

Sacred Heart Secondary School**Anti-Bullying Policy**

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 Sacred Heart Secondary School, Clonakilty, Co. Cork 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.

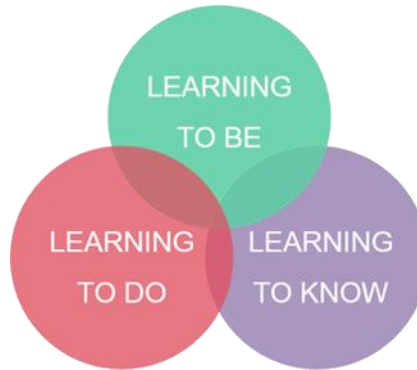
1.1 Scope of policy: This policy applies to the **whole school community** in their relationships with students – students, teachers, management, board of management, parents/guardians, office and all ancillary staff. The school however does not take sole ownership or responsibility for dealing with bullying. Parents/guardians and other agencies have an indispensable role in addressing and responding to bullying.

1.2 Rationale:

1. The Department of Education and Science requires schools to have a written policy on bullying
2. The Trustees have a statutory obligation to ensure that a policy is in place that reflects the principles and values of the religious and educational philosophy of the school.
3. Involving and encouraging all members of the school community in developing, formulating and reviewing this policy on bullying promotes partnership, ownership and implementation of a living policy.
4. The policy is an integral part of and indeed complements the school's **Student Care Policy**.
5. The policy provides a clear response(s) that the school may make in responding to reported bullying.

1.3 Links to Mission Statement:

WE LIVE OUR MISSION



LEARNING TO WORK TOGETHER IN A CREATIVE AND CHRISTIAN ENVIRONMENT, AS WE PREPARE FOR OUR FUTURE.

Motto:

Sacred Heart Secondary School; Where Learning Continues to be an adventure.

Inspiring Engaging Flourishing



1.4 Links to Ethos:

The ethos of the school is inextricably linked to the vision of our trust body, CEIST. This policy strives to embrace the vision and teachings of CEIST.

