

Patrician Primary School Newbridge



Anti-Bullying Policy

Policy Statement

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 Patrician 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.

Purpose

This Policy will outline the definition of bullying as well as the steps involved in combatting this kind of behaviour in Patrician Primary School.

Scope

This policy applies to all students in Patrician Primary School. All parents/guardians and staff members will be made aware of its existence and any reviews or revisions that are made. A separate Dignity at Work and Staff Grievance policy applies to adults involved in Patrician Primary.

Roles and Responsibilities

All staff members should familiarise themselves with this document. Serious incidents will be dealt with by class teachers, principal, deputy principal and Board of Management depending on the severity of the case. See more detail in section of Procedures for Investigation.

Related Documentation:

- DES Anti-Bullying Procedures for Primary and Post-Primary Schools 2013
- Circular 45/13 on Anti-Bullying
- PDST Anti-Bullying resources (www.pdst.ie/primary/antibullying)
- Note: This policy will be replaced by the Cineáltas procedures in the 2025/26 school year

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

(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

(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
- explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
- make available handouts/flyers for parents/guardians as appropriate

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)

(i) On-going evaluation of the effectiveness of the anti-bullying policy (annual review)

Definition of Bullying

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.

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

- deliberate exclusion, malicious gossip and other forms of relational bullying
- cyber-bullying (see Anti- Cyberbullying policy for more detail)
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs
- repeated false accusations of bullying or repeated overreactions to minor unwanted behaviour can be deemed to be bullying itself

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other **private** messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or similar public forum, where that message, image or statement can be viewed and/or repeated by other people, will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

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

Examples of behaviours that may be deemed as bullying:

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> ▪ Harassment based on any of the nine grounds in the equality legislation e.g. sexual orientation, harassment, homophobic/transgender, race, family status, age, disability, ethnicity etc. ▪ Physical aggression ▪ Damage to property ▪ Name calling ▪ The production, display or circulation of written words, pictures or other materials aimed at intimidating another person ▪ Offensive graffiti ▪ Extortion ▪ Intimidation ▪ Insulting or offensive gestures ▪ Invasion of personal space ▪ Isolation/Exclusion ▪ Cyber Bullying ▪ A combination of any of the types listed.
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<p>Cyber (See Anti-Cyber Bullying Policy for more detail)</p>	<p>Denigration: Spreading rumours, lies or gossip to hurt a person's reputation</p> <ul style="list-style-type: none"> • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone calls • Abusive telephone/mobile phone calls • Abusive text messages • Abusive emails • Abusive communication on social networks e.g. Facebook/Tiktok/ Twitter/ You Tube or on games consoles etc. • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
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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).

Homophobic and Transgender

- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation
- Name calling e.g. Gay, queer, lesbian...used in a intentionally derogatory manner
- Physical intimidation or attacks
- Threats

Race, nationality, ethnic background and membership of the Traveller community

- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or Traveller background
- Exclusion on the basis of any of the above

Sexual

- Unwelcome or inappropriate sexual comments or touching
- Harrassment

Relational

This involves manipulating relationships as a means of bullying.

Behaviours include:

- Malicious gossip
- Isolation & exclusion
- Ignoring
- Excluding from the group
- Taking someone's friends away
- "Bitching"
- Dirty looks or giving "The Look"
- Spreading rumours
- Breaking confidence
- Talking loud enough so that the victim can hear
- Use of terminology such as 'nerd', etc. in a derogatory way

Special Educational Needs, Disability

- Name calling
- Taunting others because of their disability or learning needs
- Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying
- Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues
- Mimicking a person's disability
- Setting others up for ridicule

The Relevant Teachers:

The Relevant Teachers in Patrician Primary School are:

1. The Class Teacher
2. The Deputy Principal
3. The Principal

Any teacher may act as a relevant teacher if circumstances warrant it.

Prevention Strategies:

The education and prevention strategies (including strategies specifically aimed at cyberbullying, homophobic and transphobic bullying) that may be used by the school are as follows:

[This list is not exhaustive.]

