



Roll Number: 15516T  
Phone: 0861895925/024-93722  
Email: info@clonpriestns.com  
www.clonpriestns.com

## Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Scoil Naomh Íde, Clonpriest N.S., 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.

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule. As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a part to play in the school community, regardless of difference.

### The Aim of our Bi Cineálta Policy

- raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils and parents/guardians.
- promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.

Fostering a positive school culture is a key aim of the school community and we work towards a 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.
- promotes respectful relationships across the school community.
- reinforces and promotes our school values of Respect, Kindness and Friendship

## 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.
- it is behavior which is deliberate in nature and is unwanted. It is not accidental or reckless behavior.

The harm can be :

- Physical (eg: personal injury, damage to or loss of property)
- Social: (eg: withdrawal, loneliness, exclusion)
- Emotional: (eg: low self esteem, depression, anxiety)

A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

### Behaviour that is not bullying behavior:

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, must be addressed under the school's Code of Discipline.
- Some students with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

## **Types of Bullying**

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

### **Bullying can be: Direct:**

- Physical: pushing, shoving, punching, kicking, poking and tripping pupils. Physical assault and destruction of personal property are also forms of bullying behavior.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats

### **Bullying can be: Indirect:**

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

### **Bullying can be: Online:**

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

## 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. The consultation process was part of the School Self Evaluation process for 2024-2025.

	Date consulted	Method of consultation
School Staff	19/02/2025	- Staff Discussion - Staff Survey
Pupils	March/April 2025	- Pupil Surveys - Focus Group - Principal's Forum (equivalent of Student Council)
Parents	20/03/2025	- Parent Survey
Board of Management	13/05/2025	- Board Discussion
Wider school community as appropriate, for example, bus drivers	13/05/2025	- Discussion with School Secretary
Date policy was approved: 18/06/2025		
Date policy was last reviewed:		

## 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. These strategies are grouped under the headings outlined in the Wellbeing Policy Statement and Framework for Practice (DES, 2019)

In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way. This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our Board of Management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

**Culture and Environment: We aim to:**

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour is implemented.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment where bystanders act as upstanders.
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility and supervision.
- Incorporate artwork and signs to promote our school values of Respect, Kindness and Friendship.
- Create 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

Ways in which we work to achieve these goals are as follows:

- Staff are briefed on the uniform approach we must take to handle all reports of bullying – a copy of this policy is in each classroom and is discussed annually at a staff meeting.
- Friendship Week and Anti Bullying week activities such as Random acts of Kindness homework, Poster making, slogan making are completed.
- Playground helpers – pupils in older classes can be asked to support younger classes on yard to help with games and positive interactions.
- Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines the importance of telling.
- Effective supervision and monitoring of pupils.
- A notice board to promote our school values and to build an awareness of preventing and addressing bullying behaviour amongst pupils.

**Curriculum (teaching and learning) We aim to:**

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.
- Teach pupils on the strategies used to prevent and address bullying behaviour in our school.
- Provide positive support strategies to pupils who witness, experience and/or engage in bullying behaviour.

Ways in which we work to achieve this:

- Teach SPHE and RSE content which fosters pupils' well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and Extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events.
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils.
- Explicitly address the issues of cyber-bullying and identity-based bullying, including in particular, homophobic and transphobic bullying.
- Supports for staff and C.P.D. opportunities.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
- On-going evaluation of the effectiveness of the anti-bullying policy.

**Policy and planning** We aim to:

- Raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- Promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- Ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- Develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- Implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- Work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.

- The Acceptable Use Policy, Supervision policy, Special Education Policy and Code of Behaviour all support the implementation of the Bi Cinealta policy.
- Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all middle management focused on supporting the implementation of this policy.

**Relationships and Partnerships** We aim to build strong relationships and partnerships throughout the school community by:

- Interpersonal connections are supported through a range of formal and informal structures such as our Parents' Association, multiple student committees and groups.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of our Bí Cineálta Policy and our Child Friendly Bí Cineálta Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.
  - The school has a supervision policy in place to ensure adequate supervision and monitoring is in place from 8.50am-2.40pm.

## **Preventing Cyber Bullying, Homophobic/Transphobic bullying, Racist bullying & Preventing sexual harassment.**

In addition to above mentioned strategies, the school has the following in place to prevent and address bullying:

- Staff at all times endeavour to encourage pupils to show the school values of respect, kindness and friendship for each other.
- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Acceptable Usage Policy includes learning about responsible online behaviour and digital citizenship.
- The school's anti-bullying policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- Involvement of pupils in contributing to a safe school environment e.g. Kindness/ anti-bullying week, and other activities that can help to pupils and encourage a culture of peer respect and support
- Ensuring that pupils know who to tell and how to tell.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices and in SPHE lessons.
- Promote online safety events or material for parents
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. [www.tacklebullying.ie](http://www.tacklebullying.ie), [www.antibullyingcentre.ie](http://www.antibullyingcentre.ie)>fuse, [www.webwise.ie](http://www.webwise.ie)
- Modelling of respectful behaviour by staff.

## Section C: Addressing Bullying Behaviour

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

- The class teacher.
  - The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behavior.
  - All staff will be vigilant to bullying behaviour.
  - Principal will inform Board of Management of incidences of Bullying.
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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:

### **Identifying if Bullying Behaviour has Occurred**

#### **General Principles**

- It is important for school staff to be fair and consistent in their approach to address bullying behaviour.
- Both the pupil who is experiencing bullying behaviour and the pupil who is displaying bullying behaviour need support.
- It is important that the pupil 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 pupil who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.
- 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 (rather than to apportion blame).