Vision

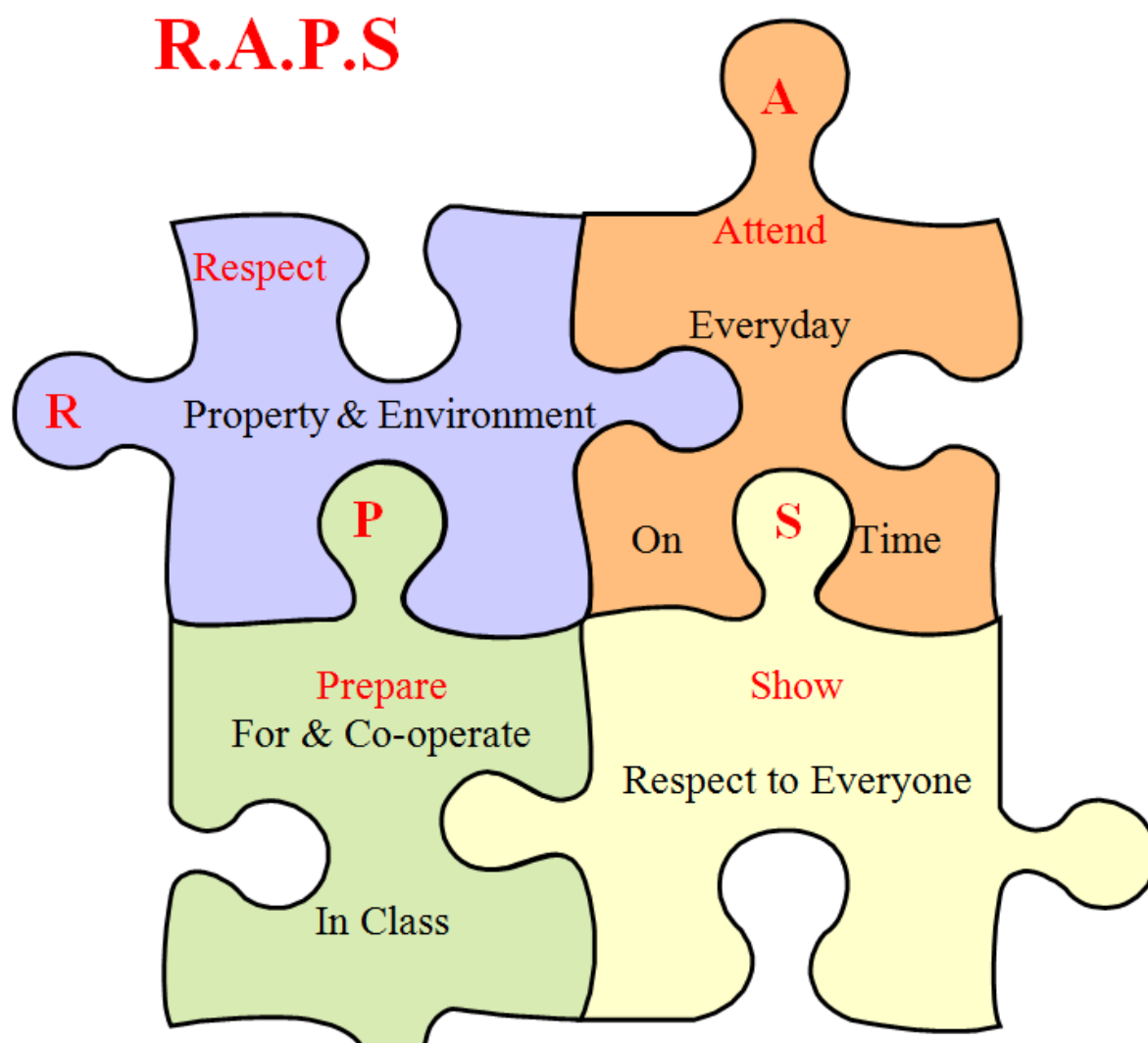
A compassionate and just society inspired by the life and teachings of Jesus Christ.

What we treasure

The core values of CEIST are intended to support and nourish the lives of the people who are at the heart of our schools - students, staff and parents/guardians. These are the members of the school; their rights must be respected and their responsibilities should be performed in a manner which promotes the spiritual development of each person, achieves quality in teaching and learning, shows respect for every person, creates a sense of community and is founded on compassion and justice. These values can only be lived out if students, staff and parents/guardians work together for the common good of all. In CEIST schools processes should be put in place to deal with areas of conflict and disagreement so that the dignity of all members of the school can be protected.

1.5 Links to the School's Code of behaviour

The school's ratified code of behaviour places significant emphasis on RESPECT. This includes respect for oneself and for others. This integral part of the code strives to foster and maintain an atmosphere of genuine and mutual respect. The code clearly states the expectations of the students and outlines what is not acceptable behaviour in the school. Sacred Heart's expectations can be represented in the graphic outlined below.



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 positive school culture and climate which-

- welcomes 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
- Student Leadership
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying.
- Supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.
- Proactive and Preventative anti-bullying measures.

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

3.1 Definition

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
- Identity-based bullying such as LGBTQI+ bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.
- Harassing behaviour under any of the 9 categories listed in the equal status act. (Gender/ trans-gender/ civil status/ family status/ sexual orientation/ religion/ age/disability/ race/membership of the travelling community)

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 may 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.

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

3.2 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 physical assault.

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.

Humiliation: To deliberately engineer circumstances that would cause another person to feel ashamed and lose respect for themselves.

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(s) 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; non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.

Cyber-bullying: including offensive texting, inappropriate comments/pictures/videos posted on any social media site. This type of bullying is increasingly common and is continuously evolving.

Name calling /Verbal abuse: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour.

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.

