

ÉRIU Community College

Bí Cineáltas
Policy
2026-2027

Date: 20th August 2026

Next Review date: June 2026

Introduction:

The Board of Management of Ériu Community 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 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.

Our Vision Statement and Core professional Purpose statements exude all the principles and core values of the Bí Cineálta Action planning.

Ériu Community College Vision Statement:

In partnership with students, parents and staff, Ériu Community College is dedicated to nurturing innovative, compassionate and responsible leaders of tomorrow. We provide a supportive, academically challenging and digital savvy environment in a community of life-long learners where we expect the highest standards.

The Foundation Pillars of Ériu Community College:

The following 4 statements outline the college's Core Professional Purpose

- Celebrating the diverse and unique identities of all students, placing them at the centre of the learning and teaching, committing to make a positive difference to the lives of all students
- Empowering students with the knowledge, skills and capability to be caring and valued members of society and leaders of learning
- Excellence in teaching and learning, providing an inclusive, high quality and holistic educational experience in a IT-driven community
- Working together in a democratic way with students, parents, staff and members of the local community area to build a learning school environment by encouraging partnership and participation at all levels.

Partnership:

The Board of Management, Staff, Parents and Students of Ériu Community College acknowledge and accept their collective responsibility to act in a manner that promotes a positive, mutually respectful and tolerant school environment.

Definition of bullying

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

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Positive Behaviour Code.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	May 2026	Online survey.
Students	May 2026	Online survey of all students
Parents	May 2026	Online survey of all parents
Board of Management	June 2026	Discuss at a meeting
Wider school community as appropriate, for example, bus drivers	September 2026	Gave copies of the policy to the school bus drivers/taxi drivers and to the local shop.
Date policy was approved: 20 th August 2026		
Date policy was last reviewed: June 2026		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

Schools are supposed to have examined the 4 areas of Wellbeing when identifying strategies to prevent and address Bullying- refer to chapter 5, you can copy and paste and adapt what is relevant to your context in a blurb format or compile a list as in the example below

The Board of Management of Ériu Community College 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:

Culture and Environment

- A positive and inclusive school culture and environment which is welcoming of difference and diversity and is based on inclusivity in line with our Ethos/Core Values.
- Is a 'telling' environment which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
- Promotes and models respectful relationships across the school community.
- Sets high standards and expectations.
- A school-wide approach where each member of staff takes a consistent approach to effective observation and addressing of bullying behaviour.
- Promoting kindness and inclusion in peer groups.
- Active partners in their child's education, fostering an environment where bullying is not tolerated through promoting empathy and respect.
- A 'trusted adult' who reassures and supports students they have done the right thing by reporting bullying behaviour.
- Creating safe, visible physical spaces in school.

Curriculum - Teaching and Learning

- A shared understanding of what bullying is, its impact, and bullying as a form of unacceptable behaviour.
- Implementation of education and prevention strategies, including awareness raising measures that:
- Build empathy, respect, and resilience in pupils.
- Promote inclusion and diversity.
- Explicitly address the issues of cyber-bullying and identity-based bullying including homophobic, transphobic, racist, sexist bullying, and sexual harassment as appropriate.
- Provide teaching and learning in SPHE that equips students with skills to build

positive relationships, resolve conflicts, and recognise and deal with bullying behaviour.

- SPHE Curricular Programmes to include:
- Online safety, digital citizenship, cyber bullying, RSE, healthy and unhealthy relationships, communication, help seeking, etc.
- SPHE methodologies to include:
- Group work/Collaboration.
- Role-play, acting out scenarios, case studies.
- Extra-curricular activities to develop positive self-worth.
- Co-operative games (particularly in Physical Education (PE)).
- NCCA Religious Education (RE), Civic, Social and Political Education (CSPE)

Policy and Planning

- Bí Cineálta Policy developed, communicated, implemented, and reviewed in consultation with all partners.
- Consistent recording, investigation, and follow-up of bullying behaviour (including use of established intervention strategies).
- On-going evaluation of the effectiveness of the Bí Cineálta Policy.
- Student Friendly Bí Cineálta Policy.
- Positive Behaviour Code.
- Child Safeguarding Statement.
- Acceptable Use Policy.
- Supervision Policy.
- Arrivals and Dismissals Policy.
- SPHE & RSE Policy.
- SEN Policy.
- School outings/trips policy
- Wellbeing Statement and Framework for Practice.
- Health and Safety Policy Statement.
- Effective supervision and monitoring of pupils (both within school and on yard, unstructured activities, trips, swimming etc).
- Teacher Professional Learning and other such relevant supports for staff.