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions
- Whole-staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include talks to pupils, parent(s)/guardian(s) and the wider school community
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of information communication technology within the school
- Development and promotion of an Anti-Bullying code to include posters for the school to be displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and a copy is available to all parent(s)/guardian(s)
- Whole-school events such as Friendship Week, International Week etc. to promote awareness and prevention

- The holding of parent/guardian seminars; student surveys; school or year group assemblies by principal to promote awareness and prevention
- Awareness to be made at B.O.M. and Parents Association meetings
- Regular reporting at BoM meetings in conjunction with the child protection oversight report
- Encourage 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 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.
- Ensuring that pupils know **who** to tell and **how** to tell, e.g.:
 - Direct approach to teacher at an appropriate time
 - Hand note up with homework
 - Get parent(s)/guardian(s) or friend to tell on your behalf
 - Administer a confidential questionnaire to all pupils
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place

Curriculum implementation may include the following: (This list is not exhaustive)

- The full implementation of the SPHE and the RSE/ Stay Safe/ "Friends for Life" Programmes etc.
- Continuous Professional Development for staff in delivering these programmes
- School-wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, Walk Tall Programme etc.
- Cyber Bullying (Be Safe-Be Web wise; Webwise Primary teachers' resources) plus other programmes as they become available
- The school will implement the advice in "Sexual Orientation advice for schools" section RSE Primary Guidelines (see booklet)
- The school will specifically consider the additional needs of Special Educational Needs pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The following resources are available in the school and online to make the Stay Safe Programme accessible to children with various special educational needs.

http://www.staysafe.ie/teachers_disen.htm

Established intervention strategies may include: (This list is not exhaustive)

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- Circle Time
- Interviews
- Conferencing
- Implementing sociogram questionnaires

All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships, social skills and to build resilience

- e.g.
- Buddy mentoring system
 - Group-work such as circle time
 - If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
 - Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Procedures for Investigation of Alleged or Suspected Incidents

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

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).

- A. In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved
- B. In accordance with the school Code of Behaviour and the school Parental Complaints Procedures, the following sequence of events must apply when an allegation of bullying has been made. Each step applies if and only if the previous step has failed to resolve the situation. No further steps in the sequence are required once the situation has been resolved.

Step 1) class teacher investigates informally

- Class teacher will investigate events informally amongst pupils.
- This may involve speaking to relevant pupils or groups of pupils.
- This may also involve speaking with staff members on yard if relevant.
- Informal discussion between the class teacher and the principal may be included.
- The class teacher may deem allegations or events serious enough to warrant reporting to the principal immediately
- If the behaviour is deemed as bullying by the school at this stage, relevant parents/guardians will be contacted.

Step 2) principal investigates informally

- Principal will investigate events informally amongst pupils involved.
- The principal may also hold discussions with other relevant pupils, groups of pupils, relevant staff members or relevant parents/guardians if necessary.
- If the behaviour is deemed as bullying by the school at this stage, relevant parents/guardians will be contacted
- The principal may deem allegations or events serious enough to warrant moving investigations to a formal stage immediately

Step 3) principal investigates formally

- In accordance with *Anti-Bullying Procedures for Primary and Post-Primary Schools*, the class teacher/principal will contact the parents/guardians of children who are alleged to have been bullied after 20 school days to ensure that the situation has been resolved.
- If the matter is deemed unresolved after 20 school days, the principal (and class teacher if necessary) will investigate events on a formal level.
- This must include contacting all relevant parents/guardians to inform them of events and allegations. The school will give parents/guardians suggestions for discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils at this point.
- Once allegations have reached a formal stage, parents/guardians of the child(ren) who are allegedly bullying/being bullied will be informed in writing that an investigation is underway.
- Parents/guardians of child(ren) who have been accused of bullying behaviour will have the right to perform their own investigations with their own children at home. These parents/guardians will also have the right to reply in writing to the principal about allegations.
- In accordance with *Anti-Bullying Procedures for Primary and Post-Primary Schools*, the principal must inform the Board of Management at its next meeting that formal bullying investigations have taken place within the school.
- Once another 20 school days have passed since a formal investigation has begun, the matter will be deemed to be resolved by the school if inappropriate behaviours have ceased (See bulletpoint R below for more detail).

