

St. Peter's College
Dunboyne, Co. Meath
71950F



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Policy Reviewed and Ratified: 10th June 2025

Signed: *Maria Murphy* Date: 10th June 2025

(Chairperson of the Board of Management)

1. Statement of Commitment

The Board of Management of St Peter's College 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 of St Peter's College working with all staff of St Peter's College, the students of St Peter's College and parents are committed to preventing bullying behaviour. Should bullying behaviour occur it will be addressed in accordance with this policy.

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 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. Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992. In doing this, we committed to promote, protect and fulfil the rights of children. Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30)

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.

These procedures related to measures to prevent and address bullying behaviour that occur between students. Allegations of bullying behaviour by students towards school staff will be addressed through the School's Code of Behaviour. Allegations of bullying behaviour by school staff towards students will be addressed by the principal through the disciplinary procedures for staff.

2. Application

The Policy applies to the following:

- When students are on the school grounds.
- When students are travelling to and from school.
- When students are on school tours and trips.
- When students are in school uniform.
- When students are engaged in extracurricular activities organised by the schools
- To any bullying behaviour outside school which seriously impacts on a student's participation in school.
- To any behaviour that adversely affects the school reputation or the education of any student in the school.

3. Definition of bullying

St. Peters College endorses the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools where bullying is defined as follows:

- Bullying is targeted behaviour, online or offline, that causes harm.
- The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

A detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

The harm can be:

- Physical (e.g.: personal injury, damage to or loss of property)
- Social (e.g.: withdrawal, loneliness, exclusion)
- Emotional (e.g.: low self-esteem, depression, anxiety)
- A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Behaviour that is not 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 be addressed under the school's Code of Behaviour.

- Some students with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Basic Considerations:

- a. Every case of bullying is unique and different.
- b. St. Peters College always reserves the right to protect the students in its care from bullying behaviour.

- c. Parents and Guardians should inform the school of episodes which they suspect to be bullying which have come to their attention through their students or through other parents and guardians or through social or personal media and have a negative impact on a student's participation in school.
- d. Investigations of alleged bullying can take a considerable amount of time.
- e. Investigations and resolutions of bullying behaviour must follow the process as outlined in this policy.

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 Bí Cineálta

St Peter's College has developed and implements 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.

4. Examples of Bullying Behaviour

General behaviours which apply to All
<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in equality legislation e.g., sexual harassment, homophobic, biphobic and transphobic bullying, racist bullying, racist and ethnic identity-based 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	<p>Denigration: Spreading rumours, lies or gossip to hurt a person's reputation.</p> <p>Harassment: Continually sending vicious, mean, or disturbing messages to an individual.</p> <p>Impersonation: Posting offensive or aggressive messages under another person's name.</p> <p>Flaming: Using inflammatory or vulgar words to provoke an online fight.</p> <p>Trickery: Fooling someone into sharing personal information which you then post online.</p> <p>Outing: Posting or sharing confidential or compromising information or images.</p> <p>Exclusion: Purposefully excluding someone from an online group.</p> <p>Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for their safety.</p> <p>Silent telephone / mobile phone calls.</p> <p>Abusive telephone / mobile phone calls.</p> <p>Abusive text messages.</p> <p>Abusive email.</p> <p>Abusive communication on social networks e.g. Facebook / Ask.fm / X / You Tube / Snapchat / Instagram / TikTok / BeReal or on games consoles – list not exhaustive</p> <p>Abusive website comments / blogs / images.</p> <p>Abusive posts on any form of communication technology.</p>
Identity Based Behaviours	Including any of the nine discriminatory grounds mentioned in Equality Legislation (sexual orientation, gender including transgender, civil status, family status, sexual orientation, gender identity, religion, age, disability, race, and membership of the Traveller community). (Equal Status Acts 2000-2018).
Homophobic, biphobic, gender identity and transgender	<p>Spreading rumours about a person's sexual orientation.</p> <p>Taunting a person of a different sexual orientation.</p> <p>Name calling language used in a derogatory manner.</p> <p>Physical intimidation or attacks</p> <p>Threats</p>
Race, nationality, ethnic background, and membership of the Traveller community	<p>Discrimination, prejudice, comments, or insults about skin colour, nationality, culture, social class, religious beliefs, ethnic or Traveller background.</p> <p>Exclusion based on any of the above.</p>
Relational	This involves manipulating relationships as a means of bullying. Behaviours include:

