

# Monaleen NS

## Bí Cineálta Policy



## **Bí Cineálta Policy to Prevent and Address Bullying Behaviour**

The Board of Management of Monaleen 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 mitigate its harmful effects.

Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992, thereby committing to promote, protect and fulfil the rights of all children. Bullying is fundamentally a children's rights issue as it undermines several key rights, including;

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience, and religion (Article 14)
- The right to freedom of association and peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to protection from all forms of abuse and neglect (Article 19)
- The right to the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy one's own culture, religion, or language (Article 30)

As a school community, we reaffirm our collective responsibility to actively prevent and address bullying behaviour and its negative impact. We are committed to safeguarding all students from harm and ensuring that student wellbeing remains central to everything we do.

We fully recognise the serious impact bullying can have on students' lives and are dedicated to its prevention and resolution. In line with our obligations under equality legislation, we will take all reasonably practicable steps to prevent harassment of students or staff on any of the nine specified grounds; gender, civil

status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

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.

## **Definition of bullying**

As outlined in Cineáltais: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools:

Bullying is defined as targeted behaviour, online or offline, that causes harm. This harm may be physical, social, or emotional. Bullying is typically repeated over time and involves a power imbalance between individuals or groups in society. (Reference: Chapter 2, Bí Cineálta procedures).

Bullying can result in various forms of harm;

- Physical: e.g., personal injury, damage to or loss of property
- Social: e.g., exclusion, isolation, withdrawal
- Emotional: e.g., anxiety, low self-esteem, depression

**Types of Bullying:** Bullying behaviours can be directed at an individual based on aspects such as disability, exceptional ability, gender identity, LGBTQ+ status, physical appearance, racial or religious identity, socioeconomic background, sexism or through sexual harassment. This list is not exhaustive.

### **Direct Bullying:**

- **Physical:** pushing, shoving, punching, kicking, poking and tripping students, physical assault, destruction of personal property.
- **Verbal:** continual name calling which insults and/or 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.

### **Indirect Bullying:**

- **Exclusion:** deliberate and repeated isolation, exclusion or ignoring of a student or groups 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.

### **Online Bullying:**

Cyberbullying is carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

Examples 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. Creating and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Intentionally excluding someone from online groups or activities.

### **Additional Considerations**

Some students with special educational needs may display behaviours that unintentionally harm themselves or others, often due to difficulties in social communication. These behaviours are not always intentional or premeditated, but in certain situations, they are an automatic response which they cannot control. These are addressed appropriately within the context of the student's needs.

It is important to distinguish between conflict and bullying. Disagreements or isolated incidents, while unacceptable, do not constitute bullying unless they involve deliberate, repeated attempts to distress, exclude or create dislike by others.

However, even a single hurtful message posted on social media can be considered bullying, as its visibility to a wide audience and potential for repeated sharing can make it a form of repeated behaviour.

The school's Code of Behaviour provides strategies for addressing inappropriate conduct that does not meet the criteria for bullying.

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

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

	Date consulted	Method of consultation
School Staff	May 2025/ June 2025	Overview of Restorative Practice Techniques facilitated by Oide.  Whole staff presentation and workshop.  Staff questionnaire (online)
Students	June 2025	Student questionnaire (online)
Parents	June 2025	Parent questionnaire (online)
Board of Management	June 2025 and September 2025	Discussion on policy and review and ratification of policy
Wider school community as appropriate, for example, bus drivers	August 2025	The secretary, caretaker, Lollipop Lady, bus drivers, bus escorts will be provided with copies of the policy and given the opportunity to discuss it with the Principal or the Deputy Principal, should they wish to do so.
Date policy was approved: 13th October 2025		
Date policy was last reviewed: 13th October 2025		

## Section B: Preventing Bullying Behaviour

The Wellbeing Policy Statement and Framework for Practice provides the following four key areas that are essential for a holistic, whole school approach to wellbeing promotion;

- ❖ Culture and Environment
- ❖ Curriculum (Teaching and Learning)
- ❖ Policy and Planning
- ❖ Relationships and Partnerships

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

Rooted in our Christian tradition, Monaleen National School School strives to work in partnership with parents and community to provide a holistic and high-quality education in a safe, caring and nurturing environment; where everybody is respected, valued and cherished in order that each child may have the opportunity to fulfil his or her potential. This vision guides everything we do and forms the foundation for both the content we teach and the approaches and methodologies we use.

