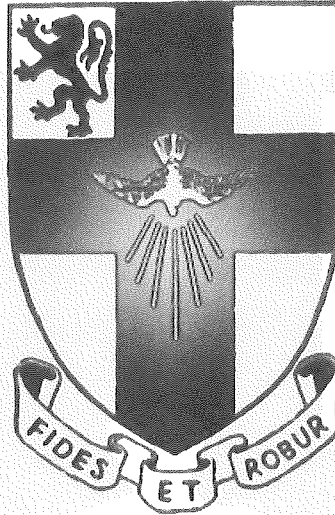


# Willow Park School

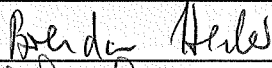

Blackrock, Co. Dublin

## Willow Park Senior School



### Anti-Bullying Policy

Group	Consultation	Ratified
Teachers	May 2023	
Students	May 2023	
Parents	May 2023	
Board of Management	May 2023	
Review Date	Annually (May)	

ROLE	NAME	SIGNATURE	DATE
CHAIRPERSON	Brendan Hester		23/5/23
SECRETARY	Alan Rogan		23/5/23

## **Willow Park Senior School**

### **Anti-Bullying Policy**

**1.**

**In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the National Educational Welfare Board (NEWB) the Board of Management of Willow Park Senior School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.**

**2.**

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

- 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; and promotes respectful relationships across the school community.
- Effective leadership.
- A school-wide approach.
- A shared understanding of what bullying is and its impact.
- Implementation of education and prevention strategies (including awareness raising measures) that
  - build empathy, respect, and resilience in pupils; and
  - explicitly address the issues of cyber-bullying and identity-based bullying
- including homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils.
- Supports for staff.

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.

3.

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

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

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.

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.

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 other 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.

4.

**The relevant teacher(s) for investigating and dealing with bullying is the Deputy Principal: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post Primary Schools):**

4.1

The first point of contact for students/parents/guardians should be at their selection, the Class Teacher, School Counsellor, the Tutor, the School Chaplain, the Dean, or the Deputy Principal.

If the first point of contact is the relevant Class teacher, School Counsellor, the Class Tutor or School Chaplain, or Deputy Principal then he/she must report same to the Dean.

4.2

The Principal, Student Support Group and Class Tutor (and where deemed necessary all teaching staff) should be informed by the Deputy Principal of serious cases of bullying.

4.3

The procedure for dealing with serious disciplinary issues should be applied

4.4

Should it be deemed necessary, counselling for both the target of bullying and the transgressor should be made available.

4.5

If deemed necessary, meetings with the relevant parents/guardians should be arranged.

4.6

All reports of bullying, no matter how trivial, should be noted, investigated, and dealt with by the Dean/Deputy Principal. In this way, pupils will gain confidence in reporting such incidents of injustice. This confidence factor is of vital importance.

#### 4.7

Willow Park Senior School discourages retaliation; it makes the situation worse rather than better. It is our policy to develop in pupils a willingness to walk away from confrontation and find non-aggressive ways of dealing with problems. Pupils are actively encouraged to inform an adult (Deputy Principal, Dean, class tutor, chaplain, or any other member of staff they feel comfortable with/trust) of any difficulties so that appropriate action can be taken.

#### 4.8

The Deputy Principal, Dean and class tutors have devised a programme of strategies to combat bullying, which include role-play, effective communication exercises, poetry, artwork, and structured classroom discussion based on videos regarding bullying, as part of the programme of Friendship Week. A review meeting is held by the Deputy Principal, Dean, and class tutors after these events, to address the effectiveness of the strategies employed, but more importantly to discuss the disclosures of any incidents of bullying. The Student Support Group is informed of the content of these discussions by the Deputy Principal and appropriate action is taken.

**5.**

**The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):**

**5.1**

To raise awareness of bullying as an inappropriate, uncaring mode of behaviour.

**5.2**

To ensure that pupils, teachers, parents/guardians, ancillary staff, when aware of a bullying incident, feel comfortable in reporting such incidents.

**5.3**

To put in place a programme of support for those being bullied and those involved in bullying behaviour.

**5.4**

To evaluate the effectiveness of the school policy on anti-bullying behaviour on a regular basis.

**5.5**

The holding of two Friendship Week events organised by the Deputy Principal and Dean in consultation with class tutors. These events take place in the first and second school term.

These events include modules from Dublin City University's (DCU) FUSE Programme, which are delivered to

students by teachers.

**5.6**

The reinforcement of the School Policy by the Deputy Principal and Dean at assemblies.

## **5.7**

The vigilance of the teaching and ancillary staff in identifying bullying incidents.

## **5.8**

The work of the Student Support Group and the Class Tutors, who meet with boys in small groups, and on occasion individually, to establish a relationship of trust, thus providing a confidential support service.

## **5.9**

Informal (pastoral-based) class discussions between the class tutor and his/her class at regular intervals throughout the year to allow students to discuss how they are getting on.

## **5.10**

The full implementation of the S.P.H.E. and Wellbeing programme through a class based and cross-curricular method to maximise the impact and educational potential of the programme.

## **5.11**

The implementation of Internet safety and usage talks with students and parents.

## **5.12**

The Deputy Principal, Dean and class tutors have devised a programme of strategies to combat bullying, which include role-play, effective communication exercises, poetry, artwork and structured classroom discussion based on videos regarding bullying, as part of the programme of Friendship Week. A review meeting is held by the Deputy Principal, Dean, and class tutors after these events, to address the effectiveness of the strategies employed, but more importantly to discuss the disclosures of any incidents of bullying. The Student Support Group is informed of the content of these discussions by the Deputy Principal and appropriate action is taken.

