Anti-Bullying Policy

St. Nathy's College

Ballaghaderreen

Co. Roscommon

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 St. Nathy's College 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 was published in September 2013.

2. The Board of Management of St. Nathy's College recognises the very serious nature of bullying and the negative impact that it can have on the lives of students 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;
   - is consistent with the Catholic ethos of St. Nathy's College and in this atmosphere the spiritual, intellectual, moral, social and physical growth of the student is fostered;
   - encourages students 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 students; and

   - explicitly addresses the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities and/or special educational needs.

   Effective supervision of students;

   Supports for staff;

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

   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, 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 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, commented upon 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 Code of Behaviour.

The following are examples of bullying behaviour. The list of examples is not exhaustive.

General behaviours which apply to all	Harassment based on any of the nine grounds in the equality legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).
	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 phone call • Abusive phone calls • Abusive text messages • Abusive email • Abusive communication on social networks • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
Identity Based Behaviours	**Including on 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……..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 and exclusion ● Ignoring ● Exclusion from the group ● Taking someone's friends away ● "Bitching" ● Spreading rumours ● Breaking confidence ● Talking loud enough so that the victim can hear ● The "look"
Sexual	Unwelcome or inappropriate sexual comments or touching including sexting Sexual harassment
Special Educational Needs **Disability**	Name calling Taunting others because of their disability or learning needs Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues Mimicking a person's disability Setting others up for ridicule

4. **The relevant teachers for investigating and dealing with bullying are as follows:**

- Principal
- Deputy Principal
- Year Head
- Tutor
- Subject Teacher
- Guidance Counsellor
- Pastoral Care Team
- The teacher that witnesses bullying behaviour or to whom bullying behaviour is reported
- Any teacher may act as the relevant teacher if circumstances warrant it

The Tutor, Guidance Counsellor, Year Head, and/or member of the Senior Leadership Team may provide support and advice to the relevant teacher and will be available to assist in the investigation of incidents and any follow–up mediation or rehabilitation which may be required.

Responsibility of Relevant Teacher:

- To listen to the student's concerns and always take them seriously;

- To investigate any incident, allowing all students concerned to give their account;

- To be fair in dealings with all students and judge each case on its merits;

- To take action to address the problem, using a range of strategies; and

- When appropriate to inform the Tutor, Year Head, Deputy Principal and Principal.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying that will be used by the school are as follows:

Education and Prevention Strategies

St. Nathy's College considers the area of prevention of bullying behaviour as the most important element of the policy and employs and promotes the following measures to prevent bullying behaviour or negative behaviour in general:

- A whole school atmosphere inspired by the respect rule where all elements of good character - courtesy, kindness, honesty, tolerance, empathy, integrity and compassion are modelled and practised by school personnel and students.

- Classroom management and teaching styles place an emphasis on fairness, co-operation and tolerance.

- Good communication and transparency is encouraged among students, staff and parents so that worries and issues of concern can be resolved at an early stage.

- Positive reinforcement of good behaviour is practised by staff and opportunities are provided for students' talents, successes and achievements to be celebrated.

- All students are provided with opportunities to engage in co-curricular and extra-curricular activities. These activities facilitate the personal and social development of each student which enables them to integrate into the daily life of the College.

- Active and thorough supervision of students in class, during arrival, assembly and dismissal times, on corridors, in the school grounds, during educational and field trips, during extra curricular activities and all school related activities ensures that teachers and SNAs are very familiar with and acutely aware of the needs of the students. School personnel are also highly attuned to any changes or conflicts which may arise and are aware of early warning signs.

- The anti-bullying policy and the FUSE Anti-Bullying programme are in place. During the annual Friendship Week all aspects of bullying are explored to increase awareness and understanding of the nature of bullying.

- Each year a theme focusing on preventative aspects of bullying is adopted, e.g. acts of kindness, character education, co-operation, etc. Students participate in discussions and activities on how to foster good relations and avoid conflict.

- The SPHE curriculum is implemented in full. In addition, 400 hours of wellbeing are provided in accordance with the Junior Cycle Programme.

