



**Scoil Mhuire agus Íde  
Newcastlewest  
Co. Limerick**

# **Bí Cineálta Policy**

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

The Board of Management of Scoil Mhuire agus Ide has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

### **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.

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.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be diminished or devalued, and all have an indispensable part to play in the school community, regardless of difference.

## **Section A: Development 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 of this policy.

	Date consulted	Method of consultation
School Staff	29/04/2025	Bi Cinealta Training Day and Staff Survey
Students	1/05/2025	Student Survey
Parents	22/05/2025	Parent Survey
Board of Management	02/12/2024 5/12/2024	Information Shared Discussed at BOM Meeting
Wider school community as appropriate, for example, bus drivers	29/04/2025	Training day and survey
Date policy was approved: 16/6/25		
Date policy was last reviewed: 16/6/25		

## **Section B: Preventing Bullying Behaviour**

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

In addition to our strategies to address general bullying behaviours, these prevention strategies include strategies aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate:

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.

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 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 in dialogue with parents, and thereby build a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will take as much time as is practicable listening to young persons and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement, by the school, young persons and parents, will be used to discern appropriate support for young people in this school and will help inform future prevention strategies.

### **Culture and Environment**

- Promote a whole-school kindness ethos by embedding BI CINEÁLTA values in daily routines and language.
- Celebrate diversity through cultural awareness events and inclusive practices that make every student feel valued.
- Create safe spaces (physical and emotional) where students can express concerns without fear of judgment such as lunchtime activities clubs.
- Display student-created anti-bullying art or messages throughout the school to reinforce a culture of empathy and respect.
- Create a telling environment where students are encouraged to voice their concerns in relation to bullying to a trusted adult.
- Effective supervision and monitoring of students at all times.

### **Curriculum**

- Integrate social and emotional learning (SEL) into SPHE (Social, Personal and Health Education), CSPE, and other subjects to build empathy, conflict resolution, and resilience.
- Use storytelling, drama, and roleplay to explore bullying scenarios and responses in an age-appropriate way.
- Include digital literacy education to address cyberbullying, teaching students responsible and respectful online behaviour.
- Use cross-curricular links (e.g., studying social justice in history or ethics in religion) to reinforce the anti-bullying message.
- Small group work in class fosters inclusion
- Fostering an understanding of diversity and wellbeing in all subject work.
- Promotion of anti bullying workshops and guest speakers

### **Policy and Planning**

- Ensure the Anti-Bullying Policy is up-to-date, aligned with the

Department of Education guidelines, and clearly defines roles, procedures, and supports.

- Involve student voice in the development and review of bullying policies to ensure relevance and ownership.
- Conduct annual reviews of bullying incidents and responses to evaluate effectiveness and adapt strategies.
- Use Bí Cineálta Checklists and Audits to assess current practices and identify areas for improvement.
- Review all relevant policies regularly so they support our BiCinealta Policy, e.g Acceptable Use Policy, AEN, Supervision Policy, This list is not exhaustive.

### **Relationships and Partnerships**

- Foster strong student-teacher relationships, encouraging open communication and mutual respect.
- Build on peer support programmes such as buddy systems, student mentors, acts of kindness
- Engage parents and guardians through workshops, newsletters, and consultations to create a consistent anti-bullying message at home and school.
- Collaborate with external agencies (e.g., mental health services, youth organisations) to provide support and training for complex bullying issues.
- Develop a Junior and Senior School anti bullying review committee

## **Cyberbullying Prevention Strategies**

### **Culture and Environment**

- Promote a Digital Kindness Culture: Regularly reinforce the message that online behaviour should reflect the same kindness, respect, and empathy expected offline.
- Visible Reminders: Display student-designed posters or digital screensavers with messages such as “Think Before You Type”

Empower Bystanders: Encourage students to report cyberbullying and support victims by standing up safely and using anonymous reporting tools.