The school's procedures are as follows:

- In investigating and dealing with bullying the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report instances of bullying they are not considered to be telling tales but are behaving responsibly.
- Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidences of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the pupil experiencing bullying behaviour and discuss the feelings which they experienced because of the bullying behaviour.
- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- When analysing incidents of bullying behaviour the 'Relevant Teacher(s)' should seek answers to questions of what, where, who, when and why. The Six-Question approach used in Restorative Practice may also be used to guide questioning. 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 each member should 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 the other's statements.
- Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.

To determine whether the behaviour reported is bullying behaviour the following questions will be considered:

1. Is the behaviour targeted at a specific pupil or group of pupils?
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.

If the answer to any of these questions is "No" then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

### **What is not bullying behaviour?**

- A once off instance of negative behaviour
- Disagreement between pupils
- Instances where pupils don't want to remain friends
- Non-deliberate or unplanned behaviours of pupils with special educational needs (Bí Cineálta Section 2.2)

*Note: One off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.*

### **Cyberbullying**

- *Bullying behaviour including cyberbullying behaviour, which has occurred outside of school can often continue in school.*
- *Where a pupil engages in cyberbullying behaviour when in school, the school must address the bullying behaviour.*
- *Where a pupil experiences cyberbullying behaviour in school, the school must address the bullying behaviour.*
- *In the case of cyberbullying, although the hurtful message may have been sent outside of school hours, the pupil may view the message while in school. Where this happens, the school must address the bullying behaviour.*

### **Requests to take no action**

A pupil who reports bullying behaviour may ask a member of staff not to do anything and just "look out" for them due to not wanting to be identified as having told someone about the bullying behaviour. They might 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 pupil, deals with the matter sensitively and speaks with the pupil to work out together what steps can be taken to address the behaviour. It must be made clear to the pupil that other parties may need to be informed for their welfare. Parents may also make the school aware of bullying behaviour and specifically request that no action is to be taken by the school. Parents should put this in writing to the school. The school will consider each such request on a case-by-case basis while reserving the right, if determined that based on the circumstances, it is appropriate to address the bullying behaviour through the Bí Cineálta procedures and/or the Code of Behaviour where appropriate.

### **Bullying behaviour that occurs when pupils are not under the care or responsibility of the school**

A school is not expected to deal with bullying behaviour that occurs when pupils 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 pupils involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy. Where the pupil displaying the bullying behaviour is not a pupil in the school, but the pupil who is experiencing the bullying behaviour is a pupil in the school, the school should support the pupil who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

### **Where Bullying Behaviour has Occurred**

- 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 pupils involved must 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.
- It is important to listen to the views of the pupil who is experiencing the bullying behaviour as to how best to address the situation.
- If it has been determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Bí Cineálta policy and efforts should be made to try to get him/her to see the perspective of the pupil being bullied.

- The "Relevant Teacher" does not apportion blame but should make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a solution so that it will stop. If that solution is forthcoming and is honoured there will be no penalty and that will be the end of the matter.
- A record should be kept of the engagement with all involved. This record should document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the pupils involved and their parents (Appendix A).

### **Follow up where bullying behaviour has occurred**

The teacher must engage with the pupils involved and their parents again no more than 20 school days after the initial engagement to review the outcome of the process (e.g. the effectiveness of the strategies used to address the bullying behaviour). The date that it has been determined that the bullying behaviour has ceased should be recorded. Any engagement with external services/supports should also be noted.

Ongoing supervision and support may be needed for the pupils involved even where bullying behaviour has ceased.

If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the pupils involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.

If it becomes clear that the pupil who is displaying the bullying behaviour is continuing to display the behaviour, then the school's consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour.

If disciplinary sanctions are considered, it must be made clear to all (pupils and parents/guardians) that this is a private matter (under GDPR) between the pupil being disciplined, his/her parents/guardians and the school.

### **Complaint Process**

- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred to the school's complaints procedure.
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their rights to make a complaint to the Ombudsman for Children.
- The School will maintain care for the victim over time. This will be done by speaking to the child a number of weeks after the incident to check on their continuing welfare. The child's parents will also be consulted.
- If a child makes a report of bullying, but asks that nothing is to be done about it, the relevant teacher will support the child appropriately to explore how it will be handled sensitively and how parents may be notified. If a parent does so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.

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

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

#### **Supporting Pupils Who Experience Bullying Behaviour:**

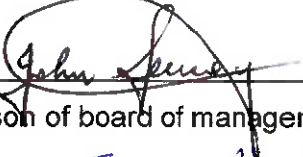
- Ending the bullying behaviour,
- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-


## 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.

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:  Date: 16/09/2025  
(Chairperson of board of management)

Signed:  Date: 16/9/2025  
(Principal)

Date:

**Appendix A:**

**Template for recording bullying behaviour**

Name of pupil being bullied and class group

Name \_\_\_\_\_

Class \_\_\_\_\_

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

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(tick relevant box(es))\*

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

3. Source of bullying concern/report

Pupil concerned Playground Other pupil Classroom Parent

Corridor Teacher Toilets Other School Bus Other

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

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6. Type of Bullying Behaviour (tick relevant box(es))

- |                     |     |                  |
|---------------------|-----|------------------|
|                     | ion | Cyberbullying    |
| Physical Aggression |     | Intimidation     |
| Damage to Property  |     | Malicious Gossip |
| Isolation/Exclus    |     |                  |
| Name Calling Other  |     | (specify)        |
|                     |     | _____            |

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

- Homophobic
- Disability/SEN related
- Racist
- Member of the traveller community.
- Other (Specify)

8. Brief description of bullying behaviour and its impact .

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9. Details of actions taken

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10. Review of actions taken

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Signed \_\_\_\_\_ (Relevant

Teacher) Date \_\_\_\_\_