In developing the preventative strategies 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 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 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.

## **Primary Prevention Strategies Across the Four Key Areas of Wellbeing**

### **Culture and Environment:**

To prevent bullying behaviour, we focus on;

- Celebrating all forms of difference and diversity.
- Providing rigorous supervision of students before, during, and after school, including on buses.
- Effective and supportive leadership.
- Promoting ‘a telling environment’.
- Opportunities to participate in class and whole-school activities to raise self-esteem.
- Using visual reminders of expected behaviour, where necessary.
- Actively involving parents in all aspects of school life.
- Maintaining a bright, warm, and welcoming school environment.
- Fostering a sense of belonging for all students.
- Offering after-school clubs to cater to various interests and talents.
- Ensuring staff are trauma-aware.
- Modelling warm, cooperative, and respectful interactions.
- Using restorative practices, where appropriate, to address and heal any harm caused.

### **Curriculum:**

To prevent bullying behaviour, we implement:

- A robust SPHE policy and teaching plan.
- The careful and consistent teaching of the Stay Safe Programme.
- A well-developed, sensitive RSE policy and teaching plan.
- The use of the ‘Walk Tall Programme’ to enhance self-esteem and self-awareness.
- Explicit teaching on managing friendships and resolving conflicts, including programs such as Weaving Wellbeing and A Lust for Life.
- Digital safety education through the Webwise Programmes and external experts.
- Regular upskilling for staff to enhance their expertise
- The use of the Zones of Regulation Programme, 5 Point Scale, Autism Level Up, Talk About Programme (situational and reasoning skills) or Mighty Moe to help children, when in need, to manage big emotions.
- Regular, clear and positive teaching of school rules.
- Engaging students in the creation of their own classroom rules.
- Inviting relevant experts to address staff, students, and parents to support classroom work.
- Incorporating additional programmes as needed, such as Stop, Think, Do.

## **Policy and Planning:**

To prevent bullying behaviour, we ensure;

- A comprehensive SPHE Policy and Plan.
- A discrete bullying lesson is taught once per term in each class.
- An Acceptable Use Policy.
- A Digital Learning Plan.
- A school Code of Behaviour
- SEN Policy.
- Supervision Policy.
- A Child Protection Policy with up-to-date training for designated staff.
- A dedicated Wellbeing Co-Ordinator and Team.
- Regular Review Meetings for children on the Continuum of Support.
- Intake meetings with preschools/crèches to plan for incoming Junior Infants, as well as transition meetings with secondary schools for outgoing 6th class students.
- Robust handover meetings in June to ensure, as far as possible, each teacher is fully au fait with the needs and dynamics of the class for the beginning of the new school year.
- A Student Council to promote child agency and child voice.
- A ‘My Thoughts About School’ checklist or pages from Getting to Know Me from the Relate Guidelines completed by students in each class at the start of the school year and a ‘Sociogram’ completed by each class at least once per term to gather feedback and identify any issues.
- Appropriate Teacher Professional Learning throughout the year.

## **Relationships and Partnerships:**

To prevent bullying behaviour, we focus on:

- Ensuring every staff member establishes and maintains a warm, positive relationship with each child, based on unconditional positive regard.
- Building positive relationships with parents and guardians through formal meetings, informal contact, parent evenings and casual encounters at the gate.
- Showing genuine interest in students’ lives outside of school.
- Bullying awareness initiatives.
- Promoting peer support.
- Encouraging former pupils to stay connected with the school and seek advice or support when needed.
- Maintaining strong relationships with other local primary schools.
- Collaborating with secondary schools to ensure smooth transitions for students.
- A strong and active Parents’ Association working closely with the Principal.
- The use of Aladdin Connect to maintain regular communication with parents and guardians.
- Strong links with Colleges of Education for teacher development

- Collaboration with the Education Welfare Officer (EWO).
- Partnerships with local sports clubs to engage students.
- Working with local musicians and groups to develop the musical capacity and creative abilities of our pupils.
- Close relationships with Speech and Language Therapists, East Limerick Child Services, Primary Care and NEPS to ensure that students receive the necessary support and that staff are equipped with the training they need.
- Regular opportunities are provided for appropriate Teacher Professional Learning (TPL).
- Utilising resources and books that reflect the diverse experiences of students and adults from different national, ethnic, and cultural backgrounds.

