



cetb
Bord Oideachais agus
Oiliúna Chorcaí
Cork Education and
Training Board

Bí Cineálta Policy Gaelcholáiste Charraig Uí Leighin

Procedures to Prevent and Address Bullying Behaviour

1. General

The Board of Management has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child.

We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

1.1 Definition of Bullying

Bullying is defined in Cineálta: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

The school has developed and implemented 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

a) Targeted Behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the School's Code of Behaviour.

b) Repeated Behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

c) Imbalance of Power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

1.2 Types of Bullying Behaviour

There are many different types of bullying behaviour. The following are examples of such behaviour, but it is not an exhaustive list;

1. Disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
2. Exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents.
3. Gender identity bullying: behaviour or language that intends to harm a student because of their

perceived or actual gender identity.

4. Homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community.
5. Physical appearance bullying: behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body.
6. Racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin.
7. Poverty bullying: behaviour that intends to humiliate a student because of a lack of resources.
8. Religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity.
9. Sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex.
10. Sexual harassment: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student.

1.3 Criminal Behaviour

1. 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.
2. 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.
3. If bullying behaviour involves physical violence or threats of violence, it may be considered assault.
4. 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.
5. If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour.
6. An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour

1.4 Behaviour that is not bullying behaviour

1. A one-off instance of negative behaviour towards another 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.
2. Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.
3. 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 can't control.
4. Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.
5. These behaviours, while not defined as bullying can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

1.5 Legal basis

These procedures are underpinned by a range of legislation which includes the following;

1. The Education Welfare Act 2000 provides that the board of management of a recognised school shall, after consultation with the principal of, the teachers teaching at, the parents of students registered at, and the educational welfare officer assigned functions in relation to, that school, prepare, in accordance with subsection (2), a code of behaviour in respect of the students registered at the school. The Code of Behaviour Guidelines for Schools requires schools to have an antibullying policy as part of the school's Code of Behaviour.
2. Schools have an obligation under the Equal Status Acts 2000–2018 to prevent harassment (including sexual harassment) on the grounds of gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community.
3. The Children First Act 2015 places a statutory obligation on schools to ensure, as far as practicable, that each child attending the school is safe from harm while attending school or otherwise participating in school activities.
4. The Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law provides that a person who distributes, publishes or threatens to distribute or publish an intimate image of another person (a) without that other person's consent, and (b) with intent to cause harm to, or being reckless as to whether or not harm is caused to, the other person, is guilty of an offence.

2. 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	11/3/2025	Survey and workshop
Students	31/03/25 – 04/04/25	Workshops during Wellbeing classes, meeting with Student's Council, on-line survey
Parents	01/04/25	Survey
Board of Management	20/5/2025	Presentation and sharing opinions orally.
Wider School Community	31/3/25 – 4/4/25	Survey
Date policy was approved: May 20th 2025		
Most recent date policy was reviewed: May 20th 2025		

3. Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.

- a) Every effort is made to create a physical space where students and staff feel a sense of belonging, and where they feel safe, connected and supported.
- b) All relationships in the school are based on our three guiding principles of respect, fairness and integrity. The positive culture of the school is applied by encouraging kindness, inclusion and respect in all peer groups.
- c) The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour.
- d) Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable. A positive and supportive school environment is created for all.
- e) Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.
- f) Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.
- g) The school is empathetic and supportive to those who wish to report bullying behaviour. Every effort is made to put the person wishing to make a report at ease. Training is provided to School Leaders dealing with these reports.
- h) Taking revenge on the person who reports bullying behaviour will not be tolerated. The Code of Behaviour will apply as appropriate.
- i) A Pastoral Care structure is in place so as the Class Tutor meets with their class almost daily. A positive relationship is formed with the class. Class Tutors and Year Heads communicate regularly to discuss any students of concern. These students are discussed at the weekly pastoral care meetings.
- j) Student wellbeing is at the centre of all school policies, and many of these policies help in applying this policy.
- k) Internet Safety Workshops are organised annually to train students and parents on online safety.
- l) Student iPads are monitored throughout the year.
- m) The Student's Council organise events such as Bí Cineálta Day, Stand-Up Awareness Day, School Ethos Day and Kindness Day to raise awareness of the issue and of the policy.