- All students are aware that the school is a telling and listening school where they can approach teachers, SNAs, school personnel and/or designated peers in some senior classes to discuss their concerns. Students understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported. It is made clear to all students that when they report incidents of bullying behaviour they are behaving responsibly.

- Students are encouraged to express their feelings, fears or concerns knowing that they will be listened to sympathetically. A **Worry Box** is permanently situated in the College Chapel so that students can post their concerns in confidence. The Guidance Counsellor will arrange a time for them to come and meet with her when necessary.

- Students know who to tell and how to tell. Information about what to do if involved in a bullying incident is printed in the student diary:-
    - direct approach to the teacher at an appropriate time, for example after class
    - hand a note up with homework
    - note in the **Worry Box**
    - speak with Tutor/Year Head/ Guidance Counsellor/Deputy Principal and/or Principal
    - parent/guardian or friend to tell on your behalf
    - bystanders understand the importance of telling if they witness or know that bullying behaviour is happening

- Teachers explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of students with a disability and/or Special Educational Needs.

- Give constructive feedback to students when respectful behaviour and respectful language are absent.

- Implementation of the school's Acceptable Use Policy to include the necessary steps to ensure that access to technology within the school is strictly monitored and the students' casual use of mobile phones is strictly prohibited.

- Teachers explicitly teach students about the appropriate use of social media and positively encourage students to comply with Acceptable Use Policy. Actively involve parents and/or the Parents' Association in awareness raising campaigns around bullying behaviour.

- Actively promote the right of every student to be safe and secure in school.

- Ensure that all staff develop an awareness of what bullying behaviour is and how it impacts on students' lives through participation at CPD events.

Awareness

Throughout the students' years at St. Nathy's College, a body of knowledge and skills related to all aspects of bullying behaviour is taught so that a high level of awareness and alertness is accumulated by students by the time they leave the College.

- The anti-bullying policy is on the school website.

- The anti-bullying policy is provided to each member of school personnel.

- Parents are informed of the details of Friendship Week and are encouraged to discuss at home the issues taught.

- Tutors are provided with resources for use during Friendship Week that support the development of positive relationships among students.

- The SPHE curriculum and the FUSE programme support the school's anti-bullying programme by raising awareness of bullying. The following is addressed: definitions of bullying; identifying bullying behaviour; how people are different; why people bully; bystander bullies; silent witnesses; the feelings connected with bullying; what students should do to avoid being bullied or when they are bullied, etc.

- Students also learn and model mediation and conflict resolution skills.

Management

The Principal, Deputy Principal, Year Head, Tutor, Guidance Counsellor and Pastoral Care Team provide support and advice to teachers and are available to assist in the investigation of bullying incidents and any follow–up mediation or rehabilitation which may be required.

The anti-bullying policy provides procedural details of the following areas:

- Dealing with incidents of bullying;

- Mediation sessions and meeting with parents;

- Resolving conflict and devising agreement or behaviour contracts with students;

- Reporting bullying incidents;

- Rehabilitating student(s) who have been bullied or who have been involved in bullying behaviour;

- Follow-up class lessons on bullying behaviour; and

- Refer to Code of Behaviour for sanctions

Action to Prevent and to Combat Bullying

- The annual Friendship Week takes place in November during which all aspects and issues related to bullying behaviour are explored, taught and reinforced through lessons, discussions, sharing of experiences and cross curricular activities.

- St. Nathy's College will use a range of activities and sanctions to encourage good behaviour and relationships among students and to deter potential bullying behaviour.

- The range of rewards and sanctions outlined in the Code of Behaviour will be used, especially the methods of promoting good behaviour.

- The Principal, Deputy Principal, Year Head, Tutor, Guidance Counsellor, Pastoral Care Team, and other teachers have specific roles and responsibilities so that bullying incidents may be detected, behaviour monitored and after-care given.

- All school personnel are identified to the students as adults in whom they can confide. Students are frequently reminded that they can approach all school personnel at any time to discuss any problems.

- Teachers and supervisors on daily supervision duty are supported by the Pastoral Care System for reporting, recording and following up any incidents or concerns. In particular, teachers will support any student who is upset or needs a 'cooling off' period.

