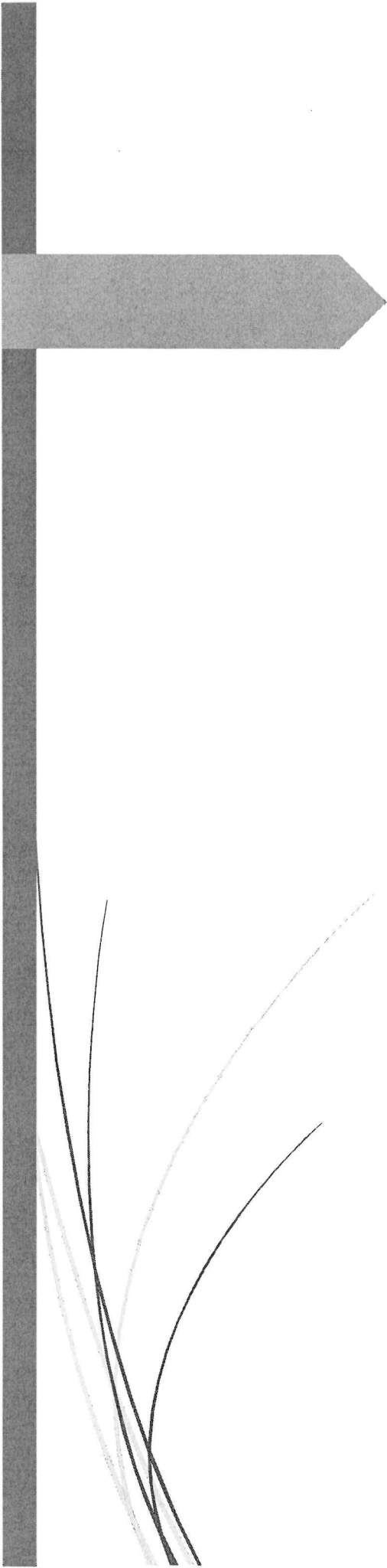




Bí Cineálta: Policy to Prevent and Address Bullying Behaviour



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St. Caimin's Community School of 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.

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. See also Appendix A of this document – Definition & Examples of Bullying Behaviour.

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.

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	10/02/2025 14/03/2025	Staff survey Staff consultation/review of the guidelines
Students	10/02/2025	Student survey
Parents	12/02/2025	Parent survey
Board of Management		
Wider school community as appropriate, for example, bus drivers		
Date policy was approved:		
Date policy was last reviewed:		

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):

Education and Prevention Strategies

The school, in its provision of curricular, extra-curricular and pastoral care programmes employs various education, awareness and prevention strategies to foster a safe, inclusive, and respectful environment. These strategies and measures specifically aim to prevent online, homophobic, transphobic, racist, and sexist bullying, as well as sexual harassment.

1. Culture & Environment

Sense of belonging

- The school is committed to recognising and celebrating the diversity of backgrounds and identities of all in the school community.
- The school's mission statement and Code of Behaviour promotes the values of respect, inclusion and equality.
- We minimise the likelihood of bullying for such students by improving inclusion inside and outside the classroom, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post primary and cultivating a positive school culture which has respect for all and helping one another as central.

- The school endeavours to foster and enhance of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions and to foster a sense of connection and belonging, e.g. year group bonding activities.
- School awards and recognition: the school acknowledges and celebrates positive behaviour and community spirit.

A telling environment

The school encourages a culture of reporting, with particular emphasis on the importance of bystanders. In this 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.

A trusted adult

Students who experience or witness bullying behaviour should be encouraged and supported to report the behaviour to a trusted adult. Staff should support this strategy by letting students know that they can talk to them. The trusted adult should reassure the student that they have done the right thing by reporting the behaviour.

Safe physical spaces

- **Safe physical environment:** clear windows, appropriate lighting and maintained grounds. Indoor and outdoor seating areas are available for students during break times.
- **Visuals and displays:** posters and student artwork are displayed to promote inclusion, respect and diversity.
- **Involvement of students:** students contribute to a safe school environment through the mentoring programme and other student support activities that can help to support pupils and encourage a culture of peer respect and support e.g. Friends for Life programme, 1st year induction programme.
- **Sensory room and meditation room:** these quiet, supervised rooms are available for students needing sensory support and time out.

Supervision & visibility of staff

Continuous supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will also 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.

The school has a strategy of comprehensively supervising and monitoring students while out of class. This includes the use of CCTV.

2. Curriculum (Teaching & Learning)

Anti-bullying content is provided through the SPHE, CSPE and RSE and RE programmes within the school.

