**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 St. Joseph’s N.S. 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 (See Appendix 1) 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; involves collaboration among and between staff & pupils and promotes respectful relationships across the school community; encourages the work of the student council in this area
* 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 in particular, 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) and ongoing 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:***

**‘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.

The table below lists examples of bullying-type behaviour. While many of the under-mentioned behaviours are more likely to occur at second level, they are included here as they may occasionally occur at primary level also.

|  |  |  |
| --- | --- | --- |
| **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 * A combination of any of the types listed. | |
| **Cyber**  **[Please Note – Many Social Networking sites have an age limit of 13 years, which means that, legally, very few children of primary school-going age should have access to sites such as Facebook etc.]** | * **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 * Talking loudly enough in a negative way about an individual so that the victim can hear * 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 |

Isolated or once-off incidents do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of 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 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 thereafter if necessary
* Any teacher or staff member may act as the relevant teacher where circumstances warrant.

***5. The following education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school:***

* Prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils
* Provide pupils with opportunities to develop a positive sense of self-worth
* Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online [External speakers/facilitators may be invited to provide workshops etc. for students or parents] Resources such as Webwise will be used.
* Teachers can influence attitudes to bullying behaviour by demonstrating a positive manner towards children and other staff members.
* There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe & RSE programmes at primary level 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.
* The work could 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
* Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression. GAA and soccer coaching is offered to some classes from outside agencies and teachers are also involved in coaching the school’s soccer and Gaelic teams.

**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.
* 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.
* Development and promotion of an Anti-Bullying code 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.
* The implementation of an anti-bullying week in the school.
* 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.
* 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.

**Implementation of curricula**

* The full implementation of the SPHE and the RSE and Stay Safe Programmes.
* Continuous Professional Development for staff in delivering these programmes.
* School wide delivery of lessons on bullying from evidence based programmes Lessons, Stay Safe Programme, The Walk Tall Programme, Alive O [R.E. Programme.]
* Invitation to external facilitators e.g. Local Community Gardai, Professional Counsellors etc. to address pupils on issues around personal safety and cyber-bullying as well as issues related to Relationships and Sexuality Education.
* Encouragement to pupils to participate in games during play/break periods.
* 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**

School policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance are available to view on the School’’s website [www.bekanns.net](http://www.bekanns.net)

***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:***

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| **6. Procedures for Investigating and Dealing with Bullying**  **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);**  **The school’s procedures must be consistent with the following approach.**  Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.  **Reporting bullying behaviour**   * Any pupil or parent(s)/guardian(s) may bring concerns relating to bullying to any teacher in the school. * All reports will be investigated and dealt with by the relevant teacher. [Anonymous reports/allegations received need to be treated with particular caution.] * Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;   **Investigating and dealing with incidents: Style of approach (see section 6.8.9)**   * In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgment 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. * 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 pupils concerned. Pupils who are not directly involved can also provide very useful information in this way; * When analyzing 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 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; * Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;   It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)   * 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; * 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; * 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:    **Staged approach to determination of bullying**  **Informal Stage:**   * All staff must keep a written record of incidents witnessed by them or notified to them that they consider sufficiently serious or that they feel may be indicative of a bullying situation. Consideration needs to be given to where the records will be kept e.g. incident book. 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.   **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. * The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.   **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  b) Where bullying behaviour has been identified, it may be recorded and reported immediately to the Principal or Deputy Principal as applicable. See appendix 3 [Table 6] for types of behaviour that may warrant this action.  When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. These records will be retained in filing cabinet is school office.  **Established intervention strategies**   * Teacher interviews with all pupils * Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process * Working with parent(s)/guardian(s)s to support school interventions * No Blame Approach * Circle Time * Restorative interviews |

7. The school’s programme of support for working with pupils affected by bullying is as follows

(see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

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| --- |
| * 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   * If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same e.g NEPS, ISPCC, NCSE etc. 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*. [See policy on Sexual Harrassment]*

**This policy was adopted by the Board of Management on** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. 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.

11. 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. 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX 1: Practical tips for building a positive school culture and climate**

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

* 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 absent
* 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
* 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

**APPENDIX 2: Types of bullying**

***The following are definitions of of the types of bullying behaviour that can occur amongst pupils as listed at Section 3 above.***

**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 the entire 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, email, 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) that 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 3: 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**

|  |  |
| --- | --- |
| **Name(s)** | **Class** |
|  |  |
|  |  |
|  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Pupil concerned |  | Teacher |  |
| Other pupil(s) |  | Other |  |
| Parent |  |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Playground |  | Toilets |  |
| Classroom |  | Other |  |
| Corridor |  |  |  |

**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**

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| --- |
|  |

**9. Details of actions taken**

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| --- |
|  |

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Relevant Teacher 1)

Date submitted to Principal/Deputy Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_