- The teacher and/or supervisor on duty reports any serious incident or injury to the Principal using the Incident Report Sheet.

- The school has a mentoring system for First Year students. The role of the mentor is fulfilled by a Leaving Cert student. The mentor will:

  - support the First Year student as they transition to post-primary school

  - listen and help to calm any worries or anxieties

  - mediate where possible

  - report any concerns they have to the First Year student's Tutor, Year Head, Deputy Principal or Principal

- Students and staff will continue to reflect on the effectiveness of all support systems.

Responsibilities of Parents

St. Nathy's College requests parents to support students by:

- watching for signs of distress or unusual behaviour which might indicate bullying behaviour

- advising them to report any bullying behaviour to their Tutor, Year Head, Guidance Counsellor, Deputy Principal and/or Principal

- explaining the implications of allowing bullying behaviour to continue unchecked

- telling them not to retaliate violently to any form of bullying behaviour

- being sympathetic and supportive and reassuring them that appropriate action will be taken

- informing the school of any suspected bullying behaviour

Implementation of Curricula

- The SPHE curriculum is implemented in full. The FUSE programme complements this curriculum in Junior Cycle and the RSE programme is delivered at both Junior and Senior Cycle.

- In Senior Cycle RE topics such as racism, disability, discrimination, identity, ethnicity, etc are discussed.

Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying behaviour is to resolve any issues and to restore, as far as is practicable, the relationships of the students involved.

The procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the College for dealing with cases of bullying behaviour are as follows:

Reporting bullying behaviour

a. All incidents of bullying behaviour including anonymous reports of bullying behaviour will be investigated and dealt with by the relevant teacher in the first instance.

b. Teaching and non-teaching staff such as secretaries, Special Needs Assistants (SNAs), supervisors, caretakers, cleaners will report incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

c. Serious incidents of bullying behaviour by students are referred immediately to the Principal.

d. Students are encouraged to report incidents of bullying behaviour and are recognised for behaving responsibly.

e. Parents of victims and bullies will be informed of incidents of bullying behaviour.

Investigating and dealing with allegations of bullying behaviour

● The relevant teacher investigates the allegation of bullying behaviour with a view to establishing the facts. In investigating and dealing with bullying behaviour, the relevant teacher will exercise their professional judgement to determine whether bullying behaviour has occurred and how best the situation might be resolved.

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

● Where possible incidents should 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 students concerned. Students who are not directly involved may be able to provide useful information regarding incidents of bullying behaviour.

● 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.

● If a group is involved, each student should be interviewed **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 each student in the group is clear about each other's statements. It may also be helpful to ask the students involved to write an account of what happened.

● Each student in the group should be supported through the possible pressures that may face them from the other students in the group.

● When a student has engaged in bullying behaviour, it will be made clear to the student that they are in breach of the anti-bullying policy and the Code of Behaviour. Disciplinary sanctions are a private matter between the student being disciplined, their parents and the College.

- In cases where it has been determined that bullying behaviour has occurred, the parents of the students involved will be contacted to inform them of the matter and explain the actions being taken. Parents will be provided with an opportunity to discuss the matter

- When an investigation is completed and/or a bullying situation is resolved the relevant teacher will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.

- All documentation regarding bullying incidents and their resolution is retained securely by the relevant teacher during the investigation period and submitted to the Principal following the conclusion of the investigation.

Follow up and recording

- In determining whether an incident of bullying behaviour has been adequately and appropriately addressed the relevant teacher will as part of their professional judgement, take the following factors into account:

  - whether the bullying behaviour has ceased

  - whether any issues between the students have been resolved as far as is practicable

  - whether the relationships between the students have been restored as far as is practicable

  - any feedback received from the students involved, their parents, Tutor, Year Head, Pastoral Care Team, Guidance Counsellor, Deputy Principal and/or Principal

- Where parents are not satisfied that the College has dealt with an incident of bullying behaviour in accordance with the anti-bullying policy, parents will be referred, as appropriate, to the complaints procedures.

- In the event that parents have exhausted the complaints procedures and are still not satisfied they have a right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

All staff will keep a written record of any bullying incidents witnessed by them or notified to them on an **Incident Report Form**. *(see Appendix 1 of this policy)*

The procedures for noting and reporting bullying behaviour are as follows:

Investigation - Incident Report Form

If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist in their efforts to investigate the issues and restore, as far as is practicable, the relationships of the students involved.

Formal Investigation: Appendix 3 - DE Procedures

The relevant teacher will use the recording template at **Appendix 3** of Department of Education Anti-Bullying Procedures for Primary and Post-Primary: *(see Appendix 3 of this policy)*

1. in cases where the relevant teacher determines that the bullying behaviour has not been adequately and appropriately addressed within 20 school days

2. in cases where incidents of serious bullying behaviour have been reported to the Principal

Procedures for investigating and dealing with Bullying Behaviour

When investigating incidents of bullying behaviour, it is necessary to:

- Listen

- Seek answers to the questions of **what, where, when, who and why?** from the students. A standard reporting form is used. *(see Appendix 2 of this policy)*

- Reassure the student reporting

- Ensure the student's safety

- Discuss confidentiality with the students

Bullying as part of a continuum of behaviour

St. Nathy's College anti-bullying policy is consistent with the Code of Behaviour and referrals may be made to relevant professional agencies where appropriate.

Referral of serious cases to Tusla

In accordance with Children First and the Child Protection Procedures for Primary and Post-Primary Schools 2017 serious incidents of bullying behaviour will be referred to Tusla and/or the Gardaí as appropriate.

Reporting to the Board of Management

Each term the Principal will provide a report to the Board of Management in accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* 2013.

7. The school's programme of support for working with students affected by bullying is as follows:

Low self-esteem is an attribute which victims and bullies share. It is necessary therefore to avail of opportunities to increase feelings of self-worth among victims and bullies. Victims may need counselling to participate in activities designed to raise their self-esteem and bullies may need counselling to help them understand and learn other ways of meeting their needs without violating the rights of others. The students involved in the bullying behaviour will be treated with care. Follow-up

meetings and/or referral to external professional agencies for the students involved will be provided in consultation with parents.

A collaborative approach is promoted among all stakeholders, particularly with parents, in supporting students affected by bullying behaviour.

The anti-bullying policy is discussed regularly during tutor time.

8. Reference to other Policies

The following policies, practices and procedures are particularly relevant to prevention of bullying behaviour and should be referred to when reading this policy.

- Attendance Policy
- Bus Safety Practice
- Child Safeguarding Statement
- Code of Behaviour
- Data Protection Policy
- Field Trips Policy
- Healthy Eating Policy
- Acceptable Use Policy
- Substance Use Policy
- Supervision Procedures
- Uniform Policy

9. Supervision and Monitoring of students

The Board of Management of St. Nathy's College 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

In accordance with equality legislation, the Board of Management of St. Nathy's College confirms that it takes all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds of discrimination.

11. Ratification

This policy was adopted by the Board of Management on 19.10.2021

12. Communication

A copy of the anti-bullying policy is provided to all school personnel, students and their parents and is published on the College website. www.stnathys.com

13. Implementation and Review

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, students and parents and is published on the College website.

This Anti-Bullying Policy was reviewed by the Board of Management on 28.09.2023

Signed: *William Thornton* **Signed**: *Martin Henry.*

Chairperson of Board of Management   Principal/Secretary BoM

Date: 28.09.2023

Date of next review: **September 2024**

Incident Report Form

Name of Student: _____

Class: _____

Date: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signed: _____   **Date:** _____

Anti-Bullying Investigation Procedure

Name of teacher/staff member completing form: _____

Date of report: _____ **Reported by:** _____

Who did what and to whom? _____

When did the incident take place? _____

Where did it occur? _____

Who witnessed or was involved in the incident? _____

_____

Witness report:

What reason is given for this behaviour by those involved?

If the behaviour is not acceptable according to our Code of Behaviour, what follow up action was taken?

_____

_____

_____

_____

_____

_____

	YES	NO
Sanction Imposed		
Parents notified		
Principal notified		

Signed:

Date:

DE 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 the relevant box(es)

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4.Location of incidents
Tick the 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. Detail of action taken

Signed: _____ (*Relevant Teacher*) Date: _____

Date submitted to the Principal: _____

Draw or write what happened, what you thought, what you felt and what you did in the boxes below:

What happened?	What I thought?	How I felt?	What I did?