- Students are encouraged to discuss how to build positive relationships with others, and to form positive attitudes towards other people. This involves reflection on the nature and obligations of true friendship.
- Regular groupwork, class discussions, collaboration, peer support and mentoring within the classroom all contribute to building a sense of connection, empathy and belonging among students.
- The process of teaching and learning presents diverse opportunities to discuss aspects of

bullying, and to explore appropriate ways of behaving towards one another, e.g. through class contracts, seating plans to foster inclusion, creation of anti-bullying posters, slogans and visuals, etc. Such opportunities occur throughout the curriculum.

- Students receive support in developing an understanding of the effects that bullying behaviour can have on those involved.

3. Policies & Planning

Policies

The diligent and consistent implementation of the School's Code of Behaviour aims to minimise opportunities for bullying. Furthermore, the Acceptable Usage Policy, Child Protection Policy, CCTV Policy, Relationships and Sexual Education Policy and Special Educational Needs Policy work together to implement and support the school's Bí Cineálta policy effectively.

Student-friendly policy

A student-friendly version of the Bí Cineálta policy is available in the school journal and displayed where students and the school community can see it. The student-friendly policy uses language that is easy for students and parents to understand.

SSE – Well being

Through the SSE process and School Improvement Plan, the school has an ongoing commitment to student wellbeing and places significant emphasis on ensuring that each student realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community.

Teacher support and professional development

- Teachers receive on-going training in addressing and preventing bullying and in mental health awareness, e.g. Jigsaw training.
- Staff modelling – ensuring staff model respectful behaviour and treat all students equally.
- Support and training are provided to new and newly qualified teachers by the Deputy Principal.

4. Relationships & Partnerships

Student Council

The Student Council helps in heightening awareness of bullying and provides a voice for our student body. The council is encouraged to report concerns to teachers, year heads, the Deputy Principals or Principal. Students contribute to policy development through the student council, surveys, and focus groups.

School Clubs, co-curricular & extra-curricular activities

- Development of extensive co-curricular and extra-curricular activities to develop respect for diversity and difference e.g.:
- Friendship week
- Celebrate Us week
- Stand Up Awareness week
- Development of Junior Cycle Wellbeing programme
- LGBTQI+ club
- Friends for Life programme
- Breakfast club

- Homework club
- Student Council
- Supervised lunchtime games club
- Chess Club
- Environmental Club
- A variety of sports clubs (basketball, camogie, hurling, soccer, Gaelic football, athletics, rugby, etc.)

Student support team

The student support team within the school offers support, advice, protection, detection and expertise in this area. The team works on progressing actions for the welfare and wellbeing of all students. There are two student support teams in St. Caimin's Community. One for junior cycle students and one for senior cycle students. Each student support team meets once a week. The listing of supports and the identification of other supports available to the school are given on the school website under Wellbeing.

Parent's association

The role of the parent's association is to support the school and its students in its efforts to prevent bullying behaviour. The Parent's Association works with the principal, staff and the Board of Management to build an effective partnership between home and school. The Parents Association can advise the principal and Board of Management on policy issues and incidents that may require a review of school policy, e.g. bullying, safety, homework, enrolment, behaviour problems, etc. They also organise events and invite speakers to address the parents on issues which are topical or relevant.

Mentoring programme

Students contribute to a safe school environment through the mentoring programme and 1st year induction programme. These programmes rely on peer support and activities that encourage a culture of peer respect and inclusion. As part of the 1st year induction programme, senior students, acting as mentors, help to ease the transition from primary to secondary school for incoming first years by providing practical advice and guidance as well as organising games, icebreakers, team-building activities and school tours during the 1st week of school.

Awareness initiatives

Activities aimed at raising awareness of bullying as an unacceptable behaviour are on-going. These include poster campaigns, the display of anti-bullying charters and the provision of anti-bullying resources such as books and videos. (LGBTQI+ club, Wellbeing Week, Friendship week, Celebrate Us week, Stand Up Awareness week)

Engagement with local community

The school collaborates with external organisations such as SVP Shannon, Shannon Youth Centre, Shannon Library, etc. It also engages with members of the wider school community who are in regular contact with students, such as the following:

- School bus drivers
- Education welfare officers
- Local businesses that are close to the school

These members of the wider school community are encouraged to report any bullying behaviour to the school as appropriate.

Specific Strategies to Prevent:

Online/Cyberbullying

The school is aware of the increasing incidence of cyber bullying. Our strategies in this regard 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. We do this through our own curricular provision and invite guest speakers to address digital safety issues with our students and parents/guardians. First year students receive training in the safe use of social media. Furthermore, the Code of Behaviour for Students and the Internet Acceptable Usage Policy set clear guidelines for appropriate behaviour around technology use. In addition, the on-line content within the school is moderated by external web-filtering. The school uses a centrally managed digital communications platform where certain student restrictions are in place for internal and external communications with the aim of safeguarding students.

Homophobic/transphobic bullying behaviour

This school is committed to supporting the sexuality of gay, lesbian, bisexual and transgender students. The SPHE programme for all year groups, and particularly for fourth years, deals explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying. The school has also welcomed guest speakers from the Red Ribbon Project. The words gay and lesbian, or words with similar meaning, must never be used as terms of offence, even in jest.

Racist bullying behaviour

The school is committed to recognising and celebrating the diversity of backgrounds and identities of all in the school community. This includes raising awareness of racism, supporting ethnic minority students, and ensuring diversity is celebrated and visible in the school.

Sexist bullying behaviour

The school will highlight the importance of gender equality through workshops, campaigns, and equal participation opportunities across the school community. It will also ensure members of staff model respectful behaviour and treat students equally irrespective of their sex.

Sexual harassment

The school takes a zero-tolerance approach to sexual harassment. It should never be dismissed as teasing or banter. The updated SPHE specifications focus on promoting healthy relationships, consent and how to treat others with respect and kindness. The school challenges gender stereotypes that can contribute to sexual harassment. It also promotes positive role models within the school community.

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):

1. Supervision & Monitoring by Staff

The school has a strategy of comprehensively supervising and monitoring students while inside and out of class. This includes the use of CCTV. Non-teaching and ancillary staff will also be encouraged to be vigilant and report issues to relevant teachers and management.

- **Break and Lunchtime Supervision:** Teachers are assigned to key areas such as hallways, the canteen, schoolyards and common areas to maximise oversight. They are encouraged to remain vigilant and responsive to issues as they arise.
- **Supervised Lunchtime Clubs:** Supervised lunchtime games and other extra-curricular clubs provide students with a safe space to meet peers and relax at lunchtime.
- **Clear and Open Visibility:** Classrooms and corridors are designed with unobstructed windows to facilitate easy monitoring of student interactions. Teachers maintain a strong presence during transitions between classes to ensure ongoing oversight.
- **Bathroom Supervision:** Teachers on supervision are encouraged to monitor bathrooms to prevent bullying or inappropriate behaviour in these less visible areas.
- **School Events and Outings:** All recommended pupil-teacher ratios are adhered to during trips and tours, ensuring student safety. Staff are assigned supervisory roles, and the Code of Behaviour applies to all school events and extracurricular activities, supported by **existing extracurricular protocols**.
- **Teacher Presence:** Teachers are encouraged to actively supervise corridors and classrooms, especially during key times when students may be more vulnerable to bullying behaviour.

2. Student Support Team and Regular Check-Ins

Year Heads, Chaplains and Guidance Counsellors conduct regular check-ins with students. These sessions allow students to voice concerns, including incidents of bullying, in a supportive and confidential manner. In 1st year, the guidance counsellor or chaplain meets vulnerable students to assess how they are adjusting to post-primary school and to identify those at particular risk of bullying. In addition, class groups complete sociograms to determine friendship groups, dynamics within a group and to highlight possible situations where students are being excluded.

3. Technology & Online Monitoring

- **Technology Monitoring:** The school's Acceptable Usage Policy sets guidelines for appropriate online behaviour. The policy is enforced by monitoring school-provided digital platforms and promptly addressing any cases of online bullying that is identified.
- **Digital Literacy and Citizenship:** Students are educated on safe online practices, helping them recognise and avoid online bullying. This promotes responsible online behaviour and encourages the reporting of any concerns.
- **Online Safety Events:** The school organises regular online safety events for both students and parents to reinforce digital citizenship.

4. Teacher Training and Awareness

- **Continuous Professional Development (CPD):** Teachers receive ongoing training in identifying and addressing bullying. This includes specific training on intervention during supervision

duties, ensuring staff are equipped to handle incidents promptly and effectively.

- **Support for New Staff:** All new teachers and staff are thoroughly briefed by the Deputy Principal on the school's supervision policies and anti-bullying procedures to ensure consistency across the school.

5. Student Participation in Monitoring

- **Student Council Involvement:** The student council is actively involved in providing feedback on areas where supervision can be improved and helps in enhancing monitoring strategies across the school.
- **Confidential Reporting Form:** Students are encouraged to report bullying behaviour, either directly to a teacher or through a confidential online reporting form, ensuring that any incidents are promptly addressed.