### **Preventing Cyberbullying Behaviour:**

- Promoting digital citizenship and responsible online behaviour.
- Implementing the SPHE (Social, Personal, and Health Education) curriculum.
- Encouraging open discussions with students about fostering respectful and kind online relationships.
- Referring to appropriate online behaviour as part of the standards of acceptable behaviour in the school's Code of Behaviour.
- Organizing online safety events for parents and guardians (who are responsible for monitoring their children's online activities).
- Observing an Internet Safety Day/Week.

*(Note: The digital age of consent refers to the minimum age at which a user can legally consent to social media or internet companies collecting, processing and storing their data. In Ireland, this is 16. Children aged 13 to 16 must have parental consent to sign up for social media services. The majority of social media platforms have a minimum age requirement of 13. Therefore, children under 13 should not have social media accounts.)*

### **Preventing Homophobic/Transphobic Bullying Behaviour:**

- Maintaining an inclusive environment through the display of posters advocating for inclusivity and equal rights for all.
- Promoting kindness and respectful behaviour at all times.
- Organising activities to build empathy.
- Challenging gender stereotypes through literature, debates and the SPHE programme.
- Encouraging students to 'call out' or 'report' homophobic/transphobic behaviour when they witness it.

### **Preventing Racist Bullying Behaviour:**

- Fostering a school culture that celebrates diversity and helps students feel represented in the school environment.
- Organising Multi-Cultural Days.
- Promoting kindness and respectful behaviour at all times.
- Engaging students in activities to build empathy.
- Encouraging students to ‘call out’ or ‘report’ racist behaviour when they witness it
- Providing support to students from ethnic minorities (including members of the Travelling Community) and their families.
- Ensuring that the school has an array of resources and textbooks that reflect the diverse experiences of students and adults from different national, ethnic, and cultural backgrounds.

### **Preventing Sexist Bullying Behaviour:**

- Ensuring staff members model respectful behaviour and treat all students equally, regardless of sex.
- Offering all students equal opportunities to participate in school activities, irrespective of sex.
- Celebrating diversity within the school and recognizing the value and contributions of everyone.
- Promoting kindness and respectful behaviour at all times.
- Encouraging students to ‘call out’ or ‘report’ sexist behaviour when they witness it.
- Ensuring that the school has an array of books that align to the theme of sexism.

### **Preventing Sexual Harassment:**

- Educating students about the importance of respecting body autonomy.
- Teaching consent at age-appropriate levels.
- Promoting positive role models within the school community and beyond.
- Challenging gender stereotypes that contribute to sexual harassment.
- Encouraging students to ‘call out’ or ‘report’ any form of harassment they witness.

### **Supervision and Monitoring:**

The school has established the following supervision and monitoring policies to prevent and address bullying behaviour;

- A culture of kindness, care, and respect for all individuals.
- Strong, respectful, and mutually trusting relationships with parents and guardians.

- A comprehensive Acceptable Use of the Internet Policy that is rigorously enforced.
- A Code of Behaviour that is consistently adhered to.
- A Child Safeguarding Statement and Risk Assessment which is reviewed and updated annually or as necessary.
- A detailed Supervision Policy which sets out the areas each individual teacher is to cover on duty when outside and which classes they are responsible for inside. SNAs provide additional eyes when on duty with the pupils in their care and will report back their concerns to the teacher on duty/ relevant class teacher. The Supervision Rota is monitored on a daily basis by the Deputy Principal to ensure cover is provided in the event of a teacher being absent.
- All disclosed incidents of bullying behaviour are investigated and recorded thoroughly and consistently by following the correct procedure.

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention, where possible.

