropriate online behaviour, how to stay safe while

on-line and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents are of important agents in this regard. The prevention and awareness raising measures will also take into account the scope for cyber-bullying to occur as a result of access to technology from within the school. Parent meetings, talks re Internet Safety are held annually with 5th and 6th classes.

- Teachers strive to influence attitudes to bullying behaviour in a positive manner (Code of Professional Conduct for Teachers)

- There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe & RSE programmes at primary level are personal safety skills programmes which seek to enhance children's self-protection skills including their ability to recognise and cope with bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour. We also run the Incredible Years Programme in our school which teaches Friendship, Social and problem solving skills. We also use Prim Ed Anti Bullying Resources.

- The work can be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects

- Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression. GAA, soccer and rugby coaching is offered to some classes from outside agencies and teachers are also involved in coaching the school's soccer and Gaelic teams.

- In our approach to tackling and preventing bullying we take particular account of the specific needs of pupils with disabilities or with SEN. We refer to other relevant school policies and supports and ensure that all the services that provide for such pupils work together. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as its core.

- The school's anti-bullying policy is supported by appropriate supervision. A supervision rota for all yards and lunch times is in place and on display to monitor, prevent and deal with bullying

- Our school's prevention and awareness raising measures will be appropriate to the type of bullying and will take into account the age and gender of the pupils involved. We will endeavour to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.

Anti Bullying Climate and Culture

We actively promote an Anti Bullying Culture in our school through the following approaches

School wide Approach/ Promotion

- Tailored class rules : keep live –discuss with class regularly

- All parents must have access to policy (Website, hard copy if requested)

- Staff and Board of Management annual review

- Positive school/pupil/staff stories at Assembly

- Annual Anti Bullying/ Friendship week

- Policy on website

- Internet talks for parents and pupils

- Posters displayed in school

- Promote Respect : rules at Assembly

- Inform pupils at Assembly re recording template in Policy

- We have the SALT programme as a resource if necessary. (STOP, ASK, LISTEN, TELL)

Classroom approach/Promotion

- Star of the Week awards weekly

- Ethos Medal monthly

- Walk Tall and Stay Safe lessons taught

- RSE, SPHE lessons taught

- Best Line Award

- Pupils are part of rule making process

- Revise "Class Rules" and review regularly, every fortnight/month as necessary

- Class Teacher best placed to teach pupils about friendship and anti-bullying

- Circular 22/10 Class Teacher must remain in classroom when outside visitors are in the room

Individual Approach

- Targeting teaching around initiating play, teach pupils to observe social cues : Incredible Years

- Positive comments/compliments during school day in /out of class

- Staff naming and labelling the positive behaviour observed

<u>Culture of Telling / Reporting</u>

- St Mary's NS promotes good behaviour and manages unacceptable behaviour

- We work closely with parents even at the initial stages to promote good conflict resolution

- Staff modelling : greetings, being respectful, positive adult interactions

- Staff have positive interactions with pupils – as above

- Promote "It is ok to tell/report" Verbally at Assembly, posters in school.

Investigation and Follow – up.

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

i. The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). With this in mind the schools procedures are as follows:

ii. In investigating and dealing with bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has 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(s). 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), 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) Initial investigations of bullying will be done in class where possible but some incidents might be 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(s) should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner

(xi) If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements

(xii) Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher

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

(xiv) In cases where it has been determined by the relevant teacher(s) 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. 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

(xv) Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied

(xvi) 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;

(xvii) Follow-up meetings with the relevant parties involved may 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

(xviii) An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template.

(xix) 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 principal/deputy principal

(xx) 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

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

Recording

Noting and reporting of bullying behaviour is to be documented using the template for recording bullying behaviour (Appendix 3). All records must be maintained in accordance with relevant data protection legislation. The school uses a "Concerns" book and an "in house" template initially using the word "alleged" Serious cases are recorded in Appendix 3. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

(i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use his/her/their 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(s) that bullying has occurred, the relevant teacher(s) 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(s) must use the recording template to record the bullying behaviour when he/she considers the behaviour has not been adequately dealt with within 20 school days or / and as part of our anti-bullying policy the behaviour is immediately recorded and reported to Principal/Deputy 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 or Deputy Principal as applicable. 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 or Deputy Principal at an earlier stage.

Parents do not have access to the Appendix 3: Anti Bullying template

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.

Supports for pupils affected by bullying

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore various approaches and intervention strategies may be used including suggesting that parents seek referrals so that appropriate outside agencies in order to receive further support for the pupils and their families if needed.

Victims of bullying may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. The school promotes friendship skills through the Incredible Years programme, our Anti Bullying Campaign and SPHE lessons.

Theses programmes support pupils involved in bullying behaviour and are part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

Ongoing evaluation of the effectiveness of the anti- bullying policy

The effectiveness of the school's anti-bullying policy should be subject to continuous review in the light of incidents of bullying behaviour encountered. The school will make provision for periodic examination of the prevention and intervention strategies in place. Surveys of pupils, staff and parents can, if properly conducted, provide important information about the effectiveness of the anti-bullying measures in place and identify any significant behavioural trends that may benefit from early intervention. This can be discussed at Post Holders and then Staff Meetings.
The template for recording and reporting bullying to the school Principal or Deputy Principal will be a valuable and readily accessible source of data in relation to bullying behaviour in the school. Data gathered from these reports will be regularly (at least once in every school year) collated and analysed with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis must be retained and be made available to the Board of Management. Appropriate responses to any issues identified should be drawn up and implemented.
It is recommended that the implementation and effectiveness of the anti-bullying policy be included as an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

Periodic summary reports to the Board of Management

At least once in every school term, the Principal must provide a report to the Board of Management setting out:

(i) The overall number of bullying cases reported (by means of the bullying recording template) since the previous report to the Board and

(ii) Confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary schools.*

The minutes of the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved.

Annual Review by the Board of Management

The Board of Management must undertake an annual review of the school's anti- bullying policy and its implementation by the school.

A standardised checklist to be used in undertaking the review is included in Appendix 4 to these procedures. It should be noted that in order to complete the checklist, an examination and review involving both quantitative and qualitative analysis as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

The school must put in place an action plan to address any areas for improvement identified by the review. Written notification that the review has been completed must be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A standardised notification which must be used for this purpose is included at Appendix 4. A record of the review and its outcome must be made available, if requested, to the patron and the Department.

Department Inspectorate

The Department's Inspectorate conducts a programme of school evaluations in primary and post-primary schools. Inspectors evaluate aspects of the school's work, including policies and procedures to support pupils' well-being. Arising from commitments made in the *Action Plan on Bullying*, the Inspectorate will be placing a stronger focus on the actions schools take to create a positive school culture and to prevent and tackle bullying.

Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community

9. Ratification

This policy was adopted by the Board of Management on 28/09/2023.

10. This policy has been 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 (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

11. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and be readily accessible to parents and pupils on request and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:

(signature)

(Chairperson of Board of Management)

Date: _28/07/2023_

<u>APPENDIX 1: Practical tips for building a positive school culture and climate</u>

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 2: Types of bullying

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

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

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

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

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

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

- Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden

- Extortion: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Appendix (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. Reported by

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incident's

Playground	
Classroom	
Corridor	
Toilets	
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 action taken

Signed:_____(Relevant Teacher) Date: _____

Date Submitted to Principal/ Deputy Principal: _____