- Controlled use of digital platforms within the school

## **Curriculum**

- Digital Citizenship Education: Embed lessons on online etiquette, digital footprints, and the consequences of cyberbullying within SPHE and Wellbeing. (FUSE Programme 2nd Year)
- Interactive Lessons: Use quizzes, roleplay, and simulations to help students recognise harmful online behaviours and learn how to respond.
- Internet Safety Week Activities: Highlight the issue with themed events, competitions, and guest talks on online responsibility and safety.
- Critical Media Literacy: Teach students to analyse online content critically and question the reliability of digital communication.

## **Policy and Planning**

- Cyberbullying-Specific Policy Section: Ensure the school's Anti-Bullying Policy includes clear definitions, examples, and consequences for cyberbullying.
- Consistent Reporting Procedures: Provide confidential ways for students to report cyberbullying via google form.
- Monitor and Review: Regularly assess and update internet safety protocols, technology use policies, and the impact of digital education efforts.
- Staff Training: Train staff annually on cyberbullying trends, digital platforms, and how to address incidents effectively and sensitively.

## **Relationships and Partnerships**

- Student-Led Campaigns: Involve student councils or digital leaders in promoting safe and respectful online behaviour.
- Parent Workshops: Offer sessions on apps, platforms, screen time, and how to talk to children about online issues.
- Community and Garda Involvement: Invite community guards or cyber safety experts to speak about the legal implications and personal consequences of cyberbullying.
- Phones to be handed to teacher for any reason when leaving the classroom

# **Prevent Homophobic and Transphobic Behaviour**

## **Culture and Environment**

- **Promote an Inclusive School Culture:** Make kindness, respect, and inclusion for all — regardless of gender identity or sexual orientation — a visible and celebrated part of school life.
- **Visible Symbols of Support:** Display Pride flags, inclusive posters, and affirming messages around the school to signal safety and acceptance.
- **Challenge all forms of derogatory language:** Establish a zero-tolerance approach to slurs, jokes, or casual use of homophobic or transphobic language, reinforcing this in all school spaces.
- **Celebrate Diversity Days:** Acknowledge events such as Stand Up Awareness Week and Pride Month to foster empathy and raise awareness.

## **Curriculum**

- **Integrate LGBTQ+ Topics into Lessons:** Include positive LGBTQ+ representation across subjects — e.g., in literature, history, SPHE, and CSPE.
- **Teach Identity and Respect:** Use SPHE and Wellbeing to explore identity, gender, respect, and acceptance through age-appropriate resources.
- **Use Inclusive Language and Examples:** Ensure teaching materials and classroom discussions reflect diverse identities and relationships.
- **Debrief real-life scenarios:** Use case studies or scenarios to help students reflect on the harm of exclusion or bullying based on identity.

## **Policy and Planning**

- **Inclusive Anti-Bullying Policy:** Explicitly states that homophobic and transphobic bullying are unacceptable and will be dealt with seriously.
- **Whole-School Training:** Provide regular CPD for staff on LGBTQ+ inclusion, gender identity, and how to respond appropriately to disclosures or incidents.
- **Student Voice in Policy:** Involve students in the review of anti-bullying policies to ensure relevance and support for LGBTQ+ students.
- **Anonymous Reporting Options:** Make it easier for students to report discrimination or bullying safely.

## **Relationships and Partnerships**

- **Supportive Staff Mentors:** Identify and train staff members as allies or safe contacts for LGBTQ+ students.
- **Peer-Led Campaigns:** Encourage student-led initiatives like equality clubs such as Q Soc, peer mentoring, or LGBTQ+ support groups.
- **Engage Parents with Care:** Communicate with parents in a way that promotes understanding, inclusion, and respect for diverse identities.
- **Collaborate with LGBTQ+ Organisations:** Partner with groups like BeLonG To or ShoutOut to provide workshops, training, and resources.