## Section C: Addressing Bullying Behaviour

The following staff members are responsible for addressing bullying behaviour;

- **Class Teacher:** Responsible for overseeing the recording of bullying reports concerning students in their class. This includes following procedural guidelines to investigate reports and documenting incidents using the appropriate forms on Aladdin.
- **DLP/DDLP:** Will conduct a follow-up investigation twenty school days after the initial report to determine if the bullying behaviour has ceased.
- **All School Staff:** Expected to remain vigilant for signs of bullying and to be aware of their responsibilities in addressing and reporting such behaviour.
- **Principal:** Responsible for informing the Board of Management about incidents of bullying.
- **Principal/ Deputy Principal/SENCOs:** Provides support and advice as needed in relation to bullying concerns.
- **Wellbeing Team Leader/Policy Coordinator:** Available to offer up-to-date information and support to assist class teachers and staff in addressing bullying-related issues.

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.

### **When Bullying Behaviour Occurs:**

Parents are a vital part of the school community and play a key role, in partnership with the school, in responding to bullying behaviour. When such behaviour is identified, the parents of the students involved will be contacted promptly to inform them of the situation and to consult on appropriate steps to address it.

It is essential to listen to the views of the student experiencing the bullying to determine the most effective way to resolve the issue.

A detailed record will be maintained of all interactions with those involved.

This record will outline the nature and form of the bullying behaviour (if known), referencing Sections 2.5 and 2.7 of the Bi Cineálta procedures, along with details of where and when the incidents occurred and the date of the initial engagement with the students and their parents.

This record will also include the perspectives of both the students and their parents regarding the proposed actions to address the behaviour.

### **Bullying outside of school hours and involving external pupils**

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy. Where the 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. It is important for school staff to be fair and consistent in their approach to address bullying behaviour.

### **Requests for no action to be taken**

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than “look out” for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the

matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

On occasion, parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

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

The teacher must re-engage with the students involved and their parents within 20 school days of the initial engagement. Key factors to consider during this follow-up include:

- The nature of the bullying behaviour
- The effectiveness of the strategies implemented to address the behaviour
- The relationship between the students involved

The teacher should document this review, including whether the bullying behaviour has ceased, and the views of the students and their parents on the matter. The date on which it is determined that the bullying behaviour has stopped should also be recorded.

Any involvement of external services or supports should be noted.

Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.

If the bullying behaviour continues, the teacher will review and revise the strategies in consultation with the students and their parents. A new timeframe will be agreed upon for further engagement, continuing until the bullying behaviour has stopped.

If it becomes evident that the student engaging in the bullying behaviour is persisting, consideration should be given to the use of disciplinary measures as outlined in the school's Code of Behaviour. If disciplinary sanctions are deemed necessary, this will be a matter between the school, the student involved and their parents.

If a parent is not satisfied with how the school has addressed the bullying behaviour, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, they should be directed to the school's Complaints Procedures. If a parent remains dissatisfied with how their complaint has been handled and believes the school's actions have negatively impacted their child, they may escalate the issue to the Ombudsman for Children.

Where the bullying behaviour raises a child protection concern, it will be addressed immediately, in line with the Child Protection Procedures for Primary and Post-Primary Schools.

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

The primary objective in responding to reports of bullying should be to stop the behaviour and, as far as possible, to rebuild the relationships between the students involved—rather than to assign blame.

The school's approach to supporting students affected by bullying is rooted in a whole-school strategy. Due to the complex nature of bullying, no single intervention or support programme is effective in every situation.

When addressing incidents of bullying, teachers will;

- Ensure the student experiencing bullying feels safe, heard, and supported.
- Respect the privacy of all individuals involved.
- Handle all conversations with care and sensitivity.
- Take into account the age and developmental level of the students involved.
- Listen to the student's perspective on how the situation should be addressed.
- Act promptly and appropriately.
- Communicate with the parents or guardians of those involved.

Supports are available to help prevent and address bullying behaviour.

These include:

- The National Educational Psychological Service (NEPS).
- Oide.
- Webwise.
- The National Parents Council.
- Dublin City University (DCU) Anti-Bullying Centre.
- TUSLA (the Child and Family Agency)

In all cases, the Teacher is the Primary Resource.