Relationships and Partnerships

- Strong interpersonal connections supported through a range of formal and informal structures such as Student Council, Clubs, Student Support team, Parents' Association, Ethos Ambassadors, focus groups etc.
- Student and parent/guardian active participation.
- Workshops and seminars for students, school staff, and parents to raise awareness of the impact of bullying.
- Promoting acts of kindness and activities that build empathy, respect, and resilience e.g. Random Acts of Kindness Day, Well Being Week, Stand Up week, Darkness into Light

etc.

- Culture Day.
- Teaching problem-solving skills.
- Critical Thinking Skills.
- Promoting self-awareness and awareness of others.
- Encouraging peer tutoring and buddying.

Preventing Cyber Bullying Behaviour

Technology and social media have provided many positive opportunities for entertainment, social engagement, and education. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

Ériu Community College strives to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments.

Strategies to prevent cyberbullying behaviour include:

- Implementing the SPHE curriculum.
- Implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship.
- Having regular conversations with students about developing respectful and kind relationships online.
- Developing and communicating an acceptable use policy for technology.
- Referring to appropriate online behaviour as part of the standards of behaviour in the Positive Behaviour Code
- Promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online.
- Holding an Internet safety day to reinforce awareness around appropriate online behaviour.
- Taking part in Safer Internet Week, having safer internet ambassadors with Webwise.

Preventing Homophobic/Transphobic Bullying Behaviour

All students including gay, lesbian, bisexual, and transgender students, have a right to feel safe and supported at school.

Strategies to prevent homophobic and transphobic bullying behaviour include:

- o Maintaining an inclusive physical environment such as by displaying relevant posters, having gender neutral bathrooms, etc.
- o Encouraging peer support such as peer mentoring and empathy building activities.
- o Challenging gender stereotypes.
- o Conducting workshops and seminars for students, school staff, and parents to raise awareness of the impact of homophobic bullying behaviour.
- o Encouraging students to speak up when they witness homophobic behaviour.

Preventing Racist Bullying Behaviour

Strategies to prevent racist bullying behaviour include:

- Fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment.
- Having the cultural diversity of the school visible and on display.
- Conducting workshops and seminars for students, school staff, and parents to raise awareness of racism.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Encouraging bystanders to report when they witness racist behaviour.
- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents.
- Providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students and to encourage communication with their parents.
- Inviting speakers from diverse ethnic backgrounds.
- Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic, and cultural backgrounds.

Preventing Sexist Bullying Behaviour

Strategies to prevent sexist bullying behaviour include:

- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex.
- Ensuring all students have the same opportunities to engage in school activities irrespective of their sex.
- Celebrating diversity at school and acknowledging the contribution of all students.
- Encouraging parents to reinforce these values of respect at home.

Preventing Sexual Harassment

Ériu Community College promotes a zero-tolerance approach to sexual harassment. It strives to support this through a focus on education, awareness, and clear enforceable policies. Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include:

- Promoting positive role models within the school community.
- Using the SPHE specification for Junior and Senior Cycle to teach about healthy relationships and how to treat each other with respect and kindness.
- Challenging gender stereotypes that can contribute to sexual harassment.
- Encouraging bystanders to report when they witness sexual harassment.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

