

Anti-Bullying Policy: Appendix 1 – Definitions

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 this non-exhaustive definition:

- (i) deliberate exclusion, malicious gossip and other forms of relational bullying
- (ii) cyber-bullying and
- (iii) 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.

Physical Aggression:

This bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While students often engage in 'mess fights', they can sometimes be used as a disguise for deliberate physical harassment or infliction of pain.

Intimidation and Extortion:

This bullying behaviour may be based on the use of very aggressive body language with the voice being used as a weapon. It can be a facial expression which conveys aggression and/or dislike (a 'look') and can also include invasion of personal space, gestures and extortion. Extortion may involve demands for money, food or other possessions, often accompanied by threats (sometimes carried out in the event of the targeted student not delivering on the demand). A student may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Isolation/Exclusion and other Relational Bullying:

This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the peer 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 a student(s) in public places, by passing around notes about or drawings of a student(s) or by whispering insults about them loud enough to be heard. Other forms of relational bullying occur when a person's attempts to socialise and form relationships with peers are repeatedly and deliberately rejected or undermined. Balance of power is therefore a key aspect of this type of bullying behaviour. Non-verbal gesturing, malicious gossip, spreading rumours about a person or giving them the "silent treatment" are also forms of relational bullying.

Cyber-bullying:

This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time of day or night. Many forms of bullying (including intimidation and humiliation) 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. Cyber-bullying also includes silent or abusive phone calls; online 'polls'; unsolicited and unwelcome requests for intimate images and the sharing of images without the consent of the subject of such images.

Name Calling:

Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, accent or distinctive voice characteristics, academic ability, sexual orientation and other aspects of identity.

Identity-Based Bullying:

This form of bullying involves targeting a person(s) based on aspects of identity such as sexual orientation, gender, religion, ethnic or racial origins, culture, (dis)abilities and/or special educational needs.

Damage to Property:

Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phones or other devices, school books and other learning material or interference with a student's locker or other possessions. 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.

Sexual Bullying / Harassment:

This form of bullying behaviour includes unwelcome sexual comments and/or touching and unsolicited and unwelcome requests for intimate images.