## **Prevent Racist Bullying Behaviour**

### **Culture and Environment**

- **Create a Culture of Belonging:** Promote kindness and inclusion through daily school routines, assemblies, and visual messaging — “Everyone Belongs” should be a lived reality.
- **Celebrate Cultural Diversity:** Organise Cultural Celebration Days where students share food, traditions, music, and stories from their heritage.
- **Representation Matters:** Ensure displays, books, and materials reflect the racial and ethnic diversity of the school community and wider world.
- **Challenge Everyday Racism:** Train staff and students to identify and respond to microaggressions, stereotyping, and jokes that contribute to exclusion.

### **Curriculum**

- **Teach Anti-Racism in SPHE & CSPE:** Include specific lessons on racism, bias, identity, and respectful behaviour towards people from all racial and ethnic backgrounds.
- **Diversify Curriculum Content:** Include Black and minority ethnic voices and perspectives in history, literature, and across subject areas.
- **Encourage Critical Thinking:** Use discussions, case studies, and media analysis to help students reflect on inequality, discrimination, and how to stand against it.
- **Use Inclusive Resources:** Choose books, films, and materials that reflect diverse experiences and address themes of fairness, justice, and respect.



## **Policy and Planning**

- **Zero Tolerance for Racist Behaviour:** Make it clear in your Anti-Bullying Policy that racism is a form of bullying and will be addressed seriously and consistently.
- **Confidential Reporting Systems:** Provide safe ways for students to report racist bullying or language (e.g., anonymous forms or trusted staff).
- **Annual Review of Policy:** Involve students and parents in reviewing school anti-racism policies to ensure relevance and inclusivity.
- **Data Collection & Response:** Track incidents of racist bullying and use the data to inform staff training and policy improvement.

## **Relationships and Partnerships**

- **Staff as Allies:** Educating staff to be culturally competent and confident in addressing racist behaviour and supporting affected students.
- **Parental Involvement:** Provide workshops or communication materials for parents on promoting anti-racism and reporting concerns.
- **Community Partnerships:** Work with local organisations (e.g., anti-racism groups, migrant support centres) to offer additional education and support.

## **Prevent Sexist Behaviour and Sexual Harassment**

### **Culture and Environment**

- **Promote a Culture of Respect and Equality:** Actively reinforce that all genders must be treated with equal respect. Use clear, consistent messaging: “Kindness means respect – always.”
- **Challenge Everyday Sexism:** Address and correct sexist jokes, comments, and stereotypes as they happen. Ensure students understand these are not “harmless.”
- **Safe School Spaces:** Monitor social areas like corridors, lunchrooms, and changing rooms where inappropriate behaviour may occur.
- **Display Positive Messaging:** Put up posters that affirm gender equality and bodily autonomy – e.g., “No Means No”, “Everyone Deserves Respect”, “Kindness Is Consent.”

### **Curriculum**

- **Teach Consent and Boundaries:** In SPHE and Wellbeing, include lessons

on personal space, consent, respectful relationships, and power dynamics.

- **Unpack Gender Stereotypes:** Explore how harmful gender roles impact behaviour and how to challenge them constructively.
- **Incorporate Real-Life Scenarios:** Use role-play, case studies, or media analysis to discuss harassment and respectful behaviour.
- **Digital Boundaries:** Educate students about online harassment, sharing of images, and respectful digital communication (important in preventing image-based abuse).

### **Policy and Planning**

- **Clear Definitions and Consequences:** Your Anti-Bullying and Code of Behaviour policies should clearly define sexist behaviour and sexual harassment, with outlined procedures and supports.
- **Consistent Reporting and Response:** Ensure all incidents are taken seriously, documented properly, and followed up with care and consistency.
- **Annual Policy Review:** Regularly update policies with input from students and staff to keep them relevant and inclusive.
- **Staff Training:** Provide annual training for staff on how to identify and address sexism, harassment, and disclosures in a trauma-informed way.