Step 4) Board of Management

- In accordance with the school parental complaints procedures, parents/guardians may refer the matter in writing to the Board of Management if the above steps have been exhausted and the parents/guardians are still dissatisfied that the matter has been appropriately resolved. (See school parental complaints procedure for full details).

Step 5) Ombudsman

- In the event that a parent/guardian has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents/guardians of their right to make a complaint to the Ombudsman for Children.

- C. All reports, including anonymous reports of bullying must be 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 will 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. Pupils will also be reminded of the definition of bullying (vs. inappropriate behaviour).
- D. Non-teaching staff such as secretaries, SNAs and caretakers will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
- E. Parents/guardians 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. The school is aware that being the parent/guardian of a child who is being bullied or accused of bullying can be very upsetting. All communications from the school will be carried out as sensitively as possible. Parents/guardians should be aware that school staff are there in a supportive role for all of the children. The school Dignity at Work policy provides full details on courteous communications.
- F. It is very important that all involved (including each set of pupils and parents/guardians) understand the above approach from the outset.
- G. In the event of a "he said, she said" situation where two parties have very different accounts of events, it is very difficult for the school to make judgements without having witnessed evidence of bullying or inappropriate behaviour. In this situation, relevant staff members will be made aware by the principal of possible inappropriate behaviour and will monitor closely in the relevant environments in as thorough and subtle a way as possible for an extended period of time.
- H. Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents/guardians
- I. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved. There may be exceptions to this situation. Each individual situation will be dealt with according to its own merits.
- J. All interviews will 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. They will be told clearly that they are not being accused of any inappropriate behaviour by being interviewed if this is deemed true at the time.
- K. When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

- L. If a group is involved, each member will be interviewed individually by a teacher at first if deemed appropriate. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- M. Each member of a group will be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s). All children will have the opportunity to be heard by the staff member. It is an important part of our school culture that children feel listened to and treated fairly and equally.
- N. Where the relevant teacher has determined that a pupil has been engaging in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied
- O. It will also be made clear to all involved (each set of pupils and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents/guardians and the school. The school cannot talk discuss the consequences for pupils with other people's parents/guardians.
- P. Follow-up meetings with the relevant parties involved will 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 and will always be done with the utmost of sensitivity and only if it is deemed to be of benefit to resolving the situation and preventing further negative situations.
- Q. 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 (See Appendix 2 to this policy)
- R. 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
 - Any feedback received from the parties involved, their parents/guardians or the school principal
 - 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
 - Note: Relationships between children may never be cordial after bullying allegations but they must be civil. That is sufficient for a satisfactory resolution. Each child has the right to be happy in school but this does not equate to every child being their friend.

Follow-up and Recording of Alleged or Suspected Incidents

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
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school principal
- Where parent(s)/guardian(s) are not satisfied that the school has dealt with a bullying case in accordance with the procedures in this policy, the parent(s)/guardian(s) will be referred, as appropriate, to the school's complaints procedures.
 - In the event that parent(s)/guardian(s) have exhausted the school's complaints procedures and are still not satisfied with the outcome, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of alleged bullying behaviour

It is imperative that all recording of alleged bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal (within 20 school days) - school has yet to make a determination that bullying is happening

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. The relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same. These written records will use *Appendix 1* in this policy
- The relevant teacher must inform the principal of all incidents being investigated.

Informal (within 20 school days) - school has made a determination that bullying is happening

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records using *Appendix 1* of this policy, which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved, within 20 days of first reporting

Formal (after 20 school days or immediately when deemed necessary by the school)

The relevant teacher must use the recording template *Appendix 2* to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred
- b) Where the relevant teacher and principal have decided that bullying behaviour must be moved to the formal stage immediately due to its clear and serious nature

In each of the circumstances at (a) and (b) above, the recording template in the appendix of this policy will be completed in full and retained by the teacher in question and a copy will be provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template in the appendices do not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case. In cases where *Appendix 2* is required, a note that a case is ongoing must be included in the BoM notes.