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

The grounds for bullying can include but may not be limited to the following:

- **Gender** – being male or female (The European Court of Justice holds that discrimination against a transsexual person constitutes discrimination on the grounds of sex)
- **Marital status**-being single, married, separated, divorced or widowed.
- **Family status** – being pregnant or having responsibility as a parent in relation to a person under 18 years, or as a parent or the resident primary carer in relation to an adult with a disability, who needs care or support on a continuing, regular or frequent basis.
- **Sexual/Gender orientation** –being heterosexual, homosexual, bisexual or transgender.
- **Religion** - having religious beliefs or having none; the term ‘religious belief’ includes religious background or outlook.
- **Age** – applies to persons over 18 years
- **Disability** - ‘disability’ is broadly defined. It covers a wide range of impairments and illnesses. It covers all physical, sensory and intellectual disabilities
- **Race** - includes race, colour, nationality or ethnic or national origin.
- **Membership of the Traveller Community**- people who are commonly called Travellers, who are identified by both Travellers and others as people with a shared history, culture and traditions, identified historically as having a nomadic way of life on the island of Ireland (Equal Status Acts 2000-2011)

3.3 Signs and Symptoms of Bullying Behaviour:

The following signs/symptoms may suggest that a pupil is being bullied.

These signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination these signs do warrant investigation in order to establish what is affecting the pupil.

- Changes to personality and usual presentation, along with changes that are out of character, may be an indication that bullying is occurring (physically, socially, psychologically and behaviourally)
 - Social withdrawal
- Anxiety about travelling to and from school - requesting parents/guardians to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, “mitching” classes;
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- Pattern of physical illnesses (e.g. headaches, stomach aches);
- Unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- Visible signs of anxiety or distress - stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- Spontaneous out-of-character comments about either pupils or teachers;
- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing;
- Reluctance and/or refusal to say what is troubling him/her.

4. The relevant teacher(s) for investigating and dealing with bullying may include the following:

- Any member of the school’s teaching staff, including, subject teacher, class tutor.
- “Helping Hands” support team
- The Year Head(s) or appointed teacher(s) in his/her absence.
- Every class is assigned a tutor.
- The Guidance Counsellor and others working one to one with students.
- The SEN Co-Coordinator.
- Deputy Principal and or Principal.

The Relevant teacher is likely to be a member of the student Pastoral Care Team or have a formal way of linking with the team when carrying out the functions of the role.

All teachers play an important role in supporting the holistic development of young people in schools and promoting a positive school climate.

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

- All year groups are educated on Bullying through the **S.P.H.E. (Social, Personal and Health Education) programme**. Anti-Bullying themes are established in many of the 4 strands taught on the programme to all year groups.
 - Who am I?
 - Minding Myself
 - Team Up
 - My Mental Health
- Additional Wellbeing modules have been introduced at Junior Cycle to empower students and help to prevent anti-bullying behaviour:
 - FUSE
 - LIFT
 - IT safety
 - Learning to Learn
 - Guidance
 - Mindfulness
 - My growth mindset.
- FUSE is a specific anti-bullying and online safety programme which is being delivered in the school to build student awareness, and enable students to have the confidence to seek support.
- The school's code of behaviour is an important reference document for all members of the school community. It is published in the student diary and staff handbook. It gives clear and unequivocal direction to all on what is and what is not acceptable behaviour. The code places "Respect" for people at its core and has a strong anti-bullying theme(s) in its content. The code is taught to all year groups as part of their annual induction.
- The school provides a diverse range of opportunities for students to participate in co-curricular and extra-curricular activities, so as to promote personal development, respect and friendships while reducing opportunities for bullying.
- A Mentor system is in place where Senior Cycle students are provided with the opportunity to undergo "Peer Support Training". These Peer Mentor students are linked with 1st year student(s) at the start of the new academic year and remain their mentors for the duration of the year. Students joining the school after 1st year will receive induction from their year head and are also linked with a student in their class.
- Positive reinforcement of behaviour for the good of the school community is encouraged through positive comments in the journal, phone calls home, the éacht letter and through the annual Awards Ceremony. The Sr. Benedicta Barry award is a major accolade that is given to the student who is deemed most caring of fellow students. The CEIST award is an award for the student of second year who epitomises the values of our trustees, CEIST.
- Everyone, (particularly first years) is encouraged to participate in Friendship Week, which takes place on an annual basis.
- The school is currently using an anti-bullying programme called 'The Helping Hands Wellbeing and Anti-Bullying Programme'.

