Ashbourne Educate Together National School

Anti-Bullying Policy

This policy was ratified by the Board of Management on: 29th September 2022

Review due: September 2023

Ashbourne Educate Together National School

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 Ashbourne Educate Together N.S. school has adopted the following Anti-Bullying policy within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

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**

    -is welcoming of difference and diversity and is based on inclusivity.

    -encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and

    -promotes respectful relationships across the school community;

- **Effective 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 including in particular, homophobic and transphobic bullying

- **Effective supervision and monitoring of pupils**

- **Supports for staff**

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

- **On-going evaluation of the effectiveness of the anti-bullying policy.**

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

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 homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Behaviour.

However, in the context of this policy, **placing a once-off offensive or hurtful public message, image or statement** on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people, will be regarded as bullying behaviour.

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 **Appendix 1**, 3 & 4*

The relevant persons for investigating and dealing with bullying in this school are as follows:

- All class teachers
- Principal
- Any teacher may act as a relevant teacher if circumstances warrant it.

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

School-Based Approaches

Primary prevention includes a school-wide anti-bullying policy that includes all students, all parent(s)/guardian (s), and all staff including teachers, administrators, support staff, and the Board of Management.

The following are Annual/ Termly/ Monthly/ Weekly activities which encourage friendship, respect and promotion of Anti Bullying:

Friendship Week *(Annual- February each year)*

On-going Assembly Themes based on the core principles of Learn Together, SPHE, *(Monthly)*

Learn Together Notice Boards – Celebration Station *(Ongoing- different classes taking responsibility)*

The school Code of Behaviour details the approaches taken by the school to foster respect, kindness and appropriate behaviours. *(Ongoing)*

The school ensures the following takes place:

- A consistent, school-wide approach to the fostering of respect for all members of the school community. This is evident throughout the school campus and is reflected in the everyday communication among the school community.

- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.

- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

- School-wide awareness-raising and access to training on various aspects of bullying. This may include staff, pupils and the wider school community. A wide variety of agencies may provide support and information in this area e.g. NPC (National Parents Council), An Garda Síochána, Local Education Centres, Barnardos etc.

- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- The school's Anti-Bullying policy, in conjunction with The Code of Behaviour, is discussed with parent(s)/guardian(s) at class meetings and at New Parents Meeting. Copies of these policies are available at the school and on the website.

- Encourage a culture of reporting incidents, with particular emphasis on the role/importance of bystanders. The difference between "telling tales" and "reporting" will be brought to the awareness of pupils. This will be taught at a whole-school, whole-class and individual level.

- Ensure that pupils know who to tell and how to tell, e.g.:
    - Direct approach to teacher at an appropriate time.
    - "What's On Your Mind" box in each classroom.
    - Ask a parent/guardian or friend to tell on behalf of the pupil.

- Ensure bystanders understand the importance of reporting if they witness or know that bullying is taking place. Use of relevant stories to explicitly teach what a by stander is

- Parent(s)/guardian (s) are encouraged to approach the school if they suspect that their child is being bullied. Parent(s)/guardian(s) are advised to follow this line of communication: class teacher – principal - BOM.

Links to other policies

- SPHE Policy- Stay Safe Programme, Walk Tall

- Ethical Education- Learn Together Plan

- Code of Positive Behaviour

- Child Safeguarding and Risk Assessment Policy
- Dignity in the Workplace Policy
- Equality Policy

Class-Based Approaches

As well as a School-Based approach, prevention also includes class-based activities

The following outlines lessons that are taught in class to provide bullying prevention:

1. Stay Safe lessons

2. Walk Tall lessons

3. Relationship and Sexuality Education lessons (Busy Bodies)

4. Friends for Life (focus on 2nd-4th)

5. Learn Together lessons

6. Webwise lessons

   The school ensures that the following takes place:

- The school's Code of Behaviour teaches and encourages the children to behave in a respectful, safe and friendly manner.

- The school will emphasise the importance of Bystander Education in all classes. The slogan; "Bully Free Starts with Me" will be used to teach and promote Anti-Bullying behaviours throughout the school community. This will be displayed throughout the school, along with other anti-bullying messages and posters.

