



GLOUNAGUILLAGH NATIONAL SCHOOL



Caragh Lake, Killorglin, Co. Kerry, V93 HX07.

Principal: Ms. S. Pigott

Deputy Principal: Mrs. L. Galvin

Phone: 066-9769402

Roll No. 015831

website: www.glounaguillaghns.ie

E-Mail: office@glounaguillaghns.ie

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Glounaguillagh National School have 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 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 each person 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 all have an indispensable part to play in the school community, regardless of difference.

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 Code of Behaviour.

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	January 31st, 2025 March 14th, 2025	Oide In-Service Day for Principal & 1 staff member Staff Training Day / Session
Students	June 2nd to 9th, 2025	Survey
Parents	June 9th to 16th, 2025	Survey via Google Forms
Board of Management	June 18th, 2025	Board Meeting
Wider school community, i.e., secretary	June 9th, 2025	Survey via Google Forms
Date policy was approved: 18 th June, 2025		
Date policy was last reviewed: 25 th March, 2026		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by Glounaguillagh National School to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

In developing 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 the school in a real way.

Glounaguillagh N.S. 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 board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. 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 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

At Glounaguillagh N.S., we are committed to fostering a strong telling environment where every student feels safe, supported, and empowered to speak up. In addition, we are dedicated to creating and maintaining safe, well-supervised physical spaces throughout the school. This positive culture and environment is strengthened through the following structures, practices, and values:

- Prevention and awareness raising measures across all aspects of bullying involving strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils
- Provide pupils with opportunities to develop a positive sense of self-worth

- Each class will devise classroom rules at the beginning of each year which will promote inclusion, acceptance of difference and respect for one another.
- Wellbeing Week – the school will run an annual bullying awareness week where various classes and events will be run to increase the importance of wellbeing as well as increasing knowledge of what bullying is and what impact it can have.
- Anti-bullying posters will be made, discussed and displayed throughout the school.
- All staff will promote co-operation, sharing, friendship between all the children. Circle-time, class discussions on friendship (making friends, maintaining friendships, resolving conflict, responsibilities towards one another etc) will regularly take place in class.
- The whole school community will be encouraged to become a ‘reporting school’ whereby the whole school community are encouraged to report/speak out if they are being bullied or if they witness a bullying situation. (When children inform a teacher of a ‘bullying situation’ which occurred outside of school time, the teacher will advise the child to inform her parents. The child will be encouraged to ask for their support in resolving the situation).
- Teachers can influence attitudes to bullying behaviour in a positive manner as well as model good and positive practices and interactions.
- The school will continue to promote its ethos and will continue to have and use its Code of Behaviour appropriately
- Continue to offer a well-rounded SPHE and RSE programme
- The school will work to re-introduce an active and included Student Council
- Nurture Groups for targeted student support will continue as a practice in SET
- Deliberate Seating Plans to Support Inclusion will be incorporated
- Collaborative Group Work will be used in classrooms
- Inclusive Curricular, Co-Curricular, and Extra-Curricular Activities to be available
- AEN (Additional Educational Needs) Policy will be reviewed and updated regularly, as required.

- A more diverse selection of lunchtime activities will be available for the children. e.g., football, basketball, soccer, chess, games club, reading, craft clubs, etc.

Curriculum (Teaching and Learning)

At Glounaguillagh N.S., teaching and learning actively promote collaboration, respect, and inclusion. Students engage in group and pair work, supported by classroom layouts and seating plans designed to foster connection, empathy, and a strong sense of belonging. Our broad and inclusive curriculum offers a range of subjects and programmes that encourage exploration of diversity, equality, and respectful relationships. These curricular, co-curricular, and extra-curricular opportunities collectively support students' self-worth, well-being, and social responsibility, helping to reduce prejudice and build a positive school culture. Key elements of our curriculum include:

- Additional lessons which deal specifically with bullying will be undertaken in each class e.g. Weaving Wellbeing, Walk Tall, PrimEd Bullying Series, with an emphasis on openness and discussion in this area. See school's "Restorative Practices Policy" (Areas covered will include –What is bullying? Forms of bullying. Cyber bullying. Why do people bully? Bystander bullies, Silent witnesses, Effects of bullying. How does bullying make me feel? What can we do? Preventing bullying, Coping with bullying etc.).
- Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online (Webwise programme will be covered in class)
- There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe & RSE programmes at primary level are personal safety skills programmes which seek to enhance children's self-protection skills including their ability to recognise and cope with bullying. The Religious Education programme - Grow in Love emphasises respect for self and others. We use a Restorative Practice approach in dealing with conflict which helps to restore relationships.
- The work may be extended into many other areas such as Art, Drama and Physical Education. Co-operation and group enterprise can be promoted through team sports as well as through practical subjects.
- Classroom layout and seating plans will be used to naturally lead to group work.

Policy and Planning

At Glounaguillagh N.S. the wellbeing of our entire school community is central to all policies and plans. Our Bí Cineálta policy and our student-friendly version guide how we prevent and address bullying. This is supported by other key policies, including Acceptable Use Policy, Special Education Policy and the Code of Behaviour.

The aim of our Bí Cineálta policy is:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.
- Advice on bullying is in the Homework Journal given to each child every year. This informs children and parents what to do in a bullying situation.
- Discussion of the underlying principles of the school's Anti-bullying Policy and Code of Behaviour will be discussed at staff meetings
- The Acceptable Use Policy, Supervision policy, Special Education Policy and Code of Behaviour all support the implementation of the Bi Cineálta policy
- Effective leadership is a key component with Principal, Deputy Principal, and all middle management focused on supporting the implementation of this policy.

Relationships and Partnerships

As a staff, we dedicate time and care to cultivating strong rapport and meaningful relationships across the school community. Building these interpersonal connections is vital to effectively preventing and addressing bullying.

At times, we collaborate closely with community partners such as staff from the local community & family resource centre, our education welfare officer, our NEPS psychologist, and many others to promote a whole-community approach to student wellbeing.

Interpersonal connections are supported through a range of formal and informal structures such as our parents' association.

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 a Child Friendly Anti-Bullying 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.

Preventing Cyber Bullying

While technology offers valuable opportunities for learning, social engagement, and entertainment, its widespread use has also increased students' vulnerability to cyberbullying and inappropriate online behaviour. The increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

The school will proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- implementing the SPHE curriculum and RSE curriculum
- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship (Webwise)
- 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 Code of Behaviour
- 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

- Encouraging regular conversations about kindness and respect in digital interactions

* In Ireland the digital age of consent is 16. Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old.

Therefore technically, children under the age of 13 should not have a social media account.

It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

By combining education, clear policies, and community involvement, we strive to create a safe and supportive digital environment for all our students.

Preventing Homophobic/Transphobic Bullying behaviour

Strategies to prevent these types of bullying behaviour include the following, which is not an exhaustive list:

- maintaining an inclusive physical environment such as by displaying relevant posters
- encouraging peer support such as peer mentoring and empathy building activities challenging gender-stereotypes
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- encouraging students to speak up when they witness homophobic behaviour
- 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

Schools should focus on gender equality as part of the school's measures to create a supportive and respectful environment.

- ensuring members of staff model respectful behaviour
- ensuring all students have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contributions of all students
- organising awareness campaigns, workshops and presentations on gender equality and respect
- encouraging parents to reinforce these values of respect at home
- Strategies to prevent sexual harassment include the following, which is not an exhaustive list:
 - teach children how to treat each other with respect and kindness
 - promoting positive role models within the school community
 - challenging gender stereotypes that can contribute to sexual harassment.