### **Relationships and Partnerships**

- **Student Leadership and Peer Voice:** Support student councils or equality teams to lead awareness campaigns and discussions around respect and consent.
- **Build Safe Reporting Structures:** Provide anonymous reporting options and ensure students know who they can talk to in confidence.
- **Involve Parents and Guardians:** Communicate your school's stance on respect, consent, and safe behaviour through newsletters or parent talks.
- **External Experts and Support:** Collaborate with organisations like the Dublin Rape Crisis Centre, Women's Aid, or SpunOut.ie to deliver workshops or resources.

### **Supervision and Monitoring Policy**

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the BÍ

Cineálta procedures):

### **1: Clear Supervision Structures**

- **Active Adult Presence:** Ensure staff are visibly present in high-risk areas such as corridors, stairwells, toilets, lunchrooms, and schoolyards during key transition times (before school, break, lunch, end of day).
- **Zoning the Yard or Play Areas:** Divide outdoor spaces into zones with assigned staff to supervise specific areas. Use a rota system to ensure full coverage.
- **Staff Duty Rota:** Maintain and display a supervision schedule so responsibilities are clear and consistent.

### **2. Monitoring Hotspots**

- **Identify Bullying Hotspots:** Use student feedback, surveys, and incident records to map out where bullying tends to occur.
- **Targeted Supervision:** Increase adult monitoring in identified hotspots and adjust supervision patterns as needed.

**Install CCTV in Key Areas (where appropriate):** Use cameras as a deterrent in shared spaces (e.g., entrances, hallways), ensuring data protection policies are followed.

### **3. Structured Routines**

- **Orderly Transitions:** Have routines in place to support smooth and calm transitions between classes, lunch, and break times.
- **Staggered Dismissals or Movements:** Consider staggered times for year groups where feasible to reduce congestion and risk of conflict in corridors.

### **4. Student Involvement**

- **Student Voice in Supervision Planning:** Involve students in identifying unsafe areas and suggesting ways to improve safety and visibility.
- **Peer Support and Mentoring:** Assign trained older students to help monitor junior classes during break times (non-disciplinary peer support).

### **5. Reporting and Follow-Up**

- **Encourage Reporting:** Make sure students know they can report concerns to any staff member. Provide anonymous options (e.g., worry boxes or online forms).

- **Daily Incident Log:** Maintain a simple log of incidents or observations made during supervision, shared during weekly pastoral or wellbeing meetings.
- **Swift Follow-Up:** Ensure any reported or observed bullying behaviour is responded to promptly, fairly, and in line with the school's Anti-Bullying Policy.

## **6. Staff Awareness and Consistency**

- **Train Staff on Supervision Best Practice:** Ensure all staff understand how to spot signs of bullying and how to intervene calmly and effectively.
- **Consistent Expectations:** Reinforce that supervision is not just presence, that it's active engagement, approachability, and vigilance.

## **Section C - Addressing Bullying behaviour**

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

Junior and Senior School Anti-Bullying Review Committee

Junior School: Colin O'Mahoney, Mary Barry and Relevant Year Head

Senior School: Joan Cahill, Deirdre Kennedy and Relevant Year Head

### **Approach**

When bullying behaviour occurs, the school will:

- Ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved.
- Conduct all conversations with sensitivity
- Consider the age and ability of those involved
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- Take action in a timely manner inform parents of those involved
- The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:

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

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. To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

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

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures

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

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Positive Behaviour.