- A restorative practice approach will be taken during interactions with pupils. (**Appendix 2**)

- Lessons about the difference between "telling tales" and "reporting" will be taught.

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

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved;

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset. An outline of this approach will be highlighted to any parent/guardian/pupil or staff member who may become involved in a suspected incident of bullying.

Reporting bullying behaviour

- Any pupil, parent/guardian may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated, and dealt with by the relevant teacher.
- Teaching and non-teaching staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents: Style of approach

In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. In the initial stage of witnessing a possible bullying incident the staff will use the Restorative Practice approach when dealing with possible bullying situations (**Appendix 2).** During all stages of investigation, the teachers will take a calm, unemotional problem-solving approach. In some cases the Principal may ask for two teachers to carry out the investigation.

- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Where possible, incidents will be investigated outside the classroom setting and away from whole class group, to ensure the privacy of all involved.
- All interviews will 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.
- When analysing incidents of bullying behaviour, the relevant teacher will endeavour to seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, it is aimed that each member will be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/ guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- Where the relevant teacher has determined that a pupil has engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

Follow-up and recording

- In determining whether a bullying case has been adequately and appropriately addressed, the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  -Whether the bullying behaviour has ceased
  -Whether any issues between the parties have been resolved, as far as is practicable
  -Whether the relationships between the parties have been restored, as far as is practicable
  -Any feedback received from the parties involved, their parent(s)/guardian(s), other school staff
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where parent(s)/guardian(s) are not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that parent(s)/guardian(s) have exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.
- The School's Code of Behaviour will be used in conjunction with this policy.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal: Pre-determination that bullying has occurred

Where deemed appropriate:

- All staff must keep a written record of any incidents witnessed by them or notified to them which they deem as a bullying-type incident. **Appendix 5 (Anti Bullying Incident Report Form)**. All allegations of bullying should be recorded on this form and forwarded to the relevant teacher.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The relevant teacher must inform the principal of all incidents being investigated.
- In most cases the relevant teacher will usually be the class teacher.

Formal: Stage 1-Determination that bullying has occurred
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The relevant teacher will retain the written records until the end of the year, when they will be passed on to the principal.

Formal: Stage 2-Recording Bullying Behaviour
The relevant teacher will use the recording template at **Appendix 6** to record the bullying behaviour in the following circumstances:

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

b)   in all cases where bullying behaviour has been reported, investigated, identified and resolved. The relevant teacher will complete the formal recording template, give a copy to the principal and keep the record with their files until the end of the school year. At this stage, all bullying-related files will be handed over to the principal.

Established intervention strategies
- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process.
- Working with parent(s)/guardian(s) to support school interventions
- Circle Time

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience.
- Pastoral care system- class teacher, support teacher, other relevant personnel.
- Care team- where deemed appropriate a care team meeting will take place for the child.
- SET staff providing a nurture group for those pupils identified as being in need of such.
- Buddy / Peer mentoring system e.g. buddy system in the yard
- Group work such as Circle Time.

- If pupils require counselling or further supports the school will endeavour to liaise with parent(s)/guardian(s) to organise support from outside agencies. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Supervision and Monitoring of Pupils

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

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.

This policy was adopted by the Board of Management in September 2022
This policy will be made available to school personnel, published on the school website and provided to the Parent Teacher Association. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school on request.
This policy, and its implementation, will be reviewed by the Board of Management every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent-Teacher Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:

Chairperson of Board of Management
Date: 29/09/22

Signed:

Principal/Secretary to the Board of Management
Date:29/09/22

Date of next review: September 2023

Examples of Bullying Behaviours

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 • A "look" which makes another person feel uncomfortable • Invasion of personal space • A combination of any of the types listed.
Cyber	• **Denigration**: Spreading rumours, 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/ Twitter/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… or any other term used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of 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 • A "look" that makes another person feel uncomfortable • 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

*This list is not, and cannot be, exhaustive.