- n) The Bí Cineálta Policy which is available in the School Journal, is discussed formally at the beginning of the academic year, and regularly after this.
- o) Students will be supported in developing empathy by discussing feelings and by trying to place themselves in the position of others.
- p) Self-Respect is developed amongst students by recognising, praising and valuing good behaviour.
- q) Classes in SPHE, CSPE, Guidance and Religion are used to support the Bí Cineálta Policy and to promote respect for diversity in the school.
- r) The supports that are available can be read in Appendix 1.
- s) Class teachers are informed of relationships in classes, and seating plans are designed based on this information.
- t) A QR Code is available on the Student Policy and in the School Journal for students to discretely report bullying behaviour to school management.

3.1 The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour.

- a) Students are not permitted to hang around the stairs or back corridors during break time or lunchtime.
- b) All classrooms and dressing rooms are locked when not in use. Students are not permitted to be in a classroom without a staff member being present.
- c) Corridors, lockers, and the schoolyard are all supervised, with another staff member moving around the school on supervision duty during break time and lunchtime.
- d) There are posters and art visible throughout the school that draw attention to the core values of the school and the core values of Cork Education and Training Board. Students are encouraged to apply these core values daily.
- e) A wide-range of lunchtime activities are available to students and every effort is made to encourage sensitive/vulnerable students to participate in them.
- f) Students are not permitted to leave school grounds during lunch.
- g) A school canteen service is provided to students, and this adds to the positive atmosphere of the school.
- h) Each student iPad is under the control of the School Management System, and students are unable to download apps without the school's permission.
- i) Mobile phones are not permitted in school or at school events. Each student is provided with a mobile phone box, and they are expected to put their phones in them for the duration of the day. This reduces the risk of bullying taking place in school for the duration of the school day.

- j) Students are encouraged to report any behaviour as described above to school authorities or to any teacher.
- k) All staff members will monitor bullying behaviour, and it will be their duty to report any bullying behaviour to the relevant people, including the Principal and the Deputy Principal.

4. Addressing Bullying Behaviour

4.1 The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:

1. The teacher who is first informed or becomes aware of the bullying behaviour, or the appropriate member of the pastoral care team, or the Principal or Deputy Principal will investigate and deal with the issue. The teacher will inform the Pastoral Care Team of the reported bullying.
2. As the teacher investigates if bullying behaviour occurred or not, they should reflect on the following; What, where, when and why?
3. The following principles will be followed as bullying behaviour is investigated;
 - a) ensure that the student experiencing bullying behaviour is heard and reassured.
 - b) seek to ensure the privacy of those involved.
 - c) conduct all conversations with sensitivity.
 - d) consider the age and ability of those involved.
 - e) listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
 - f) act in a timely manner.
 - g) inform parents of those involved.
4. In any case involving investigation or dealing with bullying behaviour, the emphasis will be on reform.
5. All staff members will be encouraged and advised to report any bullying behaviour that they become aware of to a teacher, to the Principal or to the Deputy Principal.
6. All bullying behaviour will be dealt with in a calm, unemotional way, where the aim will be on resolving the problem always.
7. Incidents of bullying behaviour will be investigated outside of the classroom to protect the privacy of all involved.
8. In the case of an allegation being made against a group of students, each student will be interviewed individually first. All members of the group will be supported in the event of being under pressure from other members of the group after the interview.
9. Where appropriate, those who are interviewed can be asked to give a written account.
10. Parents of those involved in the investigation will be informed early in the process, to explain the case, and to explain what is planned, referring to this policy. The school will offer parents ways in which they can support the school during the investigation.

