

Patrician Academy

Anti –Bullying Policy (Review) March 21st 2014

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 the Patrician Academy, Mallow 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 as outlined in **Appendix 1** which-
O is welcoming of difference and diversity and is based on inclusivity;
o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
o 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 address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of students;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including 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 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.

Examples of bullying behaviours are contained in **Appendix 4**. This list is not exhaustive and the school may deem other behaviours to be bullying.

A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.

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

- Principal
- Deputy Principal.
- Tutor
- Year Head.
- Guidance Counsellor.
- Members of the Pastoral Care Team.

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

How to tell?

- Direct approach to teacher at an appropriate time, e.g. after class, hand note up with homework.
- Make a phone call to the school or to a trusted teacher in the school.
- Anti-bully box.
- Get a parent or friend to tell.
- Parents can inform the school.
- Bystanders can inform appropriate person.
- Use a confidential questionnaire given to all students once a term

Procedures for Dealing with Reported Incidents

Procedures for Teachers

If a student informs you of an incidence of bullying affecting either themselves or a friend, follow these steps:

- Listen; encourage the student to tell their story as this is a very important first step.
- Take notes; record all the details such as date, time, location, names of those involved, witnesses etc.
- Reassure; tell the victim help is available, action will be taken, it is not their fault and that they will not have to face this on their own.
- Satisfy yourself that no student is in immediate danger.
- Confidentiality is respected and the victim's privacy is protected, but a teacher must not give guarantees not to tell anyone.
- Inform the Year Head without delay and provide a copy of notes taken.
- All serious incidents of bullying (e.g. an assault or long term exclusion) should be reported to the Principal straight away.

Procedures for Staff Member Investigating the Reported Incident

Actions may include:

- Ask the student to write down the behaviours and how it is affecting them as early as possible.
- Talk with alleged bully about their behaviour and their experiences of incidents mentioned.
- Have the alleged bully write down an account of their behaviours and their effects as early as possible.
- Challenge bullying behaviour as being unacceptable.
- Discuss possible solutions with both parties separately/together if appropriate.
- The guidance councillor may be involved if appropriate.
- Keep a record of all conversations.
- Inform the Year Head of the complaint.
- Refer complainant to Guidance Counsellor.
- Make further appointment to discuss situation with complainant and/or other relevant individuals.
- Record details of complaint on official form.
- The evidence will be evaluated by management and fair, appropriate action will be taken in accordance with the code of behaviour.
- It is vital that the person reporting the incident is protected from victimisation. Whoever is dealing with the incident must be discreet and careful. Staff will support students who report bullying by conducting follow-up meetings with them.

Follow-up steps to be taken

- The incident will be monitored on a regular basis by informal discussions and class surveys.
- Counselling may be offered to all concerned.
- If necessary the parents will be invited to a meeting with management.
- If bullying persists the Board of Management will be informed.

Procedures for Staff to Student Bullying

- Student should talk to a staff member regarding his concerns i.e. Guidance Counsellor, Year Head, a member of the Pastoral Care Team, Deputy Principal, Principal.
- Student should be facilitated to talk to the staff member alleged to be bullying with parent present informally.
- Refer to Deputy Principal.
- Refer to Principal.

Procedures for Student to Staff Bullying

- Teacher should speak to student(s) involved.
- Explain that the behaviour is unacceptable as per anti-bullying policy.
- Explore a working solution.
- Keep a record of incident(s) and conversations held.

If behaviour continues:

- Refer to Deputy Principal.
- Refer to Principal.
- Request meeting with parents.

Procedures for Staff to Staff Bullying

- The staff member should engage with other staff member(s) regarding his or her concerns.
- If unresolved, ask the Deputy Principal to facilitate.
- If still unresolved, ask the Principal to facilitate process.
- If still unresolved, follow procedures under the Dignity at Work Act.

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:

- Social, Personal and Health Education (S.P.H.E) provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. The issue of bullying is dealt with in each of the three years of Junior Cycle Social, Personal and Health Education. The Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying.
- All students will be facilitated and encouraged to engage in curricular and extra-curricular programmes which will provide them with opportunities to develop a positive sense of self-worth.
- The school will include on the curriculum, Initiatives and Programmes focused on developing Students' awareness and understanding of bullying, including its causes and effects and will deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying.
- The "Cool Schools" anti-bullying lessons will be implemented in the S.P.H.E. class and will also be a resource for those dealing with bullying.
- Students will be educated on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying.
- Opportunities will be used throughout the school year to consult with and inform Parents/Guardians about strategies to counter cyber-bullying and identity based bullying. i.e. Information evenings, parents' evenings and parent teacher meetings.
- Senior students will continue to assist newcomers to the school through the *Mentoring* Programme, thus helping the new student to "settle in".

- Approaches to decreasing the likelihood of bullying for students with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another.
- All members of the school community will be facilitated to understand what bullying is and how the school deals with bullying behaviour. The Anti-Bullying Policy will be published on the school's website www.patricianacademy.com, in the students' journal.
- All subject areas have scope to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. Thus, a whole school approach to bullying behaviour can be developed and fostered.