Preventing Racist Bullying Behaviour

At Glounaguillagh N.S., we recognise and embrace the increasing cultural diversity within our school community. We are committed to creating an environment where all students feel respected, represented, and included. To help prevent racist bullying, we promote a school culture that celebrates diversity, ensures visibility of different cultures, and encourages empathy, respect, and peer support. Staff are supported in meeting the needs of students from ethnic minorities and those for whom English is an additional language. Through inclusive teaching materials, awareness-raising events, and strong communication with families, we aim to ensure that every student feels a sense of belonging.

Preventing Sexist Bullying Behaviour

At Glounaguillagh N.S., we are committed to promoting gender equality as a key part of creating a respectful and inclusive school environment. We ensure that all students have equal opportunities to participate in school life, and that staff model respectful, equitable behaviour. Through awareness campaigns, workshops, training and inclusive practices, we celebrate diversity and reinforce the importance of mutual

respect. We also encourage parents to support these values at home, helping to build a consistent message across school and community life.

Preventing Sexual Harassment

At Glounaguillagh N.S., we take a zero-tolerance approach to sexual harassment and are committed to fostering a culture of respect, safety, and accountability. We believe that education and awareness are key to prevention.

Our preventative strategies include:

- Implementing the updated SPHE curriculum to support students in understanding healthy relationships, respect, and consent
- Promoting positive role models throughout the school community
- Challenging gender stereotypes that contribute to harmful attitudes and behaviours
- Providing staff training and student workshops to raise awareness and promote a safe, respectful school environment

These programmes and initiatives equip both staff and students with the knowledge and confidence to challenge inappropriate behaviour, support their peers, and contribute to a safe and inclusive school culture.

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

- Code of Behaviour
- Acceptance Use Policy - IT
- Mobile Phones
- GDPR
- Inclusion for Special Education Needs Pupils (SET Policy)
- Tours
- Substance Misuse
- SPHE
- Religion
- Health and Safety
- Safe Guarding Statement & Risk Assessment
- Friendship Week
- Restorative Practice

Effective supervision is essential for preventing and addressing bullying behaviour, as it promotes a safe, supportive environment.

A supervision plan is in place each September. This plan provides for active, consistent supervision across all areas of the school during morning break and lunchtime.

Supervision duties include:

- Break and lunchtime supervision of designated areas by teaching staff.
- Staff maintain a visible and active presence during break and lunchtime in key areas, including yard spaces, main corridors and the areas near student toilets.
- Morning, break and lunchtime supervision of students with additional educational needs by SNAs.
- Ongoing teacher monitoring of student behaviour within classrooms.
- Supervised structured lunchtime activities.

Section C: Addressing Bullying Behaviour

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

All staff at Glounaguillagh National School share responsibility for addressing bullying behaviour within their classes. Any incidents of bullying are promptly reported to the Class Teacher, Deputy Principal, Principal. The Class Teacher takes the lead in managing bullying incidents, supported as needed by the Deputy Principal and/or Principal.

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.

As outlined in *Bí Cineálta, Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, schools are 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. If the bullying behaviour continues in school, schools should address it.

Where a student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school should 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.

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:

1. Speak to the student experiencing bullying behaviour, and determine whether the behaviour reported is bullying behaviour by considering the following questions:
 - ❖ Is the behaviour targeted at a specific student or group of students?
 - ❖ Is the behaviour intended to cause physical, social or emotional harm?
 - ❖ Is the behaviour repeated?
2. 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.
3. Other forms of unacceptable behaviour may be addressed by the school's Code of Behaviour.
4. If it has been determined that bullying behaviour has occurred, consider the context—what happened, where, when, and why?
5. Meet with other students or groups to gather all perspectives.
6. Conduct all conversations with sensitivity and consider the age and ability of those involved.
7. Meet each student individually first.
8. Thereafter, meet all students involved as a group as appropriate to the situation and context. Ask each student for their account of what happened to ensure that everyone in the group is clear about each other's views.

