



## **Anti-Bullying Policy**

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### **Introductory Statement:**

This Anti-Bullying Policy applies to all pupils of St Vincent de Paul Girls School as they participate in school activities, including those which take place off the school premises. This policy also applies to all pupils who are identifiable members of the school community.

St Vincent de Paul Girls' School recognises and appreciates the important role that families play in modelling, encouraging, and promoting positive behaviour. The effective implementation of this policy relies on positive and cooperative home-school links whereby our pupils see staff and families working together in the implementation of this policy both inside and outside the school in order to create and maintain a safe and orderly learning environment for everyone.

It is expected that the guidelines which underpin this policy are widely known and understood by all members of our school community. As such, the school expects the cooperation and support of the whole school community with regard to this Anti-Bullying Policy.

This Policy will be implemented in conjunction with the other relevant policies, such as the Code of Behaviour, Use of Electronic Devices Policy, Acceptable Use Policy and Remote Teaching and Learning Policy,

### **Relationship to Characteristic spirit of the school:**

St Vincent de Paul Girls' School is a primary school under the patronage of the Catholic Archbishop of Dublin.

The following points reflect the school ethos and are promoted by the school community:

- The school aims to promote the full and harmonious development of all aspects of each child, including her relationship with God, with other people and with the environment.
- A spirit of mutual respect is promoted within the school community. Pupils are encouraged, by example and teaching, to appreciate and respect people of different religious affiliations and of different nationalities.
- The ethos of the school promotes the opportunity, through delivery of the curriculum, to foster an attitude of respect for all, to promote the value of diversity, to address prejudice and stereotyping, and to highlight the unacceptability of bullying behaviour.



**Policy Aims:**

The school community of St. Vincent de Paul Girls' School believes that each pupil has a right to an education free from fear and intimidation.

The teachers in this school, together with other staff members seek, on an ongoing basis, to cultivate an environment in the school that is free from bullying.

This school regards bullying as a serious infringement of an individual's rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s).

**Therefore, this school does not tolerate bullying of any kind.**

Every report of bullying is treated seriously and dealt with, having due regard for the well-being of the targeted pupil(s) and the pupil(s) involved in bullying behaviour.

The immediate priority, should a bullying situation arise, is ending the bullying, (thereby protecting the person(s) being targeted), and resolving the issues and restoring the relationships involved, insofar as is practicable.

Pupils are helped to examine the issue of bullying in a calm, rational way, outside of the tense context of the particular bullying situation(s), and so become more aware of the nature of bullying and the various forms it can take.

Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not obvious at the time.

Pupils are encouraged to recognise, reject and report bullying behaviour.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation in or outside the school, involving or having an impact on members of the school community, they should notify a trusted responsible adult.

**Creation of a culture of a 'Telling Culture'.**

Teachers repeatedly reinforce the message that if anyone is the victim of bullying behaviour, they should not retaliate in any way, but they should tell an adult. Victims are reassured that if they tell, something will be done about the bullying in a safe manner and that all reported incidents will be dealt with.

Anyone witnessing bullying behaviour is encouraged to always tell a teacher or a trusted adult.

This is not 'telling tales' but a means of protecting victims.

**Bullying behaviour is too serious not to report.**



Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St Vincent de Paul Girls' Primary School has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of all members of the school community, and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

**a) 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
- promotes respectful relationships across the school community

The school -

- acknowledges the right of each member of the school community to enjoy school in a secure environment.
- acknowledges the uniqueness of each individual and her worth as a human being.
- promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- has a clear commitment to promoting equity in general and gender equity in particular, in all aspects of its functioning.
- has the capacity to change in response to pupils' needs.
- identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values
- takes particular care of 'at risk' pupils, and uses its monitoring systems to facilitate early intervention where necessary, and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis
- recognises the role of parents in equipping the pupil with a range of life skills.
- recognises the role of other community agencies in preventing and dealing with bullying.
- promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.



Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying / aggressive behaviour by any member of the school community.