	<p>Malicious gossip. Isolation and exclusion. Ignoring. Excluding from the group. Taking someone’s friends away. ‘bitching’. Spreading rumours. Breaking confidence. Talking loud enough so that the target can hear. ‘The Look’.</p>
Sexual	<p>Unwelcome or inappropriate sexual comments or touching. Harassment. Sexting – i.e., the sharing of explicit text and images about or of students or other without their permission.</p>
Special Educational Needs; Disability	<p>Name calling. Taunting others because of their disability or learning needs. Taking advantage of some students’ vulnerabilities and limited capacity to understand social situations and social cues. Mimicking a person’s disability. Setting others up for ridicule. Ridiculing gifted/exceptionally able students as ‘nerds’ etc.</p>

5. Child Protection Procedures

Children First National Guidance 2017 provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Where any school personnel (teacher – mandated person, SNA, administrative staff, maintenance staff) have child protection concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to Tusla, they should report the concern to the designated liaison person. The designated liaison person shall seek advice from Tusla in accordance with the procedures.

Bullying as Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years. Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco’s Law, criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images.

If bullying behaviour involves physical violence or threats of violence, it may be considered assault.

If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges.

If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour.

Such behaviours will be investigated by St Peter’s College in line with the Bí Cineálta Policy. The targets of all such behaviour will also be advised by St Peter’s College to report such matters to An Garda Síochána as the appropriate authority to investigate alleged criminal behaviour.

6. 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	11 th March 2025 10 th April 2025	Forms Questionnaire distributed to all staff to gather data Half Day School Closure <ul style="list-style-type: none"> • Overview of Bí Cineálta procedures • Staff Consultation regarding Bí Cineálta policy
Students	11 th March 2025 15 th May 2025	Forms Questionnaire distributed to all students to gather data Meeting with student council to discuss the Bí Cineálta policy, make amendments and begin the process of designing our Student Friendly Bí Cineálta Policy.
Parents and Guardians	15 th March 2025 4 th June 2025	Forms Questionnaire distributed to all parents to gather data Parents Association consultation
Board of Management	10 th June 2025	Review and Ratification
Date Policy was approved: 10 th June 2025		
Date Policy was last reviewed: n/a		

7. Preventing Bullying Behaviour

All members of the school community (staff/students/parents) have a responsibility to report any incidents of bullying behaviour.

All members of school staff (teachers, SNAs and all ancillary staff) have a duty to intervene and report on any situations that they perceive as bullying.

The relevant person to make such reports to, is the Ceannaire of the target.

Education and Prevention Strategies

This section sets out the education and 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.

Culture and Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school personnel experience a sense of belonging and feel safe, connected and supported. Relationships between all members of the school community should be based on respect, care, integrity and trust.

How we create this culture and environment:

- a. Open communication between all stakeholders in the school and a whole school approach in creating and maintaining an open and inclusive School which values and respects every student.
- b. Seating plans for all classes which will be changed at least termly.
- c. Collaborative staff days where ideas and incentives are shared.
- d. Standards and expectations in relation to preventing and addressing bullying behaviour set by school leaders and Ceannairí through whole school assemblies, parent and guardian evenings and by all school staff in their interactions with students.
- e. Consistent approaches taken to addressing bullying behaviour.
- f. Students are encouraged to and promote kindness, respect and inclusion through their daily interactions.
- g. Parents and guardians helping to foster an environment where bullying behaviour is not tolerated by promoting empathy and respect.
- h. By creating a “Sharing Environment”, we encourage a culture of telling with particular emphasis on the importance of bystanders. It is made clear to all students that when they report incidents of bullying, they are not considered to be ‘telling tales, ‘But are behaving responsibly.
- i. By creating safe physical spaces throughout the school.
- j. Ensuring expectations and values are clearly conveyed on corridors and in rooms through posters and artwork which are jointly created and developed with student.
- k. By providing a designated areas for student year groups and more vulnerable students.
- l. By designing a new ‘Bí Cineálta’ area in the school to share good news stories and provide information and reminders to students on what to do if they witness bullying.

m. By bringing students and staff together in a fun way e.g. Sports Day, Themed Week Events, Jigsaw Cup, School musical etc.

n. By teachers only using assigned groups for group work and rotating students in these groups regularly. Students do not pick their groups.

Curriculum (Teaching and Learning)

We promote an approach to teaching and learning that is both collaborative and respectful in St. Peters College. Students are given regular opportunities to work in small groups with their peers, which helps to build a sense of connection, belonging and empathy among students.

Subject and Programme Provision

- The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. We have a wide array of subjects at both Junior and Senior Cycle and offer (TY, LC & LCA) at Senior Cycle. We provide opportunities for students to develop a sense of self-worth through both curricular and a wide variety of co-curricular and extra-curricular programmes.