11. If it is proven that bullying behaviour occurred, it will be made clear to the individual(s) who were involved that they are in breach of the Bí Cineálta Policy, and every effort will be made to make them aware of how the victim of the bullying behaviour felt. Emphasis will be placed on a positive solution rather than blame.
12. If it is deemed appropriate that a sanction should be given, this will involve the student who is being given the sanction, their parents and the school only.
13. Incidents may occur where inappropriate and hurtful, but not bullying behaviour are involved. Such behaviour, and strategies for dealing with this behaviour, are described in the Code of Behaviour.
14. The school will not investigate bullying behaviour that takes place when students are not in the care or responsibility of the school. In the case of such behaviour impacting a child when in school, the school will support the child. In cases where the bullying behaviour continues in school, the school will investigate the issue as per the Bí Cineálta Policy.
15. Support will be made available to both the student suffering the bullying behaviour and the student perpetrating bullying behaviour. The school will work with the student suffering bullying behaviour immediately to ensure they feel supported, at ease, and safe. Every effort will also be made to identify supports the perpetrator of bullying behaviour needs to better manage their relationship difficulties and to ensure they address their needs.
16. At times, the student who reports bullying behaviour to a staff member may ask for no action to be taken except to “watch out” for them. It may be that the student may not want to be seen as someone who shared information about this bullying behaviour. It may be that the student feels that matters might worsen for them if they tell someone about this behaviour. In this case, it is important for the teacher to show empathy to the student, to deal with the case in an understanding manner, and to speak with the students as to what are the ways to deal with the issue, and how to inform their parents. It is important that the student who suffers bullying behaviour feels safe.
17. It may arise also that parents will inform the school about incidents of bullying behaviour, but may specifically ask for no action to be taken. This request should be made in writing. However, notwithstanding the parents request, the school may decide that it is appropriate to investigate the bullying behaviour in certain cases.
18. A review with the students involved, and their parents, should take place no more than 20 days from the commencement of investigations, to assess progress in the case. The type of bullying behaviour, the effectiveness of the strategies put in place, and the relationship between the students are amongst the important aspects which should be reflected on.
19. Even if the bullying behaviour has stopped, it is possible that continued support may be required by both the student who suffered the bullying behaviour and those who perpetrated it.
20. If the bullying behaviour continues, the teacher should, in conjunction with the students and their parents, reflect on the strategies used and agree to meet within an agreed timeframe until the bullying behaviour has ceased.
21. Should the perpetrator of bullying behaviour continue to demonstrate this behaviour, strategies to deal with inappropriate behaviour, as described in the school’s Code of Behaviour, will be considered.

22. All incidents of bullying behaviour will be recorded. The records will be kept in accordance with the school's policy on Records and Data Retention Policies, as well as the Data Protection Policy.

4.2 The school will use the following approaches to support those who experience, witness and display bullying behaviour:

1. It will be made clear what bullying behaviour is and how it can impact people.
2. It is explained clearly in this Bí Cineálta Policy and in the Student-Friendly Policy what actions will be taken when bullying behaviour is reported.
3. The school cannot investigate reports of bullying behaviour which occur when the students are not in the care of the school. In cases where the bullying behaviour impacts the student whilst in school, the school will support the child. In cases where the bullying behaviour continues in school, the school will deal with this in accordance with the Bí Cineálta Policy.
4. In cases where the person displaying bullying behaviour is not a student of the school, but where the child experiencing bullying behaviour is, the school will offer support to the student, and will discuss with parents/guardians of the child experiencing bullying behaviour what actions may be taken.
5. School staff will be fair and consistent in their approach to dealing with bullying behaviour.
6. In the case of bullying behaviour being reported to the school, the school will speak with the student suffering the bullying behaviour without delay so as they feel supported, comforted and safe.
7. School staff will recognise supports that the perpetrator of bullying behaviour requires to better manage their difficulties in relating to others, and to ensure their needs are met.
8. The following principles will be followed when dealing with bullying behaviour;
 - a) Listen to the student on the receiving end of bullying behaviour and put them at ease.
 - b) Try to ensure the privacy of all involved.
 - c) All conversations to be conducted sensitively.
 - d) To consider the age and ability of those involved.
 - e) Listen to the opinions of the student suffering bullying behaviour in relation to the best way to resolve the issue.
 - f) Act without delay.
 - g) Inform the parents of those involved. If bullying behaviour has occurred, the school will contact parents of those involved without delay to inform them of steps to take to resolve the issue, as laid out in the Bí Cineálta Policy. In cases where students are worried about informing their parents, the school will determine a suitable plan to support the student when informing their parents.
9. It is evident that there is not one way of dealing with bullying behaviour. Gaelcholáiste Charraig Uí Leighin will therefore use what it feels is the best way to deal with every individual case.