- b) Effective leadership**
- c) A school-wide approach**
- d) A shared understanding of what bullying is and its impact**
- e) Implementation of education and prevention strategies (including awareness-raising measures) that:**
  - build empathy, respect and resilience in pupils and
  - explicitly address the issues of cyber-bullying and identity-based bullying, including in particular, homophobic and transphobic bullying.
- f) Effective supervision and monitoring of pupils**
- g) Supports for staff**
- h) Consistent recording, investigation and following up of bullying behaviour (including use of established intervention strategies) and**
- i) Ongoing evaluation of the effectiveness of the anti-bullying policy.**

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

***Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.***

This definition includes a wide range of behaviour, whether verbal or written, whether physical, emotional or social.

The following types of bullying behaviour are included in the definition of bullying:

- Physical Aggression
- Intimidation
- Isolation/ Exclusion and Other Relational Bullying
- Cyberbullying
- Name-Calling
- Damage to Property



- Extortion
- Identity-based Bullying

Additional information on the different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

For example, section 2.1.3 of the Anti-Bullying Procedures for Primary and Post-Primary Schools states that placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Furthermore, if a pupil is found taking or having taken photographs or video footage with a mobile phone/device of either themselves, other pupils or school personnel this will be regarded as a serious/gross unacceptable behaviour and action will be taken according to the school's Code of Behaviour, Anti-Bullying Policy and Acceptable Use Policy. If a pupil shares/comments/likes/willingly participates in inappropriate recordings/photos/messages which can be shared on any social media platform and which are in breach of our school's policies this will be regarded as a serious/gross unacceptable behaviour and action will be taken according to the school's Code of Behaviour, Anti-Bullying Policy and Acceptable Use Policy. The school will facilitate the investigation of alleged incidents of breach of this policy where such incidents are brought to the attention of school personnel (either by pupils themselves, their families, or members of the wider school community). In such instances, the school's investigation will be based on the evidence made available to us (for example screenshots).

The school will facilitate the investigation of alleged incidents of cyber bullying involving pupils or school personnel of St Vincent de Paul Girls' School where these incidents are brought to the attention of school personnel (either by pupils themselves, their families, or members of the wider school community). In such instances, the school's investigation will be based on the evidence made available to us (for example screenshots).

As stated in St Vincent de Paul Girls' School's Acceptable Use Policy, 'St Vincent de Paul Girls' School will deal with incidents that take place outside the school that impact on the wellbeing of pupils or staff under this policy and where these incidents are brought to the attention of school personnel, in line with other relevant policies.

In such cases St Vincent de Paul Girls' School will, where known, inform parents/guardians of incidents of inappropriate behaviour, including online behaviour that take place out of school and impose the appropriate sanctions'.

Appendices 1 & 2 expand on the above list of specific examples of bullying behaviour. This list is not exhaustive.

**Negative behaviour that does not meet these definitions of bullying will be dealt with in accordance with the school's Code of Behaviour/Acceptable Use Policy.**



**4. The 'Relevant Teacher(s)' for investigating and dealing with bullying in this school (as required in Procedures, 6.8.3, Template Anti-Bullying Policy section 4) are:**

- The supervising teacher
- The class teacher
- The principal
- The deputy principal

The relevant teacher will normally be the class teacher. (Procedures 6.8.3)

**Any teacher may act as the relevant teacher if circumstances warrant it.**

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

**School-wide approach**

The school.....

- The school has a number of policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protection Policy, Supervision of Pupils, Acceptable Use Policy, etc.
- adopts a **school-wide approach to the fostering of respect** for all members of the school community, and is a place where **respectful behaviour and language are modelled** and kind, fair behaviour is positively reinforced. Incidents of improved behaviour are also acknowledged.
- **fosters and enhances the self-esteem** of all our pupils through both curricular and extracurricular activities. Pupils are provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- **encourages students to look out for each other**
- **celebrates ethnicity** and promotes **the value of diversity**, to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour
- helps pupils to **examine the issue of bullying in a calm rational way**, outside of the tense context of particular bullying situations and so become more aware of the nature of bullying and the various forms that it can take.
- makes pupils aware that the **consequences of bullying behaviour are always bad for those who are targeted**, even if this is not always obvious at the time.
- facilitates **whole staff professional development** on bullying, with specific focus on the training of the relevant teacher(s) and to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- is an environment where **supervision and monitoring** of classrooms, corridors, school grounds, school tours and extra- curricular activities is ongoing, as per the school's Supervision and Monitoring Policy. The school's **Acceptable Use Policy** includes the necessary steps to ensure that the access to technology within the school is strictly