- Class and Year assemblies are positive in nature. They focus on respect and development of the whole person while promoting class and year group spirit and unity.
- The school has an excellent pastoral care system in place. All incidents concerning the welfare of students, in particular alleged bullying, are filtered through the Year Head, who is the primary person for pastoral care of the student in her Year. A care team meeting takes place each week for each respective year group. In this weekly meeting all bullying incidents are discussed, solutions sought and responses agreed on. The Guidance Counsellor is available as support also and is an integral part of the Pastoral Care Team and may be used directly or in conjunction with the pastoral care team in responding to the reported bullying incident.
- A policy on the safe use of social media sites has been developed to protect our students from forms of cyber bullying. This policy is taught in SPHE class and is also published in the student journal. A peer education training programme is in place where students are educated on the safe use of social media sites.
- Year Group and Class Assemblies.
- Workshops and Presentations by guest speakers. Examples include Liam Ryan, Clonakilty Garda, “ Youth and the Law”, “Hero Starts with Her” and Tammi Darci of Shona.ie.
- Consultation with Parents/guardians Association, Student Council and Staff.
- “The students of Sacred Heart Secondary School have the right to enjoy their learning, free from bullying of any kind. Our school community will not tolerate bullying”
- A more detailed description of all our preventative measures can be found in the document ‘Anti-Bullying Mitigation Measures Sacred Heart Secondary School’. Appendix D