Appendix 2:

RESTORATIVE PRACTICE APPROACH

Restorative Questions

1. What happened?

2. What were you thinking of at the time?

3. What have you thought about it since?

4. Who has been affected and in what way?

5. How could things have been done differently?

6. What do you think needs to happen next?

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Cyber Bullying

A lot of cyber bullying occurs when children lose sight of the consequences. Some don't think sending messages, which they see as "just messing" or "joking", is bullying and don't understand how it can hurt someone. One of the most common reasons for cyber bullying is an attitude among bullies that they won't get caught. Internet anonymity empowers bullies and leaves them feeling like they cannot be traced. As with traditional bullying, pressure from friends can be a trigger for cyber bullying too. As well as this, some pupils do not appreciate that posting online is a form of publishing. Rather, some see the internet as "not the real world". This feeling leads to children believing that they cannot be reprimanded for what they do online.

Terms that will be useful to listen out for and to understand when dealing with cyber bullying   (Webwise 2015)

Term	Description
Frapping	The action of editing someone's Facebook profile or status without the person's permission.
Happy Slapping	The misnamed term is used to describe when an unsuspecting victim is attacked while an accomplice records the attack, usually by mobile phone. Video clips of such attacks are sometimes posted to the Internet.
Hashtag	A hashtag is a word or a phrase preceded by a # sign to identify messages on a specific topic
Twitter, Tumblr, Instagram, Facebook	Social media platforms where people can share content, be followed or have friends and post comments and material to be viewed by friends, followers or the public
Whatsapp, Viber, Snapchat	Online messaging apps that allow users to communicate in groups or individually. Access to the internet is necessary. Snapchat messages delete themselves after a set number of seconds. However, screenshots can be taken during this time to record and maintain the picture or message.
Selfie	A self-portrait typically taken with a hand held camera or phone
Troll	A troll is a deliberately provocative use of an internet message board, social network or comments section. A troll upsets or angers others by leaving hurtful or off-topic remarks in an online community, usually to illicit emotional responses.
Viral	Content is said to have gone viral (photos, videos, blogs) when they are circulated rapidly and widely from one user to another
Tagging	To describe a link to a website, person or place on the internet using a social media platform. Usually photos, people or websites are tagged to link in that user and inform them of the content. People can tag others to be hurtful and lead unwanted traffic to that person's profile or picture. This can lead to photos being shared and inappropriately shared.
Screenshot	A photo that can be taken of the screen of a mobile phone using the device itself.

Prevention of Cyberbullying

In conjunction with other curricular implementation, here are some specific approaches that can be employed by the class teacher to prevention cyberbullying;

- Explicit teaching of computer rules at the beginning of each school year
- Annual Internet Safety Talks
- Explicit teaching of our SMART online code
- Explicit reference to cyber bullying and what it is when covering the Stay Safe programme
- Teaching of Webwise lessons on safe internet use (My Selfie and the Wider World) each year
    - Lessons 1 / 2 and 5; First and second classes
    - Lessons 1 – 5; Third to Sixth classes
- Marking and reflecting on Safer Internet Day each year
- Using teachable moments to reflect on behaviour online
    - When sharing information
    - Taking and uploading pictures
- Modelling good behaviour online through class blogs, twitter accounts and other online technology

Responding to Cyberbullying

In conjunction with our school's policy on recording and responding to bullying here are some tips for class teachers; (Adapted from Webwise 2015)

- Support: Provide the person being bullied with support and reassurance.
- Evidence: Help the child keep relevant evidence for investigations. This can be done by taking screen shots or printing webpages. Do not allow the deletion of phone messages
- Inform: Give the child advice for making sure it does not happen again. This can include changing passwords, contact details, blocking profiles on social networking sites or reporting abuse online
- No Retaliation: Ensure that the young person does not retaliate or reply to the messages
- Privacy: Encourage the child to keep personal information private on the internet
- Investigation: The cyber bullying claim needs to be investigated fully. If the perpetrator is known, ask them to remove offending remarks or posts. All records should be kept as part of the investigation.
- Guidelines: Refer to and be aware of the school's Acceptable Use Policy and Code of Good Behaviour

Homophobic Bullying

Homophobia is when people discriminate against lesbian, gay, bisexual or transgender people (LGBT), or people they think may be LGBT. The term includes transphobia which is discrimination against transgendered people. Anti-gay graffiti, spreading rumours that someone is gay, being abusive, jeering or violence towards someone who is LGBT are all types of homophobia. People who are heterosexual can also be victims of homophobia because the people who are bullying think that they are LGBT. Children may not be aware that their behaviour is homophobic and it is important to create an atmosphere of tolerance for difference, and respect of others.