- monitored, as is the pupils' use of mobile phones. Non-teaching and ancillary staff are also required to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- ensures the whole staff and parents'/ guardians are made aware of the **nature of bullying and the signs that might indicate that a pupil is being bullied**. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have, to the relevant teacher (in the case of staff members) or any member of staff (in the case of parents).
  - encourages a **culture of telling**, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly. There is immediate affirmation of students who report incidents of bullying which they have witnessed.
  - ensures that pupils know **who to tell and how to tell**, e.g.
    - direct approach to the teacher at an appropriate time, for example after class.
    - hand note up with homework.
    - Communal box e.g. Worry or Niggle box
    - get a parent(s)/guardian(s) or friend to tell on your behalf.
    - ensures bystanders understand the importance of telling if they witness or know that bullying is taking place
  - identifies **clear protocols** to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol is developed in consultation with parents.
  - **regularly informs parents/guardians** of the anti-bullying activities of the school and are encouraged to support its work
  - regularly implements whole school awareness measures for pupils, parents & guardians and the wider school community e.g.
    - A copy of the school's **Anti-Bullying Policy** and **Code of Behaviour** are given to pupils and parents at the beginning of the school year.
    - At the beginning of the year, each class will have a set of **Class Rules** which complement the school's Code of Behaviour
    - There is a **dedicated notice board** in the school and in classrooms, based on the themes of friendship and bullying prevention
    - An **anti-bullying statement** is displayed prominently around the school (e.g. Stand Up For Yourself and Others; Bullying is Not Tolerated in Our School; This is a Telling School.)
    - Annual **Friendship Week** and **Well-Being Week** and **Multicultural Day** take place during the school year.
    - **Posters** and relevant reading materials are displayed throughout the school
    - Parent(s)/guardian(s) **seminars** are held
    - Student **surveys** are carried out





- The topic of bullying is the focus of at least **assembly** each year on the theme of Anti-Bullying, as per the recommendations of *'Dealing with Bullying in Schools'* (Office of the Ombudsman for Children 2013)
  - **Outside speakers** are invited to address students, staff and parents.
  - The **Buddy System** (6th & 2nd classes are paired) which can help to support pupils and encourage a culture of peer respect and support is in place.
  - **Circle sessions and role play** which provide opportunities to discuss and explore issues of bullying are applied in each class.
  - A **list of supports** is available for all members of the school community (pupils, staff, parents & guardians)
  - **Extra-curricular activities** which encourage cooperation among pupils are promoted (drama, choir, sport etc.)
- encourages the involvement of the **student council** in contributing to a safe school environment

#### Implementation of curricula

- The anti-bullying modules of the SPHE evidence-based programmes (RSE, Webwise, Weaving Well-Being, Walk Tall and Stay Safe) are implemented during each school year, pro-actively explaining the nature and variety, causes, negative consequences and unacceptability of bullying. **All teachers will complete lessons on anti-bullying and internet safety ([www.webwise.ie](http://www.webwise.ie)) with their class twice a year** - early in the new school year and in spring time. **SPHE** and **Stay Safe** lessons are taught with a focus on "how to tell". The Stay Safe programme is taught in 2nd, 4th & 6th classes. Teachers of 3rd classes will repeat the anti-bullying lessons from the 2nd class Stay Safe programme with their classes. Teachers of 5th classes will repeat the anti-bullying lessons from the 4th class Stay Safe programme.
- There is school-wide delivery of lessons on Cyberbullying (Web Wise Primary teachers' resources).
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- **Other programmes of work** are a vital element in raising children's self-esteem and equipping children to cope with bullying behaviour





## **6. Procedures for Investigating and Dealing with Bullying**

Incidents of bullying behaviour will result in the imposition of sanctions.

Such sanctions will be proportionate to the seriousness of the bullying behaviour.