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

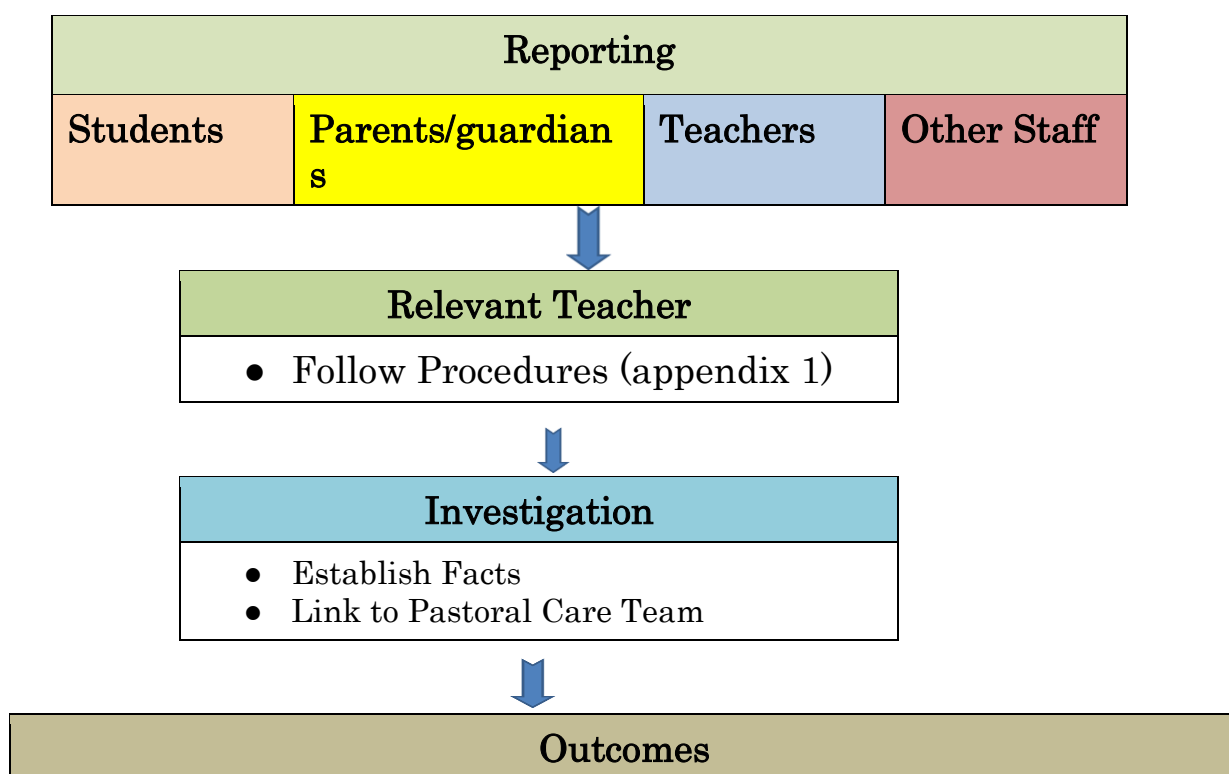
Reporting Bullying

- As a member of Sacred Heart Secondary School, it is your responsibility to work actively with others to prevent bullying in the school.
- Students must inform any member of staff of any incident(s) of bullying in the school by discussing such incident(s), with a staff member or by completing a “Student Bullying Report Form” (See Appendix B). If you do nothing it may suggest that you are supporting the bullying.
- Copies of the ‘Student Bullying Report Form’ are available in at the entrance to the two main bathrooms and is included in the student personal journals.
- A confidential email address has been created yourvoice@sacredheartclonakilty.ie as a means of reporting concerns such as bullying/unacceptable behaviour.
- Parents/guardians/guardians should contact the Year Head regarding suspected incidents of bullying behaviour that have come to their attention through their children, friends of their children or other parents/guardians.
- Non-teaching staff have a responsibility to report any incidents of bullying behavior witnessed by them, or mentioned to them, to the relevant teacher.

- All reports including anonymous reports of bullying must be investigated and dealt with by the relevant teacher.
- A complaint regarding alleged bullying by an adult member of the school community, should be referred immediately to the Principal.
- **Sacred Heart Secondary School endeavors to be a “telling School”** where it is hoped that the ethos and atmosphere created by the school community together with the support of students and parents/guardians, generate a climate where it is responsible behaviour to report all incidents of alleged bullying. This is important so that all alleged bullying incidents can be dealt with early and appropriately. The school’s motto on this is **“If it is not reported it does not get better”**. Dealing with bullying quickly increases the chances of it not happening again. **Silence** is the Bully's best friend. Here the role of the “Bystander” is important. Therefore the “By Stander” is encouraged to stand up to bullying as well as reporting bullying incidents to a responsible adult.

Incidents of bullying behaviour, no matter how trivial, which are drawn to the attention of a teacher, will be dealt with in the following manner:

6. Instructions for the relevant teacher when bullying is reported



Not Bullying Behaviour	<ul style="list-style-type: none"> • Support and advice provided to both parties • Appropriate sanctions may be imposed
Bullying	<ul style="list-style-type: none"> • BBIR form completed • Support and advice provided to both parties • Parents/guardians may be contacted • Appropriate sanctions may be imposed • BOM informed
Bullying of a serious nature.	<ul style="list-style-type: none"> • Parents/guardians are contacted • BBIR form completed • Appropriate sanctions may be imposed • May make a referral to other agencies • May put in place Behavioural support plan • BOM informed.



Monitoring

- Situation monitored for 20 days



Referral to Board of Management

- Should the behaviour persist or escalate or it is deemed that the interventions have failed to encourage or support a change of behaviour on the part of the students involved in the bullying.
- Should an incident be of a sufficiently serious nature it may be appropriate to refer to the BOM without recourse to the preceding stages of the process.

The relevant teacher will conduct an investigation in line with DES guidelines. (See Appendix A.)

The relevant teacher will liaise with the Pastoral care team.

