Anti –Bullying Policy

1. 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 Gaelscoil na Cruaiche **has adopted the following anti-bullying policy** within the framework of the school's overall code of behaviour. This policy 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) 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;

Key Elements of a positive school culture and climate

❖ The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
❖ The school acknowledges the uniqueness of each individual and his/her worth as a human being.
❖ The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
❖ The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
❖ The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
❖ The school has the capacity to change in response to pupils' needs.
❖ The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
❖ The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
❖ The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
❖ The school recognises the role of parents in equipping the pupil with a range of life-skills.
❖ The school recognises the role of other community agencies in preventing and dealing with bullying.

- ❖ The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- ❖ The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- ❖ Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Practical tips for building a positive school culture and climate:

- ❖ Model respectful behaviour to all members of the school community at all times.
- ❖ Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- ❖ Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- ❖ Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- ❖ Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- ❖ Give constructive feedback to pupils when respectful behaviour and respectful language are ignored.
- ❖ Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- ❖ Explicitly teach pupils about the appropriate use of social media.
- ❖ Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- ❖ Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media. We recommend that Primary School children are not on Facebook/Ask FM and that accounts would remain private when using other social media outlets eg apps, Instagram, Snapchat etc.
- ❖ We advise parents:
  (a) To be their child's friend on any social media network used by their children.
  (b) To ensure accounts are private
  (c) To supervise use of social media
  (d) To ensure phones, laptops, etc are not in bedrooms at night time.

- ❖ Actively promote the right of every member of the school community to be safe and secure in school.
- ❖ Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- ❖ All staff can actively watch out for signs of bullying behaviour.
- ❖ Ensure there is adequate playground/school yard/outdoor supervision.
- ❖ School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
    * **Hot spots** tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
    * **Hot times** again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- ❖ Support the establishment and work of student councils.

(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; and

- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;

- effective supervision and monitoring of pupils;

(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); and**

(i)   **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. ('Remember to be bullying the behaviour must be deliberate, hurtful and 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 and

- 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 & Post Primary Schools and appears as Appendix 1 of this document.

4. The relevant teacher(s) for investigating and dealing with bullying are as follows:

- The class teacher(s) initially
- The Principal and/or Deputy Principal thereafter if necessary

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

5. The Following Education & Prevention Strategies will be used by the school:

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 extracurricular 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- prevention and intervention.
- 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 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 communication technology within the school.
- **Involvement of the student council** in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- **Development and promotion of an Anti-Bullying Policy** for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's **anti-bullying policy** is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school at our information night for new parents before their children start school each year. We will also have our policy available on our school website.
- The **implementation of regular whole school awareness** measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship and bullying prevention; annual Friendship Week including Bucket Fillers Programme and parent(s)/guardian(s) seminars; termly student surveys; regular school or year group assemblies by principal, deputy principal, assistant principal.
- **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, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher in the school.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Administer a confidential questionnaire once a term to all pupils in 3rd – 6th classes. e.g 5 questionnaires in a year c.f Anti-Bullying Campaign.
  - Ensure bystanders understand the importance of telling if they witness or know that the bullying is taking place.
- Identify **clear protocols** to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an **Acceptable Use Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- Educate pupils on appropriate online behaviour, how to stay safe online eg Webwise, Lurtel Internet safety workshops.

Implementation of Curriculum:

- School wide delivery of lessons on bullying from evidence-based programmes eg **Stay Safe Programme, Walk Tall Programme, Anti-Bullying** awareness tools 2nd – 6th classes, **Anti-bullying campaign** 3rd – 6th classes.
- Implementation of the **SPHE Curriculum** which makes specific provisions for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
- Implementation of the **Stay Safe** & **RSE** programmes which are personal safety skills programmes which seek to enhance children's self-protection skills including their ability to recognise and cope with bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour eg anti- bullying campaign resources.
- School wide delivery of lessons on Relational Aggression, **Cyber Bullying** (Be Safe, Be Web Wise) Web Wise Primary Teacher's Resources, **Diversity & Interculturalism**.
- The work will be extended into many other areas such as Art, Drama, Religious Education and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects.
- The school will specifically consider the **additional needs of SEN pupils** with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other Policies
- Other school policies, practices and activities that are particularly relevant to bullying e.g Code of Behaviour, Child Protection Policy, Supervision of Pupils, Acceptable Use Policy, Attendance, Sporting Activities, Data Protection.