What are the terms and what do they mean? (Respect Guidelines INTO / GLEN 2015)

Term	Junior Classes	Senior Classes
Lesbian	A woman who loves another woman and they can be a family together	A woman who has or wants to be in a loving relationship with another woman
Gay	A man who loves another man and they can be a family together	A man who has or wants to be in a relationship with another man. Sometimes gay is a word to refer to lesbians.
Bisexual	A person who can love either a man or a woman and make a family with either gender	A person who can have or wants to have a relationship with either a man or woman
Transgender	A girl who feels like they are a boy / A women who likes like they are a man A boy who feels like they are a girl / A man who feels like they are a woman	A person who was born with the physical characteristics of a boy or girl but deep down inside they feel like they are a different gender and want their life as that gender
Heterosexual	A man who loves a woman, or a woman who loves a man and they can be a family together	A man who has or wants to have a loving relationship with a woman or a woman who has or wants to have a loving relationship with a man
LGBT	A short way to say lesbian, gay, bisexual and transgender	An acronym used to refer to lesbian, gay, bisexual and transgender communities
Ally	A person who stands up for LGBT people and won't let people be mean to them	A person who stands up and supports LGBT people and won't let people be mean to them
Homophobic Bullying	When people are hurtful to others because they are lesbian, gay, bisexual or transgender or think they are	When people are hurtful to others (verbally, psychologically, physically or online) because they are lesbian, gay, bisexual or transgender or think they are

Prevention of homophobic bullying and behaviour

In our school, in conjunction with other curricular implementation, here are some specific approaches that can be used to prevention homophobic bullying and behaviour;

1. Promote positive and inclusive representations of LGBT families and people through appropriate story and picture books in class library

2. When teaching about family through SPHE, to include and make visible all types of families. Use INTO Different Families/ Same Love poster

3. Explain LGBT terms to children if asked direct questions and, as children develop concepts, teach the terms explicitly when discussing homophobic bullying or dealing with misuse of language

4. Explicitly name homophobic bullying if it occurs or if its discussed

5. Challenge gender stereotypes that limit children's understanding of gender roles

      i. Through Aistear – challenge children to take roles beyond their own experience or knowledge

      ii. Story and Picture Books

      iii. School Activities – encourage all to become involved and challenge the idea of a 'boys game' and a 'girls game'

      iv. Teacher language – use inclusive language – don't unnecessarily categorise pupils on the basis of gender

      v. Teach lessons on Gender Equality

6. Inclusion of LGBT voices in curricular subjects (such as civil rights leaders)

7. If there are persistent issues with homophobic bullying, have an explicit lesson on Homophobic name-calling

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Ashbourne ETNS

Anti-Bullying Campaign – Incident Report Form (p.1 of 2)

Please return to the relevant teacher

Report:

1. **Details of Reporting Person:**

Source of Report:	
Date:	
Name of reporting person: (If someone other than a staff member, parent or pupil, include their phone number)	

2. **Details of Alleged Incident:**

Location(s) of Incident(s):	
Date, Day, Time:	
Possible Targeted Pupil(s) and Class(es):	
Possible Perpetrator(s) and Class(es):	
Others who were there:	
Initial Details of Incident:	

Actions taken will be outlined on next page

Anti-Bullying Campaign – Incident Report Form (p.2 of 2)

Actions Taken

Name of relevant teacher: _____

Please record any survey, interview, phone-call, consultation with parents, pupils, teacher, principal etc.

as relevant

Date:	Record of Actions:
Signed & Date:	

Ashbourne ETNS

Anti-Bullying Campaign – Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____

Class_____

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

3. Source of bullying concern/report   **4. Location** of incidents

Pupil concerned
Other Pupil
Parent
Teacher
Other

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

6.   Type of Bullying Behaviour

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

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

Homophobic	Disability/SEN	Racist	Member of Traveller community	Other (specify)

8.   Brief Description of bullying behaviour and its impact

9.   Details of actions taken

Signed: _____ (Relevant Teacher) Date: _____ Date submitted to Principal: _____

<u>Note:</u> These forms will be given to the school Principal and stored in the Principals office in a separate file.