Sanctions and interventions are contained in the school's Code of Behaviour

The school's procedures for investigation and dealing with bullying behaviour are as follows:

### **Procedures for investigating and dealing with bullying 6.8.9**

School authorities must ensure that the school has clear procedures for investigating and dealing with bullying and that these are set out in the school's anti-bullying policy. The school's procedures must be consistent with the following:

- (i) The primary aim for the relevant teacher 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);
- (ii) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- (iii) All reports, including anonymous reports of bullying must be reported to the class teacher, and investigated and dealt with by the relevant teacher. 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 incidents of bullying they are not considered to be telling tales but are behaving responsibly;
- (iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- (v) Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- (vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- (vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- (viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;



- (ix) All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- (x) When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- (xi) 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 her account of what happened to ensure that everyone in the group is clear about each other's statements;
- (xii) 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;
- (xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- (xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
- (xv) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied;
- (xvi) It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, her parents and the school;
- (xvii) Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;
- (xviii) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 3 (See Section 6.8.10 (iii));



(xix) In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account: Whether the bullying behaviour has ceased; Whether any issues between the parties have been resolved as far as is practicable; Whether the relationships between the parties have been restored as far as is practicable; and Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

(xx) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;

(xxi) 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 right to make a complaint to the Ombudsman for Children.

## **7. Procedures for Recording Bullying behaviour**

All incidents will be logged by the class teacher in a standard form to be kept on file in the office. Where bullying has been established, but has not yet been resolved, these incidents will be recorded by the class teacher on the recording template as in Appendix 3 (Anti-bullying procedures for Primary and Post-Primary schools). This template will be completed in full, and a copy given to the Principal and Deputy Principal.

As per the Child Protection reporting requirements, the Board of Management will be notified of any cases of bullying.

## **8. Support for Pupils involved and Affected by Bullying Behaviour**

- The approach will be a non-blame one.
- Where appropriate, class lessons may be conducted to develop self-esteem and to create a harmonious atmosphere in the classroom (SPHE programme). All children are reminded to show respect for one another.

*(Anti-Bullying Procedures for Primary and Post-Primary Schools. 6.8.16.*

*A programme of support for those pupils involved in bullying behaviour must also be part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.)*



- Separate follow up meetings with the children involved, with a view to possibly bringing them together at a later date, will be arranged if the victim is ready and agreeable.
- Parents will be kept informed of developments.
- In cases of recurring bullying, specific support may be requested from outside agencies e.g. National Educational Psychological Service (NEPS).

*(Anti-Bullying Procedures for Primary and Post-Primary Schools. 6.8.13*

*Serious instances of bullying behaviour should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.*

- Strategies for restoring self-esteem are explored by the teacher and parents/guardians.
- Where deemed necessary, the child in consultation with parents / guardians may be referred for counselling.
- Staged approach - class support, school support (as per Continuum - Behavioural, Emotional and Social difficulties - NEPS)
- In cases where the safety of a child outside of school is deemed to be under threat, parents of the pupils concerned may be advised to contact the local gardaí.
- Clinical referral and assessment may be necessary
- Strategies for restoring self-esteem are explored between teacher and parents / guardians
- **The school cannot be responsible for disagreements between pupils or parents / guardians that happen outside the school.**

## **9. Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

### **Practical indicators of the success of the policy will be:**

- Positive feedback from teachers, parents, pupils.
- Observation of behaviour in classrooms, on yard, on corridors



### **Roles and Responsibility**

- The staff will coordinate and monitor the implementation of this policy.
- The class teacher has particular responsibilities as outlined above.
- The Principal will be involved in the implementation of this policy.
- Pupils and parents will cooperate with the policy.

This policy was adopted by the Board of Management in June 2023.

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

Signed: \_\_\_\_\_ Signed: \_\_\_\_\_  
(Chairperson of Board of Management) (Principal)

Date: \_\_\_/\_\_\_/\_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_\_\_



### Appendix 1

#### General behaviours which apply to all types of bullying

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|---|---|
| <ol style="list-style-type: none"><li>1. Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li><li>2. Physical aggression (pushing, shoving, hitting, punching, pinching, kicking, poking and tripping people)</li><li>3. Serious physical assault</li><li>4. 'Mess fighting, which can sometimes disguise physical harassment and pain.</li><li>5. Damage to property</li><li>6. Name calling</li><li>7. Slagging</li><li>8. The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li></ol> | <ol style="list-style-type: none"><li>9. Offensive graffiti</li><li>10. Extortion</li><li>11. Intimidation (very aggressive body language, facial expressions which convey aggression or dislike)</li><li>12. Insulting or offensive gestures</li><li>13. The "look"</li><li>14. Invasion of personal space</li><li>15. A combination of any of the types listed.</li></ol> |
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#### Cyber-bullying