- Teacher and Special Needs Assistants present to supervise before school, at small break and lunch times
- Adequate teacher student ratios are in place for breaks
- Supervising personnel are deployed at strategic positions on walks, trips etc to ensure adequate supervision and monitoring of interactions.
- Two teachers on each landing
- Bathroom/changing room supervision in place
- Students are accompanied by at least two staff members on school trips
- Students are reminded where to play when out in the yard and what spaces to avoid
- Classes/year groups are assigned designated areas on the yard/in the building to ensure age-appropriate interactions and ease of monitoring and observing of behaviour.
- Supervision policy, arrival and dismissal procedures are in place
- If patterns of inappropriate behaviour are detected these are investigated and documented, as relevant

Section C: Addressing Bullying Behaviour

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

All staff are responsible for addressing Bullying behaviour and know who to report it to.

The following staff members comprise of the Anti-Bullying Team in each year group - The tutor, the Clann Leader, The Guidance Counsellor, the Anti-Bullying Co-ordinator, the Deputy Principal, The Principal.

When bullying behaviour occurs, the school will:

- > ensure that the student experiencing bullying behaviour is heard and reassured
- > seek to ensure the privacy of those involved
- > conduct all conversations with sensitivity
- > consider the age and ability of those involved
- > listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- > take action in a timely manner
- > inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

6.1 How are you going to identify if bullying has occurred-

If a group of students is involved, each student will be engaged with individually at first.

Thereafter, with the permission of all involved, 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 will be supported, as appropriate, following the group meeting. It may also be helpful to ask the students involved to write down their account of the incident.

We will use the definition of bullying provided in Chapter 2 of the procedures. This definition sets out clear criteria to identify bullying behaviour. We will also use the questions included in Appendix 2 of this policy to further assist in this regard.

Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

6.2 where bullying has occurred, what are you going to do/what are the procedures in your school – when do we have to deal with it and when just support student? What approach are you going to take in your school?

School staff should know what to do when bullying behaviour is reported to them or when they witness bullying behaviour. This will be explained and discussed annually at our induction days in August.

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, it will be dealt with using this policy.

Where the student displaying the bullying behaviour is not a student in the college, but the student who is experiencing the bullying behaviour is a student in the college, we will support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

It is important for school staff to be fair and consistent in their approach to address bullying behaviour. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. It is important that the student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured. School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

A student's agency or sense of power can be decreased when they experience or witness bullying behaviour. When a student tells an adult that they feel that they are experiencing bullying behaviour they may feel that they are taking back some control over what is happening to them. It is very important that a student's agency is not decreased further by adults deciding what will happen next without listening to the student and involving them in deciding on the actions that will be taken.

The following principles must be adhered to when addressing bullying behaviour:

- ensure that the student experiencing bullying behaviour feels listened to and

reassured

- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved*

*Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta policy. In circumstances where a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and for how their parents will be informed. We will consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers and may provide translating services where necessary.

Given the complexity of bullying behaviour it is generally acknowledged that no one approach works in all situations. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed.

Approaches such as restorative practice and mediation should only be used to address bullying behaviour when the teachers involved have been trained in how to engage in these methods and the students involved have agreed to their use.

6.3 what is the procedure if there is a request to 'take no action'?

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, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe. Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. **Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers.** However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

6.4 how we are going to monitor and determine if bullying has stopped?

Review should take place within 20 school days - If the Principal hasn't been notified before this stage do you need to add teacher should/must inform Principal? Ensure your Code of Behaviour is mentioned here and it is up to date in line with this policy.

The college engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention. Important factors to consider as part of the review are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.

Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for

supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.

If the bullying behaviour has not ceased, the college will review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.

Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the college will use the strategies to deal with inappropriate behaviour as provided for within the college's Positive Behaviour Code. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the college.

6.5 How are you going to record bullying behaviour?

mention template to be used, where this data will be stored and who has access to it.

All incidents of bullying behaviour will be recorded on the Anti-Bullying Record. (See Appendix 3 Anti-Bully Record) The Anti-bullying Record documents information laid out Section 2.5 and Section 2.7 of the procedures.

6.6 what happens if parents are not satisfied? –official complaints procedure

If a parent is not satisfied with how bullying behaviour has been addressed by the college, in accordance with these procedures, they will be referred to the college's/DDLETB complaints procedure.