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:

The primary aim 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);

Reporting bullying behaviour:
- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents: Style of approach:
- 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;
- Parent(s)/guardian(s) 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;
- Teachers should take a calm, unemotional problem-solving approach.
- Incidents will be investigated outside the classroom situation to ensure the privacy of all involved;
- 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;
- 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;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) 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 parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording
- 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)s or the school Principal or Deputy Principal

- Follow-up meetings with the relevant parties involved should 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.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of 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- pre-determination that bullying has occurred
- All staff must keep a written record of any incidents witnessed by them or notified to them on **Incident Report Form**. These forms must be kept under lock and will be passed on to the next teacher. All incidents must be reported to the relevant teacher.
- While 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
- The relevant teacher must inform the principal of all incidents being investigated without naming children at stage 1 anti-bullying campaign (3rd – 6th classes). Children will be named if first promise is broken.
- The relevant teacher must inform the Principal of all incidents being investigated in Junior Infants – 2nd classes.

Formal Stage 1-determination that bullying has occurred
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

Formal Stage 2-Appendix 3 (From DES Procedures)
- The relevant teacher must use the recording template at **Appendix 3** 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; and
a) 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

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Records must be kept under lock.

The template in **Appendix 3** for recording and reporting bullying to the school Principal or Deputy Principal will be a valuable and readily accessible source of data in relation to bullying behaviour in the school. Data gathered from these reports must be regularly (at least once in every school year) collated and analysed with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis must be retained and be made available to the Board of Management. Appropriate responses to any issues identified should be drawn up and implemented.

The implementation and effectiveness of the anti-bullying policy be included as an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

Periodic summary reports to the Board of Management

At least once in every school term, the Principal will provide a report to the Board of Management setting out:

> (i) the overall number of bullying cases reported (by means of the bullying recording template at **Appendix 3**) since the previous report to the Board and

> (ii) confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary schools*.

The minutes of the Board of Management meeting will record the above but in doing so must not include any identifying details of the pupils involved.

Annual Review by the Board of Management

The Board of Management will undertake an annual review of the school's anti- bullying policy and its implementation by the school**.**

A standardised checklist to be used in undertaking the review is included in **Appendix 4**.

The school will put in place an action plan to address any areas for improvement identified by the review.

Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A standardised notification which will be used for this purpose is included at **Appendix 4**. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

7. The School's Programme of Support for working with pupils affected by bullying is as follows:
- 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 and social skills and build resilience e.g.
  - Group work such as circle time
  - Teacher monitoring
  - Class surveys

- If pupils require counselling or further supports, the school will liaise with their parents to seek referral to appropriate outside agencies in order to receive further support for the pupils and their families if needed. 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.

8. 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.

9. 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.

10. This policy was adopted initially by the Board of Management on _____.

11. 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.

12. 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 and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:_____   **Signed:** _____
(Chairperson of Board of Management)   (Principal)

Date: _____   **Date: _____**

Date of next Review: _____

Types of bullying:

The following are some of the types of bullying behaviour that can occur amongst pupils:

- **Physical aggression**: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

- **Isolation/exclusion and other relational bullying**: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

- **Name calling**: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

- **Damage to property**: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

- **Extortion**: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour

Appendix 2 Anti-Bullying Campaign – Overall Summary

Anti-Bullying Campaign – Dealing with Incidents

Appendix 3 Template for Recording Bullying Behaviour

Appendix 4 Checklist for Annual Review of the anti-bullying policy and

its implementation and Notification regarding the Board of
Management's annual review of the anti-bullying policy.

Examples of bullying behaviours

General behaviours which apply to all types of bullying	- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. - Physical aggression - Damage to property - Name calling - Slagging - 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 - The "look" - Invasion of personal space - A combination of any of the types listed.
Cyber	**Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation **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 call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
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 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
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" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
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