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| <ul style="list-style-type: none"><li>● <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person's reputation</li><li>● <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li><li>● <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li></ul> | <ul style="list-style-type: none"><li>● <b>Exclusion:</b> Purposefully excluding someone from an online group</li><li>● <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li><li>● Silent telephone/mobile phone call</li><li>● Abusive telephone/mobile phone calls</li><li>● Abusive text messages</li><li>● 'Liking nasty comments about someone</li><li>● Abusive email</li></ul> |
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<ul style="list-style-type: none"> <li>● <b>Defaming:</b> Calling into disrepute the good name of a person or place associated with the school community</li> <li>● <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>● <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>● <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> </ul>	<ul style="list-style-type: none"> <li>● Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>● Abusive website comments/Blogs/Pictures</li> <li>● Abusive posts on any form of communication technology</li> </ul>
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**Identity Based Behaviours**

**Including any of the nine discriminatory grounds mentioned in Equality Legislation** (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>● Spreading rumours about a person's sexual orientation</li> <li>● Taunting a person of a different sexual orientation</li> <li>● Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>● Physical intimidation or attacks</li> <li>● Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller Community</b>	<ul style="list-style-type: none"> <li>● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>● Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>● Malicious gossip</li> <li>● Isolation &amp; exclusion</li> </ul>





	<ul style="list-style-type: none"> <li>● Ignoring or giving the 'silent treatment'</li> <li>● Excluding from the group</li> <li>● Controlling behaviour</li> <li>● 'Ganging up' on someone</li> <li>● Taking someone's friends away</li> <li>● "Bitching"</li> <li>● Spreading rumours</li> <li>● Breaking confidence</li> <li>● Talking loud enough so that the victim can hear</li> <li>● The "look"</li> <li>● Use or terminology such as 'nerd' in a derogatory way</li> </ul>
<p style="text-align: center;"><b>Sexual</b></p>	<ul style="list-style-type: none"> <li>● Unwelcome or inappropriate sexual comments or touching</li> <li>● Harassment</li> </ul>
<p><b>Special Educational Needs, Disability</b></p>	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Taunting others because of their disability or learning needs</li> <li>● Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>● Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>● Mimicking a person's disability</li> <li>● Setting others up for ridicule</li> </ul>



### **Appendix 1 – Examples of Bullying Behaviour**

***Bullying (Deliberate, Repeated, Hurtful Behaviour) can take a number of forms. These may include any of the following (this list is not exhaustive):***

- **Repeated aggressive behaviour/attitude/body language, for example:**
  - Shouting and uncontrolled anger
  - Personal insults
  - Verbal abuse
  - Offensive language directed at an individual
  - Continually shouting or dismissing others
  - Public verbal attacks/criticism
  - Domineering behaviour
  - Open aggression
  - Offensive gestures and unwanted physical contact
- **Intimidation, either physical, psychological or emotional, for example:**
  - Treating in a dictatorial manner
  - Ridicule
  - Persistent slugging
  - Deliberate staring with the intent to discomfort
  - Persistent rudeness in behaviour and attitude toward a particular individual
  - Asking inappropriate questions/making inappropriate comments re. personal life/family
  - Asking inappropriate questions/making inappropriate comments re. social life or schoolwork
- **Interference with property, for example:**
  - Stealing/damaging books or equipment
  - Stealing/damaging clothing or other property
  - Demanding money with menaces
  - Persistently moving, hiding or interfering with property
  - Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:**
  - Condescending tone
  - Deliberately withholding significant information and resources
  - Writing of anonymous notes
  - Malicious, disparaging or demeaning comments
  - Malicious tricks/derogatory jokes
  - Knowingly spreading rumours
  - Belittling others' efforts, their enthusiasm or their new ideas
  - Derogatory or offensive nicknames (name-calling)
  - Using electronic or other media for any of the above (cyber bullying)
  - Disrespectfully mimicking a particular individual in his/her absence
  - Deliberately refusing to address issues focusing instead on the person
- **Ostracising or isolating, for example:**
  - Deliberately marginalising an individual
  - Deliberately preventing a person from joining a group
  - Deliberately preventing from joining in an activity, schoolwork-related or recreational
  - Blaming a pupil for things s/he did not do