The school authorities, on their own, cannot bring reported bullying incidents to a satisfactory conclusion for all, without the full and implicit commitment of all parties. The school authorities recognise the evolving complex nature of Bullying. The school as an educational authority may in some instances require the assistance of professionals and all other relevant agencies in managing incidents of Bullying that may arise. Parents/guardians and pupils as partners in education, have a responsibility to co-operate in full with any investigation and assist in full in resolving any issues and

restoring, as far as is practicable, the relationships of the parties involved as quickly as is possible. All efforts will be made to expedite the investigation, but account must be taken of the complexity of some incidents. It may take several days or more to properly reveal the complexity of some situations.

Next Step

The pastoral care team at this point will review all the relevant documentation from the investigation(s) conducted. The care team or school authorities will then determine whether the incident of alleged bullying is;

- a) Behaviour not considered to fall within the remit of the anti-bullying policy.
- b) Behaviour considered to be an incident of bullying.
- c) Behaviour considered to be a more serious incident of bullying.

Steps to be followed after the Pastoral Care Team review

Behaviour not considered to fall within the remit of the anti-bullying policy

- ✓ Support and advice provided to both parties on understanding the impact of their behaviour on others and the consequences of the behaviour should it continue or escalate.
- ✓ Appropriate sanctions may be imposed as per the Code of Behaviour Policy.

Bullying:

- ✓ BBIR1 (Appendix C) form completed by the relevant teacher.
- ✓ Parents/guardians may be contacted.
- ✓ Support and advice provided to both parties by members of the pastoral care team with a focus on:
 1. Stopping the behaviour.
 2. Understanding the inappropriateness and the effect(s) of the behaviour.
 3. Providing clear guidelines on future behaviour.
 4. Enabling reconciliation between both parties, as far as is possible.
 5. Helping with improving self-esteem.
- ✓ Appropriate sanctions may be imposed. See Code of Behaviour 3.7.
- ✓ The bullying incident will be reported at the next Board of Management meeting.

Bullying of a serious nature:

- ✓ BBIR1 form to be completed by the relevant teacher.

- ✓ Parents/guardians will be informed of the alleged incident and provided with an opportunity to give a response to the allegations as well as to make any observations or submissions about the nature of the alleged bullying.
- ✓ Sanctions in accordance with the code of behaviour may be imposed. See Code of Behaviour Section 3.7, Section 5, Suspension policy & Section 6, Expulsion policy
- ✓ Where deemed appropriate a referral to other agencies (TUSLA, NEPS, Gardai) may be made.
- ✓ The bullying incident will be reported at the next Board of Management meeting.

Monitoring:

In cases where the pastoral care team/relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that the bullying behaviour has occurred, it must be recorded by the relevant teacher in the **Bullying Behaviour Incident Report Form 2**. See **(BBIR 2) Appendix D**

Referral to the Board of Management

Should the behaviour persist or indeed escalate, or as it becomes clear that the previous interventions have failed to encourage or support a change of behaviour on the part of the students involved in bullying, the situation will be referred to the Board of Management. In such circumstances the involvement of the Board of Management can occur at any stage.

Should an incident be of a sufficiently serious nature (as described in section 5.3 of the School Behaviour Code) it may be appropriate to refer the matter directly to the Board of Management.

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

- ✓ **Weekly Care Team Meetings** are scheduled so that supports are put in place for all concerned and followed through. (Mentoring Programme, After School Study, Extra and Co-curricular activities.
- ✓ **Guidance** may be provided by any of a number of support teachers, including the SEN Coordinator, Guidance teachers, Year Head, Deputy Principal and Principal.
- ✓ **Supervision Scheme**

- ✓ **Linking in with appropriate agencies**

8. Supervision and Monitoring of Pupils

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

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 _____ [date].