9. Invite students to write their account of what happened, if deemed helpful to the investigation.
10. Support each student as appropriate, following individual and group meetings.
11. The class teacher/school management must document all investigations of bullying behaviour using the school's official bullying behaviour report template.
12. The class teacher/school management must inform the parents/guardians of all students involved and keep them informed throughout the process.
13. Include in the written records, the views of the students and their parents/guardians regarding the actions to be taken to address the bullying behaviour.
14. Interventions to address bullying behaviour will be guided by a restorative practice approach.
15. If a student reporting bullying behaviour asks that no action be taken other than to "look out" for them, teachers/school management should respond with empathy, handle the matter sensitively, and work with the student to agree on appropriate steps to address the matter and inform their parents.
16. If parents/guardians request that no further action be taken, they should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers.
17. While acknowledging the parent's/guardian's request, schools may decide that based on the circumstances, it is appropriate to address the bullying behaviour.
18. The class teacher/school management must engage with the student and their parents again **no more than 20 school days** after the initial engagement to determine if the bullying behaviour has ceased.
19. The class teacher/school management must document the review with students and their parents/guardians in the bullying behaviour report template.
20. As part of this review, the class teacher/school management must consider and document the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour, the relationship between the students involved, any engagement with external services/supports and the date that it has been determined that the bullying behaviour has ceased.
21. If the bullying behaviour has not ceased the class teacher/school management should review the strategies used in consultation with the student involved and their parents/guardians. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.

22. If the bullying behaviour has not ceased by the agreed timeframe, the class teacher/school management will address it through the Code of Behaviour.
23. If parents/guardians are not satisfied with how the bullying behaviour has been addressed, in accordance with the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, they must be referred to the school's complaints procedure.
24. If parents/guardians are dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children.
25. All engagements with students and parents/guardians should be documented and dated in the school's bullying behaviour report template. Please see template attached. These records will be retained in individual student support files.

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

Glounaguillagh National School uses several approaches to support students who experience, witness, or display bullying behaviour.

Supporting Students Who Experience Bullying Behaviour

1. We provide a safe space where students feel heard, believed, and supported.
2. All interactions with students are guided by restorative conversations that prioritise healing and resolution rather than blame.
3. We develop individual support plans with measures tailored to the needs of students such as check-ins, nurture groups, safe spaces etc.
4. Relevant staff are made aware of student relationships prior to adjusting class seating plans or organising group work and class activities.
5. We refer to external services where necessary (Killorglin Community & Family Resource Centre, NEPS, C.A.M.H.S. etc.).
6. We involve parents/guardians and collaborate on strategies to support the student.

Supporting Students Who Witness Bullying Behaviour

1. We empower students by educating them on how to safely intervene, report, or support peers through SPHE, Religious Education, various wellbeing programmes, and initiatives such as Ethos, Wellbeing Week (Amber Flag), etc.

2. We acknowledge and affirm students that report concerns or stand up for others.
3. We provide confidential reporting options ensuring students know how to report concerns discreetly (e.g. worry boxes, anonymous forms).

Supporting Students Who Display Bullying Behaviour

1. We engage with students displaying bullying behaviour to understand the root cause and to determine if there are underlying issues (e.g. emotional needs, academic needs, peer pressure).
2. We use restorative dialogue to help students take responsibility and repair harm.
3. We implement behavioural supports such as behavioural plans, mentoring, or targeted interventions.
4. We teach emotional regulation through structured programmes in SET such as 'Zones of Regulation'.
5. We collaborate with parents to support positive behaviour change at home and in school.
6. In serious cases, where a student is unable to regulate their behaviour the school may seek the support of the NEPS psychologist.

Whole-School Measures to Support All Students

1. We continuously strive to promote a positive school culture by embedding kindness, inclusion, and respect in all aspects of school life.
2. We ensure students and staff understand what bullying is, how to report it, and how it will be addressed.
3. Through Bí Cineálta training we equip staff to recognise, respond to, and support students affected by bullying.