Additional Information relating to schools' complaint procedures are available at the following link: <https://www.ddletb.ie/corporate/corporate-about-us/customer-service/#:~:text=A%20complaint%20in%20relation%20to,either%20orally%20or%20in%20writing>

In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student. The Office of the Ombudsman for Children can be contacted at ococomplaint@oco.ie.

6.7 what additional supports are available?

The following, is not an exhaustive, list of organisations and agencies that the college will engage with where necessary -

- DDLETB Psychological Services
- Oide,
- Webwise – <https://www.webwise.ie>
- National Parents Council - <https://www.npc.ie>
- DCU Anti Bullying Center,
- Tusla
- etc

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

Pupils who have been bullied, witness or engage in bullying behaviour will be supported by the school, within the limits of resources available in the school, through the provision of opportunities to participate in activities designed to raise self-esteem, to develop friendships and social skills and thereby build resilience and a sense of self-worth whenever this is needed.

We will support the students and families involved by listening, showing empathy and reassuring the students. We endeavour to use a range of approaches in resolving the issues involved and supporting students –

Restorative Practices,

Mediation,

Pastoral care process,

Counselling,

Devising appropriate ‘check in’ mechanisms,

Refer to outside agencies,

Referrals to Tusla where appropriate,

Etc.

When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured,
- seek to ensure the privacy of those involved,
- conduct all conversations with sensitivity,
- consider the age and ability of those involved,
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation,
- take action in a timely manner,
- inform parents of those involved.

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

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

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

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

Signed:



(Chairperson of board of management)

Date: 20th August 2026

Signed:



(Principal)

Date: 20th August 2026

Appendix 1: Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Approach The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour teachers should:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of the students involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

Identifying if bullying behaviour has occurred

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

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

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

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

Appendix 2 – Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of DD/MM/YYYY

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc
- the strategies used to address the bullying behaviour > any wider strategies to prevent and address bullying behaviour
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- if a parent has informed the school that a student has left the school because of reported bullying behaviour
- if any additional support is needed from the board of management
- if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.

Appendix 3 - Anti-Bullying Record Form

Source of Bullying Report *(Fill in name of person/people making report)*

Source	Name(s)	Clan Group/Class
Student about whom report is being made		
Student(s) accused of the behaviour		
Reported by		
Other parties (please specify)		

Location of incidents *(please tick appropriate box(es))*

Yard	Corridors	Toilets	In class	Bus	On way to/ from school	Other

Type(s) of Bullying Behaviour *(tick relevant box(es))*

Physical Aggression	Cyberbullying	Damage to Property	Intimidation	Isolation/ Exclusion	Malicious Gossip	Name Calling/ Verbal	Other Specify

Identity-based bullying *(Indicate the relevant category if applicable)*

Disability/ SEN related ☐	Exceptionally able ☐	Gender identity ☐	Homophobic/ transphobic (LGBTQ+) ☐	Physical Appearance ☐	Racist ☐
Poverty ☐	Religious Identity ☐	Sexist ☐	Sexual Harassment ☐	Other (Specify) ☐ ----- _____	

Appendix 4 Details of Actions Taken

	Action	<i>Please tick</i>	Date	Result
1.	Referred to member of staff – Name _____			
2.	Referred to Anti bullying Coordinator or Deputy Principal, Principal or Clann Leader.			
3.	Parents of student who has been targeted by the behaviour have been informed.			
4.	Parents of student who has been accused of the behaviour have been informed			
5.	Student who had been bullied has filled out an Incident Form			
6.	Student engaged in bullying has filled out an Incident Form			
7.	Sanction if appropriate has been given (Specify)			
8.	Students may engage in Restorative Practice session with Anti-bullying Coordinator if they choose			
9.	Referred to out side agencies			

Signed _____

Date _____

Date submitted to Anti-Bullying Team _____

Date submitted to Clann Leader _____

Date submitted to Deputy Principal _____

Date submitted to Principal _____