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/guardians and pupils on request) and provided to the Parents/guardians' Association (where one exists). 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 (or where none exists, be otherwise readily accessible to parents/guardians and pupils on request) and provided to the Parents/guardians' Association (where one exists). 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: _____

Date: _____

Date of next review: _____

Appendix A

School authorities must ensure that the school has clear procedures for investigating and dealing with bullying and that these are set out in the school's anti-bullying policy. The school's procedures must be consistent with the following:

- (i) The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
- (ii) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- (iii) All reports, including anonymous reports of bullying must, be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;
- (iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- (v) Parents/guardians and pupils are required to cooperate 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/guardians) 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/guardians;
- (viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- (ix) All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- (x) When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- (xi) If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved may 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 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 that bullying behaviour has occurred, the parents/guardians of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents/guardians 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 has determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach

- of the school's anti-bullying policy and efforts should be made to get 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/guardians) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents/guardians and the school;
- (xvii) Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;
- (xviii) 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 BBIR form.
- (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/guardians or the school Principal or 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/guardians 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/guardians of their right to make a complaint to the Ombudsman for Children.

Appendix B

Student Bullying Report Form

Our school takes all reported incidences of bullying seriously as we believe every student should have a safe place to learn. We need your help with this. Teachers can't see everything that happens in school; sometimes you see things that make other students feel bad. You don't have to give your name here but you may if you prefer. If you don't, it would help if we knew your year or class group. It helps everyone if you use this form truthfully and honestly.

1. Tell us everything you saw and what happened.

2. Where did this happen?

3. Which of the incidents involved you?

The student being targeted?	
A student who is involved in the bullying?	

A student who saw the bullying?	
A student who heard about the bullying?	

4. Can you tell us who else was involved? If you don't want to give names it would be really helpful if we knew the class or the year of the people involved.

5. Tell us about the bullying by using these lists? You may tick as many boxes as you wish.

Physical (by hand) <i>For example, aggression, hurting someone, hitting, damage to property</i>	
Verbal (by word) <i>For example, name-calling, gossip, spreading rumours</i>	
Exclusion (leaving someone out) <i>For example, leaving someone out of a group activity, isolating a person from other classmates</i>	
Cyber-bullying (on a computer or phone) <i>For example, sending nasty text messages or comments on Facebook, Twitter or other such forums, or uploading video/photos to humiliate someone</i>	
Extortion (forcing someone) <i>For example, forcing someone to give money or possessions to other people, or forcing them to behave in a way they don't want to</i>	
Gesture (mocking someone) <i>For example, giving someone threatening or 'dirty' looks, using body language to intimidate</i>	

Identity-based bullying

Homophobic <i>About someone's sexual orientation</i>	
Transphobic <i>About someone's gender identity</i>	
Disability/Special needs <i>About someone's physical or intellectual ability</i>	

Racist <i>About someone's race or ethnicity</i>	
Traveller <i>About someone being a member of the Traveller community</i>	

Anything else you think would be useful for us to know?

Your Name: _____

If you don't feel able to tell us your name at this stage it would help us to deal with this information better if we knew your year group or class group.

Appendix C BBIR 1

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))*	4. Location of incidents (tick relevant box(es))*
Pupil concerned	Social Area/ Canteen
Other Pupil	Classroom
Parent	Corridor
Teacher	Toilets
School Bus	Others

5 Names of person(s) who reported the Bullying concern

How was it reported?	Verbally <input type="checkbox"/>	Written <input type="checkbox"/>	Other <input type="checkbox"/>
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6 Types of Bullying Behaviour (tick the relevant box (es))

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

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

Homophobic	Disability/SEN related	Racist	Member of Travelling community	Other

8 Brief description of bullying behaviour and its impact

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9 Details of actions taken

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Signed: _____ (Relevant Teacher)

Date: _____

Appendix D BBIR 2**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))***4. Location** of incidents (tick relevant box(es))*

Pupil concerned	Social Area/ Canteen
Other Pupil	Classroom
Parent	Corridor
Teacher	Toilets
School Bus	Others

5 Names of person(s) who reported the Bullying concern

How was it reported? Verbally <input type="checkbox"/> Written <input type="checkbox"/> Other <input type="checkbox"/>

6 Types of Bullying Behaviour (tick the relevant box (es))

Physical Aggression	<input type="checkbox"/>	Cyber -bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Others (Specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Member of Travelling community	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 Brief description of bullying behaviour and its impact

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9 Details of actions taken

--

Signed: _____ (Relevant Teacher)

Date: _____