All bullying behaviour will be reported. Included in this record will be the type of bullying behaviour, where it happened, and when, and the date of communication with parents and students. All agreed actions and supports to deal with the bullying behaviour will be documented. Should there be any child protection concerns relating to the bullying behaviour, they will be dealt with in accordance with Child Protection Procedures for Primary and Post-Primary School.

5. Monitoring

The Principal will provide an update on bullying behaviour to the Board of Management at every Board Meeting. Included in this report will be the number of incidents of bullying behaviour reported since the last meeting, the number of ongoing incidents, and the number of incidents since the beginning of the academic year. In the event of bullying behaviour having occurred, the Principal will give a verbal report on patterns identified, strategies used to deal with bullying behaviour and any other strategies used to prevent such behaviour. Identification or personal information is not part of the report.

This policy is available to the school community on the school website, as well as in hardcopy by request. There is a student-friendly version of this policy on display in the school, and it is also available on our school website and in hardcopy on request.

This policy will be implemented and reviewed annually, or as is necessary. It was adopted by the Board of Management on May 20th, 2025.

Chairperson's Signature: _____

Principal's Signature: _____

Date: _____

Appendix 1

Supports are available to help prevent and address bullying behaviour. These include the following:

National Educational Psychological Service (NEPS)

The National Educational Psychological Service (NEPS) of the Department of Education provides a comprehensive, school-based psychological service to all primary and post-primary schools to support the wellbeing, academic, social and emotional development of all students. The NEPS model of service is a consultative, capacity-building model, in which there is a balance between casework and support and development work.

The psychological services which NEPS provides for students are differentiated in terms of whether the service involves the psychologist's direct involvement with the student, known as Direct Casework, or involves the psychologist working through teachers or teachers/parents to provide a psychological service for a student, known as Indirect Casework. NEPS staff can support schools with issues around bullying through this direct or indirect case work service.

In relation to bullying, NEPS psychologists often advise schools on best practice to prevent and address bullying when issues arise in schools and/or provide training in preventative initiatives, such as developing social and emotion skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers as appropriate.

More information on the supports provided by NEPS is included in the Resources Guide which accompanies these procedures.

Oide

Oide is the Department of Education's support service for schools, and it supports professional learning for primary and post-primary school leaders and teachers in recognised schools and centres for education.

Oide fosters a culture of continuing professional learning among school leaders and teachers encouraging lifelong learning, reflective and enquiry-based practices. The work of Oide contributes to school improvement by providing high quality professional learning experiences, supports and resources relating to curricular developments, broader educational goals and national priorities, such as wellbeing which includes preventing and addressing bullying.

Oide provides continuing professional learning support to schools to support implementation of these procedures. More information on the supports provided by Oide is included in the Resources Guide which accompanies these procedures.

Webwise

Webwise is the online safety initiative of the Department of Education and is co-funded by the European Commission. Webwise promotes safer, better internet use through awareness raising and education initiatives targeting teachers, students and parents. Webwise develops and disseminates resources that help teachers integrate digital citizenship and online safety into teaching and learning in their schools. Webwise also provides information, advice, and tools to parents to support their engagement in their children's online lives. With the help of the Webwise Youth Advisory Panel, Webwise develops youth-oriented awareness raising resources and training programmes that promote digital citizenship and

address topics such as online wellbeing and cyberbullying.