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- If a group of students is involved, each student should be engaged with individually at first
- Thereafter, all students involved should be met as a group
- At the group meeting, each student should be asked for their account of what happened
- To ensure that everyone in the group is clear about each other's views
- Each student should be supported as appropriate, following the group meeting
- It may be helpful to ask the students involved to write down their account of the incident(s)

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

- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- The school is obliged to fully investigate any alleged incidents of bullying which are reported by parents.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation ✓ a record should be kept of the engagement with all involved including the initial 'Bullying Incident Report Form' (Appendix 1).
- This record should document the form and type of bullying behaviour, if

known (see Section 2.5 and 2.7 of the Bí Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents

- The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.
- If parents 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. It is important to note while acknowledging the parents 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 committee must engage with the students involved and their parents again no more than 20 school days after the initial engagement .
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved .
- The committee should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- The date that it has been determined that the bullying behaviour has ceased should also be recorded
- Any engagement with external services/supports should also be noted ✓ ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased the committee should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Positive Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they should be referred to the school's complaints procedures

- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the students

## **Supports**

The school may seek the support of any of the following when working with students affected by bullying

- Counselling service (through guidance counsellor)
- Building self-esteem and developing social skills
- Use of restorative practices to re-build and maintain relationships
- Co-operation with parents
- Referral to outside agencies (if necessary) in cooperation with parents
- National Educational Psychological Service (NEPS)
- Oide
- Webwise
- National Parents Council
- Dublin City University (DCU) Anti-Bullying Centre (Fuse Programme)
- Tusla

## **Record-Keeping**

All bullying behaviour will be recorded on the 'Bullying Incident Report Form' (Appendix 1) by the staff member that it is reported to. This will include the type of behaviour, where and when it took place etc.

The staff member will then give Appendix 1 to the relevant year head who will complete (Appendix 2 ) if deemed necessary and pass to the review committee who will review if bullying has occurred.

The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools. It is important to document the date that it has been determined that the bullying behaviour has ceased. The records will be retained in accordance with the school's record keeping policy and in line with data protection regulations.

## **Section D: Oversight**

The principal will present an update on bullying behaviour at each board of management meeting (Appendix D. )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 (Appendix E).

The school community must be given notice that the annual review has taken place (Appendix F) and this confirmation should be published on the school website once the school review has taken place.

## **Relevant Appendices**

### **Appendix D Guide to Providing Bullying Behaviour Update to the Board of Management**

<https://assets.gov.ie/static/documents/appendix-d-guide-to-providing-bullying-behaviour-update.pdf>

### **Appendix E Review of the Bí Cineálta Policy**

<https://assets.gov.ie/static/documents/appendix-e-review-of-the-bi-cinealta-policy.docx>

### **Appendix F Notification regarding the board of management's annual review of the school's Bí Cineálta Policy**

<https://assets.gov.ie/static/documents/appendix-f-notification-regarding-the-board-of-managements-annual-review-of-the-school.pdf>

Signed: \_\_\_\_\_  
(Chairperson of board of management)

Date:

Signed: \_\_\_\_\_  
(Principal)

Date:





**Appendix 1: Bullying Incident Report Form  
for staff member to submit to yearhead.**

1: Name of student being bullied:

2: Base Class:

3: Name(s) and class(es) of students engaged in bullying behaviour:

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4: Brief description of Bullying behaviour

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## Appendix 2: Bullying Incident Report Form for Yearhead to submit to Review Committee

1: Name of student being bullied:

2: Base Class:

3: Name(s) and class(es) of students engaged in bullying behaviour:

4: Source of bullying concern/report (tick as relevant)

Student Concerned	
Other Student (s)	
Teacher	
Parent	
Other	

5: Location of incident(s) (tick as relevant)

School Yard		Classroom	
Bus		Toilets	
Out of School		Changing Room	
Corridor		Other	

6: Name of Person(s) who reported the alleged bullying concern:

7: Type of bullying behaviour (Tick as relevant)

Physical		Gender Identity Bullying	
Verbal		Homophobic/Transphobic	
Damage to Personal Property		Extortion	
Exclusion/ Isolation		Written Bullying	
Cyberbullying		Relational Bullying	
Intimidation		Racist Bullying	
Other			

8: Brief description of Bullying behaviour

9: Impact of bullying behaviour:

10: Details of action taken:

Date submitted to Review Committee:

