



**PRESENTATION SECONDARY SCHOOL
WARRENMOUNT**

Clarence Mangan Road, Dublin 8

**Notification regarding the Board of Management's annual review of the
Anti-Bullying Policy**

To: Presentation Secondary School Warrenmount School Community.

The Board of Management of Presentation Secondary School Warrenmount wishes to inform you that:

- The Board of Management's annual review of the school's Anti-Bullying Policy and its implementation was completed at the Board meeting of 11 March, 2024.
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed 
Chairperson, Board of Management

Date 11/3/24

Signed 
Principal

Date 21/3/24

Anti-Bullying Policy

Presentation Secondary School Warrenmount

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Presentation Secondary School Warrenmount school 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 the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. The Board of Management 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:

(a) A 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; and
- promotes respectful relationships across the school community;

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) 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;

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

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

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by 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 and
- identity-based bullying such as homophobic bullying, transphobic 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. In addition, this also includes a text message(s) that is/are forwarded on to other parties.

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*.

Examples of bullying behaviours (this list is not exhaustive)

General behaviours which apply to all	<ul style="list-style-type: none"> • 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 • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look”- showing disdain, anger, mockery etc. • Invasion of personal space • Snide comments with the intention to hurt • Intentionally not using a person’s name or pronoun that they have asked for can constitute bullying if done intentionally and repeatedly • A combination of any of the types listed.
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<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Cloning: Creating a fake profile and using it to get someone else in trouble • Catfishing: Using a fake profile to entrap someone • Outing: Posting or sharing confidential or compromising information or images • Photoshopping: Photoshopping images with intent to cause harm and distress • Doxing: Posting personal information online with a view to threaten or harass • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety – breaching GDPR guidelines on data • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g., Facebook/Tiktok/Snapchat/Instagram Twitter/online games • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g., Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion

	<ul style="list-style-type: none"> • Ignoring • Excluding from the group • Taking someone’s friends away • “Bitching” • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The “look”
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability • Setting others up for ridicule

4. The Relevant Teachers for investigating and dealing with bullying in Presentation Secondary School Warrenmount, in line with Section 6.8 of the Anti-Bullying Procedures for Post-Primary Schools are as follows:

Principal – Ms. Brennan

Deputy Principal – Ms. Garry

Assigned Year Heads– Mr. Grier, Ms. O’ Neill and Ms. Poisson

Care Team Personnel

Any teacher may act as a Relevant Teacher if circumstances warrant it.

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

<p>School-wide approach</p> <ul style="list-style-type: none"> • A school-wide approach to the fostering of respect for all members of the school community. Our School Journal details our Code of Behavior which strives to create a mutually respectful, caring community, that is inclusive and welcoming of diversity. • The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour. Expected behaviour both within and outside the classroom is clearly explained in the School Journal and consistently highlighted during the year through whole school interventions. • The fostering and enhancing of the self-esteem of all our pupils through both curricular and extra-curricular activities, like Wellbeing Week. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions. • Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it-prevention and intervention.
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- Professional development with specific focus on the training of the Relevant Teachers.
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to Relevant Teachers. Supervision will also apply to monitoring student use of communication technology within the school where practicable.
- Strong care system within the school, with weekly interdisciplinary Care Meetings to review and solution focus concerns as they emerge.
- Involvement of the Student Council in contributing to a safe school environment, enhanced too with the 5+1 system, Prefects supports, Mentoring and other student support activities, that can help to support pupils and encourage a culture of peer respect and support.
- Extended Tutor Time to disseminate key messages and support a positive and conducive learning environment.
- Behaviour for Learning Teacher and Check and Connect Programme.
- Clubs Morning and variety of Clubs available (lunch and after school) that provide a safe space for students, including access to the Library before school, over all break times and after school.
- Development and promotion of an Anti-Bullying Code for the school will be included on the school website, in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's Anti-Bullying Policy is discussed and reviewed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school every year.
- The implementation of regular, per term, whole school awareness measures e.g., a dedicated notice board in the school on the promotion of friendship, and bullying prevention; annual Friendship Week; parent(s)/guardian(s) seminars, regular student surveys; participation in Cyber Safety Week, regular school or year group assemblies by Principal, Deputy Principal, Year Heads etc. and facilitating initiatives that promote a culture of mutual respect within our caring community.
- A strong Transfer Policy with our feeder primary schools which facilitates sharing of information regarding any previous instances of bullying so that classes can be formed accordingly, and the relevant supports can be put in place as required.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. 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.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher, or any member of staff they feel comfortable with, at an appropriate time, for example after class.
 - Messaging staff via Teams.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Anti-bully or Niggle/Worry Box.
 - Get a parent(s)/guardian(s) or friend or peer leader to tell on your behalf.
 - Administer a confidential questionnaire once a year to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents and the student body.
- Discussing and reviewing our Mobile Phone Policy and Acceptable Usage Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g., BeLongTo www.belongto.org, ISPC www.ispcc.ie, AWARE www.aware.ie, TENI www.teni.ie, Pieta House www.pieta.ie, Jigsaw www.jigsaw.ie, Spunout www.spunout.ie etc.