Sanctions as a result of bullying

The school Code of Behaviour classifies bullying in the 'serious misbehaviour' category. If necessary, sanctions for such behaviour mentioned in the school Code of Behaviour will apply. Each situation will be judged on its own merits.

Supervision and Monitoring of Pupils

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.

- Supervision practices are agreed upon by the staff within the school.
- Bullying danger spots have been identified:
e.g.
 - Yard times
 - Toilets
 - On the way in and out of school
- Student support/care structures (including SPHE) are in place
- SET and SNA Teams help to support measures to counteract bullying behaviour
- In relation to Acceptable Use Policy in the school are the following issues addressed:
 - All Internet sessions supervised by a teacher
 - The school regularly monitor pupils' Internet usage

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. (See School Dignity at Work Policy for details on adult bullying)

Contact

Any queries regarding this policy should be directed to info@patricianprimary.ie or by phoning 045 432 174

Communication, Ratification and Review

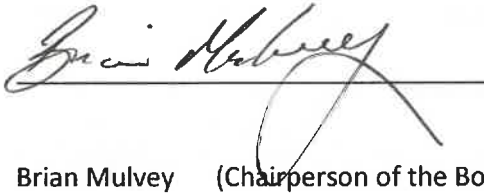
This policy was **most recently reviewed in October 2024** It will be reviewed annually each October.

This policy was re-ratified and adopted by the Board of Management of Patrician Primary School on

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 and the Patron if requested.

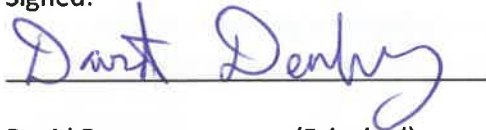
Signed:



Date: 21/10/24

Brian Mulvey (Chairperson of the Board of Management)

Signed:



Date: 21/10/24

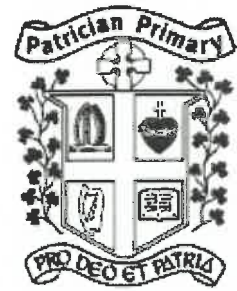
David Dempsey (Principal)

APPENDIX 1

Appendix 1 of Anti-Bullying Policy

Alleged Behaviour Report Sheet

[recorded and maintained by relevant class teacher]



Relevant class teacher name:

Name(s) of child(ren) involved:

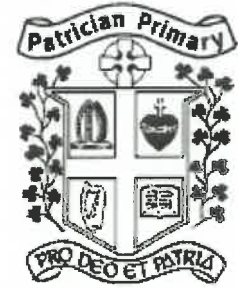
Date(s) of incident(s):

Description of behaviours

Actions taken:

APPENDIX 2

Appendix 2 of Anti-Bullying Policy
 Template for recording bullying behaviour



Taken from DES Anti-Bullying Procedures 2013

[kept on record by school principal]

1. Name of pupil being bullied and class group

Name _____ Class _____

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

3. Source of bullying concern/report
 (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent/guardian	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

[Empty box for description of bullying behaviour and its impact]

9. Details of actions taken


[Empty box for details of actions taken]

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Policy Version Control
[For Office Purposes Only]

Document Name	PPS Anti-Bullying Policy	 <p>The logo for Patrician Primary School features a central shield divided into four quadrants. The top-left quadrant contains a book, the top-right a heart, the bottom-left a harp, and the bottom-right a cross. The shield is flanked by two olive branches. Above the shield is a banner with the text 'Patrician Primary' and below it is a banner with the motto 'PRO DEO ET PATRIA'.</p>
Version Reference	4.0	
Document Owner	David Dempsey	
Approved by	<i>SDH</i>	
Date	9/10/2024	