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: _____ Date: _____

(Chairperson of Board of Management)

Signed: _____ Date: _____

(Principal)

Bullying Behaviour Report

Name of student(s) experiencing bullying behaviour:
Class(es):

Date of initial engagement with student(s) experiencing bullying behaviour:	
---	--

Name(s) and class(es) of student(s) displaying bullying behaviour:

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

Type of Bullying Behaviour (Tick relevant box (es))

Cyber Bullying		Physical bullying (Hitting, kicking, pushing, tripping someone, damaging or stealing belongings)	
Homophobic or biphobic Bullying		Verbal Bullying (Name-calling, insults or offensive comments, threats or intimidation, mocking someone's appearance, background, or ability)	

Transphobic Bullying		Ableist Bullying (Targeting a person with a disability or AEN, mocking physical, sensory, or learning differences, exclusion from activities due to perceived differences)	
Racist or Ethnic-Based Bullying		Social/Relational Bullying (Spreading rumours, exclusion, manipulating friendships, publicly humiliating someone)	
Sexist Bullying		Other (Specify)	
Sexual Harrasment			

Account from the student(s) experiencing bullying behaviour	
What happened?	
Where?	

When?	
Why?	

Date(s) of initial individual engagement with students displaying bullying behaviour:	
---	--

Accounts from the initial individual engagement with student(s) displaying bullying behaviour	
What happened?	
Where?	
When?	
Why?	

--	--

Date of initial group engagement with student(s) experiencing and displaying bullying behaviour:	
--	--

Accounts from group engagement inclusive of student(s) experiencing and displaying bullying behaviour so that everyone is clear about each other's views.

What happened?	
Where?	
When?	
Why?	

Date(s) of subsequent individual engagements with student(s) experiencing bullying behaviour:	
---	--

Date(s) of subsequent individual engagements with student(s) displaying bullying behaviour:	
---	--

Date(s) of subsequent group engagements with student(s) experiencing and displaying bullying behaviour:	
---	--

Updated accounts from follow-up engagements with students experiencing or displaying bullying behaviour.

--

Date(s) parents/guardians of the student experiencing bullying behaviour was informed:	
--	--

Date(s) parents/guardians of the student displaying bullying behaviour was informed:	
--	--

Views of the parents/guardians regarding the actions to be taken to address the bullying behaviour:	
---	--

Date student requested that no action be taken	
--	--

Date parents/guardians requested in writing that no action be taken:	
--	--

Is the written request of parents/guardians attached to this document?	
--	--

Date it was decided that based on the circumstances, it was appropriate to address the bullying behaviour.	
--	--

Why was this decision made?	
-----------------------------	--

Details of the actions taken to address bullying behaviour:	
---	--

<p>Details of the supports put in place to support the student(s) experiencing bullying behaviour:</p>	
--	--

<p>Date of follow-up engagement after 20 days</p>	
---	--

Views of student and their parents/guardians at follow-up engagement after 20 days

<p>What is the nature of the bullying behaviour?</p>	
<p>How effective were the strategies used to address the bullying behaviour?</p>	
<p>What is the nature of the relationship between the students involved?</p>	
<p>Did the student engage with external services/supports?</p>	

Date it has been determined that the bullying behaviour has ceased:	
---	--

Did the student and their parents/guardians agree to or suggest alternative strategies to address the bullying behaviour?	
---	--

What strategies/approaches were agreed upon?	
--	--

What timeframe was agreed for follow-up engagement with the student and their parents/guardians to assess whether the bullying behaviour has stopped?	
---	--

Date the bullying behaviour was addressed through the Code of Behaviour if it had not ceased by the agreed timeframe:	
---	--

Signed _____ (Relevant Class Teacher)

Date: _____

Date submitted to Principal/Deputy Principal: _____