Subject content

- The updated SPHE specifications aim to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The RSE strand of the specification also provides space for students to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identity-based bullying as well as sexism and sexual harassment.

- All personnel in St. Peters College aim to encourage respect and understanding of different beliefs, perspectives and ways of living. This is delivered in a cross curricular way through assemblies, SPHE, CSPE, Wellbeing and many other subjects. In CSPE, there is a focus on the interdependence of people in communities, at local as well as national and international levels.

- Equipping parents and guardians with the skills and information on bullying and online safety is vital to successfully supporting our students. In school we use many of the resources from the FUSE programme developed by the DCU Antibullying Centre and direct parents via Compass to the FUSE parent hub. <https://antibullyingcentre.ie/fuse/parent-hub/>

Policy and Planning

The wellbeing of the school community is at the heart of school policies and plans. This policy clearly details how we try to prevent and address bullying behaviour. We use many of the resources and practices as recommended in the Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools, in particular FUSE Anti-Bullying and Online Safety Programme developed by DCU Anti-Bullying Centre.

There are a range of other policies such as The Acceptable Use Policy, Code of Behaviour, SEN Policy, Child Safeguarding Statement and the RSE policy that support implementation of the School's Bí Cineálta policy.

Student and Parent and Guardian Voice

Supporting the participation of students and parents and guardians in the development and implementation of school policies and plans helps increase awareness and ensure effective implementation. We do this by surveying all parents and guardians on a regular basis and through focus groups with the Parents Association and the Student Council.

Staff Development and Voice

All school personnel are also consulted in the development of Policy and Procedures in the school. We have developed a strong culture of continuous professional development with school personnel engaging in professional learning courses that support the school in preventing and addressing bullying behaviour. School personnel often share their experiences and examples of best practice at meetings, via email or through collaborative working groups.

Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures and activities such as:

Student Council

We have an opt in and nominated Student Council which ensures those students who are most interested in developing the student voice in the school feel supported and can connect and engage with our school community.

School Clubs

We aim to develop and enhance the number of co-curricular clubs and extra-curricular clubs in the school to ensure that all students can feel and connection and belonging in our School. Dungeons and Dragons, Games club, Chess Club, Formula 1 Club, Robotics Club, Science Club are examples of some of the clubs that foster a sense of connection and belonging.

Parent Association

The Parent Teacher Association plays an active role in the development of our School. The focus of their regular meetings is how we can make our school a better more positive place for all students.

Student Support Teams

This includes the Principal, Deputy Principal, Guidance Counsellors, Chaplain with a pastoral responsibility for each year group. They meet on a weekly basis. Tutors relay issues of concern to the Ceannaire for discussion at these meetings.

AEN Team

There is an AEN anchor for each year group who works with deputy principals and SEN/AEN Team of teachers, and SNAs to support students.

Open Door Policy and Positive relationships with staff

Our principal and deputy principal lead an open-door policy for all students in the school. We aim to develop positive relationships with all students and try to develop a culture where students can approach any member of staff to discuss any issue which is affecting them in school, including any bullying behaviours. We endeavour to become a 'Restorative Practice' School with restorative approaches central to how we develop and restore relationships and treat everyone with respect.

Awareness Initiatives

Some of our regular assemblies and guest speakers focus on topics relevant to bullying and its prevention, specifically where we look at relationships, friendships, and respect.

Everyone participates in anti-bullying initiatives which take place on an annual basis and cover many topics including the importance of friendships and how to be a good friend.

Promotion of mental health through activities with Monitors and Caoimhnoirí based on the Jigsaw: One Good School programme.

Themed Weeks throughout the year that foster a sense of connection and belonging e.g Friendship Week, Wellbeing Week, Multi-cultural Week, Stand Up Week and AND Week.

Note: this is not an exhaustive list but encompasses a range of areas in which the school is committed to preventing and addressing bullying behaviour.

Supervision and Monitoring.

St. Peters College has an obligation to provide, to the best of its ability, a safe environment for all our students.

There is an extensive rota for staff to supervise in all areas of the school campus.

Staff supervise toilet blocks at little break and lunchtimes. Students must only use their year group toilets at these times.

Staff supervise corridors, lunch areas and extra-curricular activities at little break and lunchtime.

Teachers are asked whenever possible to stand at their classroom door between classes to monitor behaviour on the corridors.

Students are expected to uphold the LMETB Core Values while a member of the school community. Staff will alert students at all times when their behaviour is not in line with these core values and is in breach of the Code of Behaviour.