Implementation of curricula

- Explicit teaching of the Anti Bullying Code is undertaken at Assemblies and extended Tutor Time.
- The full implementation of the SPHE, CSPE curricula and the RSE Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence-based programmes, e.g., Lockers, Mind Out and Fuse etc.
- School wide delivery of lessons on **Relational aggression, Cyber Bullying** (Webwise, resources etc.), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust Pack) **Diversity and Interculturalism**.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies

- Code of Behaviour, Child Safeguarding Statement, Supervision of Pupils Policy, Acceptable Usage Policy, Mobile Phone Policy, Attendance Policy and Statement of Strategy, Excursions Policy, Health and Safety Policy etc.

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

Procedures for Investigating and Dealing with Bullying

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).

Our school's procedures are consistent with the recommended approach outlined in the guidelines. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher/staff member in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the Relevant Teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the Relevant Teacher.

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the Relevant Teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) 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;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- 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. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- 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;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. However, this will be decided on a case-by-case basis depending on the situation and the sensitivities of the individuals involved. 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;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
- In cases where it has been determined by the Relevant Teacher that bullying behaviour has occurred, the parent(s)/guardian(s) 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 parent(s)/guardian(s) an opportunity of discussing

ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- 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 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;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the Relevant Teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or 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 pupil 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 complaints 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. Parents can also make contact with the Gardai. The school will also advise parents that the alleged bullying behaviour will be noted in Section 3 of the Child Protection Oversight Report (presented at every Board of Management meeting) and that a report will also be submitted to TUSLA.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. This 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 or notified to them. All incidents must be reported to the Relevant Teacher.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the Relevant Teacher, the Relevant Teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The Relevant Teacher must inform the Principal of all incidents being investigated.

Informal-determination that bullying has occurred

- 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.

- The school in consultation with the Relevant Teacher/s should develop a protocol for the storage of all records retained by the Relevant Teacher.

Formal-Appendix 3 (From DES Procedures)

The Relevant Teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. The school should list behaviours that must be recorded and reported immediately to the 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 Relevant Teacher in question and a copy maintained by the Principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

Established intervention strategies

- The Relevant Teacher interviews all pupils involved in the incident.
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process.
- Working with parent(s)/guardian(s) to support school interventions.
- Use of the Check and Connect System
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Provision of short term counselling and/or referral to external agencies

7. The school's programme of support for working with pupils affected by bullying is as follows (See Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- All in-school supports and opportunities will be provided for the pupils 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
 - 5+1, Prefects Peer Mentoring System
 - Tutor/Year Head system
 - Care Team
 - Behaviour For Learning Teacher
 - Check and Connect Support System
 - Friends For Life, ALERT and Movement Matters Programme etc.

- Whole School Interventions – for e.g. Wellbeing Week, Random Acts of Kindness Week
- Rewards and Awards Schemes
- Year Group Team Building Excursions
- Provision of before, after and holiday time activities
- School environment reinforces key messages of mutual respect and care for one another through visual displays, digital screens, our Thought for the Day each morning, and our daily use of the School Journal

- If pupils require counselling within school or additional further supports, the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher or responsible adult.

8. 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.

The following Prompt Questions may be useful in considering this aspect of the policy:

- Are there agreed appropriate monitoring and supervision practices in the school?
- Have bullying danger spots been identified?
- Have parents and pupils been consulted in the identification of these danger spots?
- How will the student support/care structures (including Year Heads, Class Tutors, SPHE, Guidance, RE, CSPE, HSCL, Learning Support teachers) support measures to counteract bullying behaviour?
- How will pupils, in particular senior pupils, be involved as a resource to assist in counteracting bullying? In this regard, has a mentoring/buddy system been considered?
- How will the Student Council and School Clubs be involved?
- In relation to Acceptable Use Policy in the school are the following issues addressed:
 - Are all Internet sessions supervised by a teacher?
 - Does the school regularly monitor pupils' Internet usage?
 - Have pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
 - Have pupils been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school?

(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only).

9. Prevention of Harassment

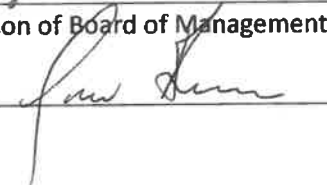
The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e.,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

10. This policy was adopted by the Board of Management on Monday, 11 March 2024.

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website 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: 
Chairperson of Board of Management

Signed: 
Principal

Date: Monday, 11th March 2024

Date of next review: 11th March 2025

Appendix 2 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 the Student Council.

Appendix 3 Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

School Grounds	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Lockers	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	Cyber-bullying	<input type="checkbox"/>
Damage to Property	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	Malicious Gossip	<input type="checkbox"/>

Name Calling		Other (specify)	
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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 _____