Thinking about what happened, consider alternative thoughts:

What could I have thought?	How would I feel?	What would I do?

1. Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying

2. We want all students to be happy in school, including you. If some students were being mean to you, we would try to get them to stop. Nobody should be mean to you. Do you understand this?

3. We are worried that a student in your class is being bullied. Are you surprised? Explain?

4.Who do you think might be getting bullied in your class?

5. Why do you think he/she is being bullied?

6. Have you ever been bullied?

7. How did you feel?

8. Why do students get bullied?

9. Who are your friends?

10. Are you being bullied in any way? *(Take details and reassure student that the problem will be addressed)*

11. Is there anyone in your class having a hard time or being picked on?

12. Is anyone being left out, or ignored?

13. Is anyone spreading rumours, gossip, using notes, phone calls, text messages, or emails to make others feel bad about themselves?

14. Is anyone being unfair to others?

15. Is there a group of students making life difficult for others?

16. Are students from other classes giving anyone in this class a hard time?

17. Can you give examples? Who do you think is causing the problem?

Appendix 6   Questions based on the DE definition of bullying

Checklist   Is it Bullying?

	Consider…………………	Yes	No
1	Is the behaviour repeated? Only repeated incidents can be regarded as bullying. Once off incidents fall under the Code of Behaviour. *However, see 2 below*		
2	Has there been any offensive or hurtful public messages or images placed on a social networking site or other public forum? Can the bullying image, statement or message be viewed, commented upon and/or repeated by other people? **NB: One incident qualifies as cyber bullying**		
3	Is the behaviour planned?		
4	Is there unwanted negative behaviour inflicted on the victim?		
5	Is the unwanted negative behaviour of a physical, verbal or psychological character?		
6	Is the behaviour inflicted by one person, or is there a group involved?		
7	Is the victim deliberately targeted?		
8	Does the behaviour involve deliberate exclusion, isolation, malicious gossip or other forms of relational aggression?		
9	Is the behaviour targeting an aspect of the victim's identity? e.g. physical, verbal or psychological aggression which is directed at their sexual orientation, race, religion, ethnicity or traveller background.		
10	Is the behaviour targeting the victim because they have Special Educational Needs?		

One of the primary characteristics in bullying behaviour is the range of serious effects it can have on the victim and others who may observe it.

These can include physical effects such as physical ill health (Slee 1995) for example headaches or/and stomach pains (Olweus & Limber 2000), physical injury (Olweus & Limber 2000(and aggression or violence (Olweus 1994)

Effects may include social maladjustment such as social isolation (Rigby 1996), loneliness which is a strong predictor of peer victimisation (Hawker & Boulton 2000), poor social self-concept and low self-esteem (Besag 1989) and social anxiety (Hawker & Boulton 2000).

Psychological Maladjustment may also be a characteristic for example levels of distress and upset (Hawker & Boulton 2000), fear (Olweus 1993; Rigby 1996), generalised anxiety (Rigby 1996, Slee 1995), and high levels of anger (Rigby 1996) (Borg 1998)

Depression is an effect but also another strong predictor of peer victimisation (Hawker & Boulton 2000), and may sometimes involve suicidal thoughts or behaviour (Slee, 1995) (Hawker & Boulton 2000).

Other characteristics may include the presence of an imbalance of abuse of power (Craig et al 2000), that the victim is generally defenseless (Roland 1998) and that the behaviour may be unprovoked (Olweus 1994).

Characteristic	Indicator	Yes/No?
Effect	Is the person distressed/upset (Hawker & Boulton 2000) Humiliated, in real fear, Angry, Sad, Depressed?	
Aggression	Is there physical, verbal or psychological aggression?(Olweus 1994)	
Imbalance of Power	Is there an abuse of power? (Craig et al 2000)	
Planned or Repeated	Olweus 1993	
Defenselessness	Does the person feel helpless? (Roland 1998)	
Unprovoked	Does the person ask '*why me?*' (Olweus 1994)	