## 5.11

Communicating with the parents through the Parents' Association Committees and at group and individual meetings.

## 6.

**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):**

### 6.1

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);

### 6.2

In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

### 6.3

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 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.

### 6.4

Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.



## **6.5**

Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

## **6.6**

It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.

## **6.7**

Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

## **6.8**

Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.

## **6.9**

All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.

## **6.10**

When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

## **6.11**

If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

#### **6.12**

Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher.

#### **6.13**

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

#### **6.14**

In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.

#### **6.15**

Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to the pupil how the student is in breach of the school's anti-bullying policy and efforts should be made to try to get the student to see the situation from the perspective of the pupil being bullied.

#### **6.16**

It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, the perpetrator parents and the school.

#### **6.17**

Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together later if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.

#### **6.18**

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after the teacher has determined

that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 1

#### **6.19**

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of the teacher's 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 parents or the school Principal or Deputy Principal.

#### **6.20**

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

#### **6.21**

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

## ***6.22 Procedures for recording bullying behaviour***

The Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour and these must be documented in the school's anti-bullying policy. All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

### **6.22.1**

While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

### **6.22.2**

If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. Teachers should record incidents of bullying in the Bullying Behaviour Record, which is a shared document accessible to all teaching staff. This document is reviewed regularly by the Dean, Deputy Principal, and Principal.

### **6.22.3**

The relevant teacher must use the recording template at Appendix 1 to record the bullying behaviour in the following circumstances:

- a) in cases where the teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after determining that bullying behaviour occurred: and
- b) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 1 must be completed in full and retained by the teacher in question and a copy 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 at Appendix 1 does not in any way preclude the

relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

### ***6.23 Bullying as part of a continuum of behaviour***

It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases, behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school's antibullying policy must provide for appropriate linkages with the overall code of behaviour and provide for referral to be made to relevant external agencies and authorities where appropriate. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) should be sought.

### ***6.24 Referral of serious cases to the HSE***

In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".

### **6.25**

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

### **6.26**

The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to

the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

## **7.**

**The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):**

### **7.1**

A programme of support for pupils who have been bullied must be in place. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

### **7.2**

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

### **7.3**

Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

### **7.4**

Regular monitoring and meetings with students affected by the Deputy Principal, relevant teacher, class tutor, Chaplain and Counsellor.

## **8. Role of the Dean**

The function of the Dean is to ensure, under the direction of the SMT, the smooth running of the Year. The Dean is responsible for the good behaviour, deportment, work, wellbeing and organisation of the students. They assist in the implementation of the Safety Statement and work closely with the tutors. They lead the weekly tutor meeting. Standing items on this agenda include students of concern, student referrals, and information pertaining to students. The Dean is also a member of the student support group who meet weekly to discuss any students of concern. The Dean is also available to meet with parents to discuss any issues of concern they may have.

## **9. 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.

## **10. 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.

## **11.**

This policy was originally adopted by the Board of Management on 18<sup>th</sup> August 2021

## **12.**

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

13.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy was implemented on 18<sup>th</sup> August 2021 and reviewed on 23/5/23

Signed: Breda Harte Chairperson

Signed [Signature] Secretary

Date: 23/5/23



## Appendix 1 Template for recording bullying behaviour

### 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	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

--

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

### 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

--

**9. Details of actions taken**

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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.

## Appendix 2 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. To complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day-to-day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_

**Notification regarding the Board of Management's annual review of the anti-bullying policy**

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_ [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_

## Appendix 4 Signs and Symptoms of Bullying

The following signs and symptoms may suggest that a pupil is being bullied:

- Anxiety about travelling to or from school - requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school.
- Unwillingness to go to school, refusal to attend, missing.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illnesses (e.g., headaches, stomach aches);
- Visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty sleeping, crying, not eating, vomiting, bedwetting.
- Unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
- Spontaneous out-of-character comments about pupils or teachers.
- Possessions missing or damaged.
- Increased requests for money or stealing money.
- Unexplained bruising, cuts or damaged clothing.
- Reluctance and/or refusal to say what is troubling him.

These signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination these signs do warrant investigation to establish what is affecting the pupil.

### **CYBER-BULLYING:**

- i) Students should NOT reply to any messages or comments made.
- ii) Students should inform someone they trust of what is happening e.g., friend, parent, staff member.
- iii) Students should keep records of all hurtful comments/texts e.g., screenshots, photos, etc.
- iii) Students should use blocking facilities to prevent the person/group from bullying on Social Networking sites.
- iv) Students should report the cyber-bully(ies) to the Social Network or use Social Reporting.
- v) If the problem persists, it may be necessary for students to delete their account(s).

## Appendix 5 Types of Bullying Behaviour

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

<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Name calling, e.g., gay, queer used in a derogatory manner.</li> <li>• Physical intimidation or attacks.</li> <li>• Threats.</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller Community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.</li> <li>• Exclusion based on any of the above.</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Malicious gossip.</li> <li>• Isolation and exclusion.</li> <li>• Ignoring.</li> <li>• Excluding from the group.</li> <li>• Taking someone's friends away.</li> <li>• Spreading rumours.</li> <li>• Breaking confidence.</li> <li>• Talking loud enough so that the victim can hear.</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching.</li> <li>• Harassment.</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling.</li> <li>• Taunting others because of their disability or learning needs.</li> <li>• Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying.</li> <li>• Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability.</li> <li>• Setting others up for ridicule.</li> </ul>