8. Addressing Bullying Behaviour

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 underpinned by a restorative approach, and are as follows (see Appendix C of the Bí Cineálta Procedures for Primary and Post-Primary Schools June 2024):

- a. Incident comes to the attention of any staff member
- b. The incident is then referred to the relevant personnel – Ceannaire of the target or associated deputy principal or principal.

The Ceannaire 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

c. In dealing with an allegation of bullying the Ceannaire will exercise their professional judgement to determine whether bullying has occurred and how best to resolve the situation

d. Investigation to be carried out, including the interviewing, and taking of statements from those involved and from witnesses and bystanders. If a group of students is involved, each student should be engaged with individually at first. Thereafter, all students involved should be met as a group.

At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. Each student should be supported, as appropriate, following the group meeting by the Chaplain or Guidance Counsellor or Ceannaire.

e. All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned.

f. The parents and guardians of the alleged aggressor will be contacted in advance of interview and if requested should meet in school with the relevant personnel.

g. Parents and guardians, and students 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.

h. In cases where it has been determined that bullying has occurred it should be made clear to the student who engaged in bullying behaviour how they are in breach of the School's Bí Cineálta Policy and efforts will be made to get them see the situation from the perspective of the student being bullied

- i. Following investigation: meeting to discuss findings and to agree proposed actions (including disciplinary and support actions required for parties involved)
- j. Principal/Deputy Principal to ratify proposed actions
- k. Parents and guardians and students informed of actions
- l. Where disciplinary sanctions are required, this is a private matter between any student being disciplined, their parents and guardians and the school
- m. Bullying Incident Report Form or Code of Behaviour Report if applicable will be stored on file.

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than “look out” for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, school staff will show empathy to the student, will deal with the matter sensitively and speak with the student to work out together what steps can be taken to address the matter and how their parents and guardians will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

Parents and guardians may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents and guardians will be asked to put this request in writing to the school.

However, while acknowledging the parent’s and guardian’s request, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

The incident will be recorded by the school and presented to the Board of Management as part of the bullying behaviour update.

NOTE

In an investigation the rights of all students will be respected, and a fair hearing will be awarded to all students. Investigations into alleged incidents of bullying are thorough and take time.

The aim is to ensure that both the alleged bully and alleged victim can establish a mutually respectful relationship.

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.

9. 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.

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

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

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(School Principal)

Date: _____

Date: _____

Appendix 1: Practical tips for creating an inclusive environment in which bullying behaviour are prevented

The school takes a restorative approach in fostering a safe and inclusive environment. 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.

- a. Model respectful behaviour to all members of the school community always.
- b. Explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- c. Display key respect messages in classrooms, in assembly areas and around the school.
- d. Involve students in the development of these messages.
- e. Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention. Díocas Reward System.
- f. Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of students with a disability or SEN. Give constructive feedback to students 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.
- g. Explicitly teach students about the appropriate use of social media.
- h. Positively encourage students to comply with the school rules on mobile phone and internet use.
- i. Follow up and follow through with students who ignore the rules.
- j. Actively involve parents and guardians and/or the Parent Teacher Association in awareness raising campaigns around social media.
- k. Actively promote the right of every member of the school community to be safe and secure in school.
- l. Highlight and explicitly teach school rules in student friendly language in the classroom and in common areas.
- m. All staff can actively watch out for signs of bullying behaviour.
- n. Ensure there is adequate recreation space/school yard/outdoor supervision.

School staff can get students to help them to identify bullying “hot spots” and “hot times” for bullying in the school

- Hot spots tend to be in the communal areas, outdoor areas, toilets, corridors, locker areas and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when students are in the common areas, outdoor areas or moving classrooms.

Appendix 2 Investigation of Alleged 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

<i>To enlarge box drag down</i>

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

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

Pupil concerned		Corridor/ On grounds	
Other Pupil		Classroom	
Parent		Toilets	
Teacher		School Bus	
Other		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	
Malicious Gossip		Isolation/Exclusion	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)	N/A

8. Brief Description of bullying behaviour and its impact

To enlarge box drag down

9. Details of actions taken

To enlarge box drag down

10. Parents contacted (phone / letter / in person) Date of contact: _____

11. Concerns of Parents

To enlarge box drag down

12. Relevant person has not been able to establish bullying has taken place []

Relevant person has established that bullying has taken place []

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

13. Relevant Person and Deputy Principal is satisfied bullying behaviour has been adequately is resolved in 20 days following conversation with parent of target.

Yes / No

Signed _____ (Relevant Teacher)

Signed _____ (Deputy Principal)