In Monaleen National School, we take pride in our child-centred, relationship-based approach in all aspects of school life. We believe that nurturing warm, trusting, and respectful relationships is the cornerstone and foundation of everything we do. Within this supportive atmosphere, children feel confident and safe approaching their teachers and other trusted adults when they encounter or witness bullying behaviours.

Through consistent and committed implementation of the Stay Safe programme, we

ensure that all children clearly understand what constitutes bullying behaviour and what does not. They are also equipped with the knowledge and confidence to take appropriate action if they are affected by or witness bullying.

Those who engage in bullying behaviour also need and deserve support. A restorative approach can be highly effective in ensuring that all parties are heard, given time to reflect, and offered the opportunity to contribute to a resolution. It empowers children with a sense of agency—something especially important for those who have experienced bullying. This approach focuses on healing and repair rather than assigning blame or causing shame. Restorative practices or mediation will only be used to address bullying behaviour when the involved teachers have received appropriate training and when all students involved have consented to participate.

Those who witness bullying behaviour need appropriate support. We will continue to foster a culture where ‘telling’ is encouraged and normalized. Children will be taught—and reminded—that reporting bullying takes away the power from those who engage in such behaviour. They will be praised for making the brave and responsible choice to help themselves and others by speaking up. Over time, all children will come to understand that ‘telling’ is a superpower—and the right and sensible action to take when they experience or witness bullying.

## **Section D: Oversight**

The Principal will provide an update on bullying behaviour at each Board of Management meeting. This report will include;

- the number of bullying incidents reported since the previous meeting,
- the number of ongoing incidents.
- the total number of incidents reported since the beginning of the school year.

Where incidents have occurred, the Principal will also give a verbal update. This may include, where relevant, information on emerging trends and patterns, strategies implemented to address the bullying behaviour, and broader preventative measures. No personal or identifying information will be shared. For further details, see Chapter 7 of the Bí Cineálta procedures.

This policy is available to the school community on the school’s website and in hard copy upon request. A student-friendly version is displayed in the school and is also accessible on the website or in hard copy, if requested.

The policy and its implementation will be reviewed annually, following consultation with

the school community—or as soon as practicable after any material change is made.

### **Ratification and Communication**

This plan was formally approved by the Board of Management of Monaleen National School in September 2025.

Signed: \_\_\_\_\_ Dr. P. Connolly \_\_\_\_\_ Date:  
\_\_\_\_ 13/10/'25 \_\_\_\_\_

Dr. Patrick Connolly,  
Chairperson of the Board of Management

Signed \_\_\_\_\_ Ian Madigan \_\_\_\_\_ Date:  
\_\_\_\_ 13/10/'25 \_\_\_\_\_

Ian Madigan,

Principal

## **Appendix A: Template for Recording Bullying Behaviour**

*\*This template should be used if the bullying incident meets the criteria outlined in the Bí Cineálta procedures. \**

### **1. Pupil's Name and Class Group**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **2. Name(s) and Class(es) of Pupil(s) Engaged in Bullying Behaviour**

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### **3. Form(s) of Bullying (please circle):**

Physical, Verbal, Written, Extortion, Exclusion, Relational, Online, Other (please specify):

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### **4. Type of Bullying (please circle):**

Disablist, Exceptionally Able, Gender Identity, Homophobic/Transphobic, Physical Appearance, Racist,

Poverty, Religious Identity, Sexist Bullying, Sexual Harassment:

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### **5. Location of Incident(s):**

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### **6. Date(s) of Incident(s):**

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### **7. Name(s) of Person Reporting the Bullying Concern:**

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## **8. Brief Description of the Bullying Behaviour and Its Impact:**

**9. Date(s) of Initial Engagement with the Pupil(s) Involved:**

(Both the pupil harmed and the pupil engaging in harm should be supported)

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**10. Date(s) of Initial Engagement with Parents:**

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## **11. Actions Taken in Response to the Bullying Incident:**

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## **12. Views of Pupils and Parents on Actions to Be Taken:**

**13. Date of Review to Determine if the Bullying Behaviour Has Ceased:**

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**14. Engagement with External Services/Supports (if any):**

Signature: \_\_\_\_\_ (Teacher)

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

**Date Submitted to Principal/Deputy Principal:** \_\_\_\_\_

**Signature of Principal/ Deputy Principal**