More information on the supports provided by Webwise is included in the Resources Guide which accompanies these procedures.

National Parents Council

The National Parents Council (NPC) is the representative organisation for parents of children in early years, primary and post-primary education. NPC was established as a charitable organisation in 1985, under the programme for Government, as the representative organisation for parents of children attending school. It received statutory recognition in the Education Act 1998.

The NPC works to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC seeks to achieve true partnership and deliver better outcomes for all students.

The NPC delivers online and in-person courses to support parents of both primary and post-primary students to prevent and address bullying behaviour.

Details on these programmes are included in the Resources Guide which accompanies these procedures.

Dublin City University (DCU) Anti-Bullying Centre

The DCU Anti-Bullying Centre is a university-designated research centre located in DCU's Institute of Education. The centre is known globally for its research in bullying and online safety. The Anti-Bullying Centre offers a range of modules as part of its FUSE programme for the entire school community that can be used to help to promote a positive school culture and assist in preventing and addressing bullying behaviours. Details on these programmes are included in the Resources Guide which accompanies these procedures.

Tusla

Schools should contact Tusla directly for advice in cases where it is considered that bullying behaviour is a child protection concern.

b. Are there other reports of poor behaviour/bullying behaviour by this student/these students towards the student targeted?

Yes

No

If yes, give details of this behaviour

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4. Are the parents/guardians of all students involved in this investigation aware of the investigation?

Yes

No

5. Have parents of the child who reported bullying behaviour on them given permission to investigate this accusation?

Yes

No

6. Select the ways in which bullying behaviour occurred: Roghnaigh an bealach/na bealaí a léiríodh an iompraíocht bhulaíochta:

Targeted bullying behaviour

Physical bullying behaviour	
Verbal bullying behaviour	
Written bullying behaviour	
Extortion	

Indirect Bullying Behaviour

Exclusion	
Relational	

Online Bullying Behaviour (Cyber-Bullying)

7. Where and when did the bullying behaviour occur?

Tick the correct box(es), and insert dates, where possible.

In School	Dates Bullying behaviour Occurred
School Yard	
In classrooms	
Lockers	
School Corridors	
Toilets	
Dressing Rooms	
Hall	
Social Area	
Other Places _____	

Outside of School	Dates Bullying behaviour Occurred
On the School Bus	
Walking/Cycling to/from school	
Clubs	
Online	
Other Places _____	

8. What type of bullying behaviour is involved? Tick the correct box(es)

Disablist bullying behaviour	
Exceptional able bullying	
Gender identity bullying	
Homophobic/Transphobic bullying (LGBTQ+)	
Physical appearance bullying	
Racist bullying	
Poverty bullying	
Religious identity bullying	
Sexist bullying	
Sexual harassment	

9. Description of bullying behaviour and it's effect by the person reporting the behaviour

Date: _____

Witness 2

Name _____

Class _____ Date _____

Statement

Witness 3

Name _____

Class _____ Date _____

Statement

13. Was this behaviour?

Tick the correct box(es)

Targeted

Harmful

Repeated

Therefore:

It is bullying behaviour:

It is not bullying behaviour:

It is not bullying behaviour but the Code of Behaviour should apply:

If the behaviour is not bullying behaviour, this document should be signed and returned to the Principal now:

If the behaviour displayed is bullying behaviour, the Principal should be informed so that it can be reported to the Board of Management.

14. What decisions have been made to deal with this bullying behaviour?

15. Who will monitor and how will the decisions taken be monitored and their success measured?

16. **Review – This review should take place within 20 days of the bullying behaviour being reported.**

Has the bullying behaviour stopped?

Yes No Date _____

If the bullying behaviour has stopped, this document should be signed and given to the Principal.

If bullying behaviour hasn't stopped, all parties involved should be spoken to again and the decisions made to deal with the bullying behaviour should be changed. Make a decision together on the date of the next review.

Review 2: Has the bullying behaviour stopped?

Yes No Date _____

17. If no resolution can be found, explain.

Signed _____

Date _____