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;

Noting and Recording

- All incidents of bullying will be recorded on an incident form and given to relevant Year Head.
- The relevant Tutor/Year Head will then decide on what action is to be taken.
- The Principal and Deputy Principal are responsible for maintaining files in their offices for security and confidentiality for at least seven years.
- These files may be accessed by students/parents/guardians in the future.
- Comments made should be factual, non-judgmental and objective.

Investigation and Follow -Up

- (i) The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame) as outlined in **Appendix 2**;
- (ii) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- (iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;
- (iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- (v) Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- (vi) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- (vii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- (viii) 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;

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

(xii) Each member of a group will be supported through the possible pressures that they may face from the other members of the group after interview by the teacher;

(xiii) Those involved will be asked to write down their account of the incident(s);

(xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will 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 will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;

(xv) 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;

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

(xvii) 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. This can have a therapeutic effect;

(xviii) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at **Appendix 3**

(xix) 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; and
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

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

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

Procedures for recording bullying behaviour

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. 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 will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- The relevant teacher must inform the principal of all incidents being investigated.

Informal 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 issue 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 Determination that Bullying has Occurred

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 the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

In each of the circumstances at (a) and (b) above, the recording template at **Appendix 3** must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at **Appendix 3** does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

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

- Recognising that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and that in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment, the school will provide for appropriate linkages with the overall code of behaviour and provide for referral to be made to relevant external agencies and authorities, where appropriate, to ensure that the behaviour is dealt with appropriately. Where there are serious concerns in relation to managing the behaviour of a student, the advice of the National Education Psychological Service (NEPS) will be sought.
- In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2011* (Children First) and the *Child Protection Procedures for Primary and Post-Primary Schools* provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".
- Serious instances of bullying behaviour should, in accordance with the Children First and *the Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.
- The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to report

the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Service

- A programme of support for students who have been bullied may include counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.
- A programme of support for those students involved in bullying behaviour will be part of the school's intervention process. Students involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the students' self-worth. Students who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- Students who observe incidents of bullying behaviour should be encouraged to discuss them with teachers

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 by the Board of Management on April 9th 2014.

11. 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.

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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: *Tod Kirby* Signed: *Catherine Fitzpatrick*
(Chairperson of Board of Management) (Principal)

Date: April 9th 2014 Date: April 9th 2014

Date of next review: May 2015

Appendix 1

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.

Appendix 2

Guidelines and Resources for Investigating and Resolving Student to Student Bullying

Action taken by	Procedure	Support and/or sanction <i>may</i> include
Subject teacher, tutor, or any teacher	Challenge the behaviour as being unacceptable	Serious talk with student(s) re: effects of their behaviour
Member of the Pastoral care Committee	Speak to students separately and try to resolve the issue using the Cool School Restorative Approach Keep a record Teacher will follow up progress with: victim and bully, bystanders or others involved. Inform the Year Head and provide a copy of notes taken, both sets of parents informed by letter by the Year Head. Review after 1 month.	Verbal warning. Student/s involved warned to stop Seek verbal agreement re: future behaviour Outline a fair outcome <i>if appropriate</i> e.g. an apology, return of property etc.

Subsequent Report /Disclosure

Student to Student

Action taken by	Procedure	Support and/or sanction <i>may</i> include:
Any teacher, Tutor, Year Head involved	Incident investigated by the Year Head using Cool School Restorative Approach Principal/ Deputy principal	Serious talk with the student re: behaviour and future behaviour Sign written agreement re: future behaviour

Member of the Pastoral Care Committee may be involved	<p>informed</p> <p>Both sets of parents informed by the Year Head</p> <p>Keep a record</p> <p>Year Head follows up progress with victim and bully, bystanders or others</p>	<p>Parents/Guardians sign written agreement re future behaviour</p> <p>Speak with school counsellor</p> <p>Detention /other agreed sanction from school's Code of Behaviour</p> <p>Monitor future behaviour</p>
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Where bullying behaviour persists / Serious incident of bullying

Action taken by	Procedure	Support and/or Sanction
<p>Principal or Deputy Principal involved</p> <p>Year head</p> <p>Pastoral Care Committee may be involved</p> <p>The incident may be referred to the Board of Management at the discretion of the Principal</p>	<p>Parents and student meet with Principal / Deputy Principal</p> <p>Use Cool School Restorative Approach</p> <p>Feedback to Year Head</p> <p>Record kept</p> <p>Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation</p>	<p>Detention / Suspension / other agreed sanction from school's Code of Behaviour</p> <p>Parents are met and conditions set regarding student's future behaviour</p> <p>Counselling offered</p> <p>Referral to child psychologist/ Garda Juvenile Liaison Officer</p> <p>Contact with other support agencies e.g. re: anger management</p> <p>The future of the student in the school may be considered</p>

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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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 relevant category:

Homophobic	Disability / SEN related	Racist	Membership of Travelling Community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of action taken

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Appendix 4

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> • 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.
<p>Cyber</p>	<ul style="list-style-type: none"> • 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
<p>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).</p>	

Homophobic and Transgender	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • 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”
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • 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