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

- Subject or class teacher
- Special Needs Assistants
- Year Head
- Guidance Counsellor
- Chaplain
- Deputy Principal
- Principal
- Student support team

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. Determine if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour we will consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour, and the behaviour will be addressed using the Bí Cineálta Procedures.

Note: One-off incidents may be considered bullying 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.

2. Record & Address

When identifying if bullying behaviour has occurred teachers will consider what, where, when and why?

- if a group of students is involved, each student will be engaged with individually at first
- thereafter, all students involved will be met as a group
- at the group meeting, each student will be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each student will be supported as appropriate, following the group meeting
- students involved may be asked to write down their account of the incident(s)

Where bullying behaviour has occurred, the parents of the students involved will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.

- We will listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- A record will be kept of the engagement with all involved
- This record will document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bí Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.
- A template for recording an incident of bullying can be found in Appendix B of this document- Template for Recording Bullying Behaviour.

3. Review & Determine if the Bullying Behaviour has ceased

- the school will engage with the students involved and their parents again no more than 20 school days after the initial engagement

- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher will 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 will also be recorded
- any engagement with external services/supports will 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 in consultation 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 the school 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
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they will be referred to the school's complaints procedures
- if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

4. Bullying Behaviour Update

The principal must include all bullying behaviour in their update to the board. Principal provides a verbal update to the board. Review policy if needed.

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):

Programme of Support

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

- The victim is kept informed as to how the case is being handled.
- 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.
- Students who have experienced, witnessed or displayed bullying behaviour are offered support from the Student Support Team.
- An identified support teacher will provide a tailored programme of support depending on the child's needs. The counselling facilities within the school are available to all parties. Counselling may, as appropriate, be provided by outside agencies.
- A restorative approach may be taken between all parties if the students are in agreement. This can be on an informal basis or implemented through a more structured mediation process, where an agreement is negotiated between the students.
- All students involved will be given the opportunity to engage in reflection activities after the bullying behaviour has ceased and has been resolved.
- If a student is returning to school after a suspension arising from displaying bullying behaviour, their Year Head will support their return to school as outlined in the Code of Behaviour.
- The school will work with parents to support school interventions and the programme of support.
- The student may be referred to an outside agency as appropriate, e.g. general medical practitioners, An Garda Síochána, social workers and community workers.
- The school may engage with outside agencies such as National Educational Psychological Service (NEPS), Webwise, National Parents Council, DCU anti bullying Centre and Tusla.

Support for students experiencing bullying behaviour outside of school

The school is mindful that students who experience bullying behaviour outside of school may need support during school time. The following measures will be taken to support students:

- Regular check-ins by the Student Support Team with students who experience bullying outside of school
- Contact will be made with parents
- Tie-in with local community initiatives
- Ask student how we can help, empathise and show support for victims
- Ensure staff are aware so they can watch out for behavioural changes

Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools

All bullying behaviour will be recorded. 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*.

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.

This Policy was adopted by the Board of Management on 26/6/25

The policy will come into effect from 26/6/25

SIGNED (Chairperson of Board of Management) Kina ni Chaomlean

SIGNED (Principal) M. Numan.

Once ratified this policy will be shared on the school website and Staff Teams.

APPENDIX A: Definition & Examples of Bullying Behaviour

Definition of Bullying Behaviour

Bullying is 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 involved an imbalance of power in relationships between two people or groups of people in society.

The core elements of the definition are further described below:

Targeted behaviour	Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.
Repeated behaviour	Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.
Imbalance of power	In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

What Bullying Behaviour is not:

- A once-off instance of negative behaviour
- Disagreements between students
- Instances where students don't want to remain friends
- Non-deliberate behaviours of students with special educational needs

Examples of Bullying Behaviour

Please note that the list of examples below is non exhaustive.

General behaviours which apply to all types of bullying	• 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" • Invasion of personal space • A combination of any of the types listed.
Cyber	• 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 • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/Instagram/Snapchat/X/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology

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).	
Homophobic and Transgender	• 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
Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion based on any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	• 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

APPENDIX B: Template for Recording Bullying Behaviour (also available as an online form)

Is the behaviour targeted at a specific student or group of students?	Yes	No
Is the behaviour intended to cause physical, social or emotional harm?	Yes	No
Is the behaviour repeated?	Yes	No

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Relevant locations	
School yard	
Classroom	
Corridor	
Toilets	
School Bus	
Online during school time	
Online outside of school time	
Outside the school grounds	
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/Verbal		Other (specify)	

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

Homophobic/Transphobic	Disability/SEN related	Racist	Membership of Traveller community	Sexist/sexual harassment

8. Brief Description of bullying behaviour and its impact

[illegible]

9. Details of actions taken

[illegible]

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____