



**Holy Spirit Junior Primary School
Greenhills
Dublin 12**



Anti-Bullying Policy

Ratified by HSJPS Board of Management on 11-10-23



Holy Spirit Junior Primary School 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 Holy Spirit Junior Primary School 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 which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
 - 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);
 - 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.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

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

(see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

A pupil / parent / other staff member can bring a concern or allegation regarding bullying to the attention of the "relevant teacher". The relevant teacher(s) for investigating and dealing with bullying as per Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools is the class teacher(s) in the first instance. In the event of the bullying behaviour continuing after the intervention of the class teacher, the Principal will be informed that an allegation of bullying is being investigated.



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 (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

The education and prevention strategies that will be used in our school include:

- Positive School Culture and Climate

In line with its Mission Statement and Catholic Ethos, Holy Spirit Junior Primary School values the uniqueness of all individuals within a caring school community. We aim to foster respect, tolerance, a sense of responsibility and consideration of others. We believe that all pupils have a right to be valued and respected, to be educated in a secure and caring environment. We believe that a school culture and climate that is built on respect, trust, kindness and support for others is central to the prevention of bullying. *(See Appendix 1 Practical tips for building a positive school culture and climate taken from Anti-Bullying Procedures for Primary and Post Primary Schools)*

- The Grow in Love Programme

Grow in Love is the Religious Education programme used in Holy Spirit Junior Primary School. It emphasises, in accordance with the Catholic ethos of the school, the importance of showing love to each individual within the community of the family, the school and wider community.

- Social Personal and Health Education (S.P.H.E.)

In Holy Spirit Junior Primary School S.P.H.E. is taught in all classes. The S.P.H.E. curriculum aims to foster the personal development and wellbeing of the pupils in our school. It aims to foster in the child a sense of care and respect for him/herself and others and an appreciation of the dignity of every human being. It encourages the pupils in our school to respect human and cultural diversity. Bullying and matters related to bullying behaviour are addressed across the S.P.H.E. curriculum under a number of strand units. Our S.P.H.E. Plan outlines how the strands and strand units of S.P.H.E. are taught over a two year period.



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- Stay Safe Programme

All primary schools are required to fully implement the Stay Safe Programme (DES Circular 65/ 2011) within the context of the Social, Personal and Health Education curriculum. The programme aims to reduce vulnerability to child abuse and bullying through the provision of personal safety education for pupils. The importance of building confidence and self-esteem and developing assertiveness and good communication skills is emphasised throughout the programme. In Holy Spirit JPS the Stay Safe Programme is taught every year in Senior Infants and Second Class. The programme is taught in one block during January and February each year. Parental participation is key to the success of the programme. Parent(s)/Guardian(s) are encouraged to familiarise themselves with the content of the programme and to reinforce the strategies for dealing with bullying at home.

- Relationships and Sexuality Education (R.S.E.)

In Holy Spirit Junior Primary School R.S.E. is taught in all classes. R.S.E. programme aims to help pupils learn about their own development and about their friendships and relationships with others. R.S.E. focuses on helping pupils develop a good self-image and promoting respect for themselves and others.

- Walk Tall Programme

The revised Walk Tall Programme is used at all class levels. The programme aims to give pupils the confidence, skills, attitudes and knowledge to make healthy choices. It includes lessons on self-identity, belonging and respect for diversity.

- Incredible Years

Staff in our school have completed training in The Incredible Years Programme which is designed to reduce behaviour problems and promote pro-social behaviour.

- Fun Friends / Friends for Life

Staff have also been trained in the Fun Friends and Friends for Life Programmes. The programmes help pupils to develop effective strategies to deal with worry, stress and change.

- Modelling the School Ethos and Code of Behaviour at all interactions with pupils and parents e.g. Assembly, green cards / school rule displays in classrooms and outside

- School-wide approach



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Holy Spirit Junior Primary School endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community (parents, pupils, staff and the wider community) have a shared understanding of what constitutes bullying behaviour as defined in this policy (Section 2&3 of Anti Bullying Procedures for Primary & Post Primary Schools).

Holy Spirit Junior Primary School promotes a school wide understanding of the nature and negative impact of bullying. We;

- Foster respect for all members of the school community
- Promote the value of diversity to address issues of prejudice and stereotyping
- Ensure that pupils understand what constitutes bullying
- Help pupils to identify the type of behaviour that could be construed as bullying
- Help pupils to become aware that bullying can exist everywhere
- Encourage pupils to TELL if they consider they or other pupils are being bullied
- Reception and Wellbeing

Pupils are met and directed to class by SET teachers (assigned to their class level, where possible). This allows the SET teacher to identify pupils who are anxious and reluctant in the morning. The SET teacher can liaise with the relevant teacher.

- Engage pupils in addressing problems as they arise, building empathy, respect and resilience
- Provide opportunities for pupils to get involved in activities that focus on building self-esteem
- Include Anti-bullying on every staff meeting agenda
- Include bullying as a topic for school assembly
- Organise 'awareness evenings' for parents on the subject of bullying
- Facilitate parents in learning about internet safety (HSCL Teacher)
- Document and regularly review the school's Anti-Bullying policy, the Code of Behaviour and other relevant policies
- Circulate the school's Anti-Bullying policy and other relevant policies to parents and school staff



- Supports for staff

All staff are aware of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom/playground context.

Staff support one another in implementing anti bullying strategies. Bullying is discussed at staff meetings. CPD in relation to Anti Bullying Strategies is supported and encouraged for all members of staff.

- Effective supervision and monitoring of pupils

Staff members are aware of their responsibility to ensure that supervision of pupils in classrooms, corridors, school grounds and on school trips is effective and consistent. Supervision in playground areas is managed and conducted effectively by teaching staff and SNAs. Supervision rotas are distributed to teachers at the start of each school year.

Non-teaching staff are encouraged to be vigilant and report issues to the relevant teacher.

Supervision will also apply to monitoring the use of communication technology in the school

- Classroom Management and Organisation

A safe and caring classroom environment, where the rules, rights and responsibilities of all are equally respected, is fundamental to the prevention of bullying. In Holy Spirit Junior Primary School we emphasise the importance of safe and caring classroom environments. Where appropriate, pupils are involved in the formulation of class rules in order to build respect and positive behaviour. Classroom rules are clear, simple and age appropriate. Rules set out the behaviour expected in the classroom and playground. Pupils are encouraged to report concerns to their class teacher/teacher on duty.

- Monthly Assembly

Assemblies are led by the Principal. Assemblies provide opportunities to promote positive behaviour, set standards and enhance self-esteem. A "Golden Book" is used during assembly to promote various achievements including being kindness



and caring. Our school rules through our green card awards positive rewards system encourages positive behaviour throughout the school. Based on kindness and respect for one another.

1. Have kind hands, kind feet and kind words.
2. Stop, look and listen when teacher or another child is speaking.
3. Do your work quietly and let others do the same.
4. If you want to speak put up your hand and wait quietly.
5. Stay in your place and sit quietly and safely.
6. Do as teacher asks.

- Internet Security

The schools Acceptable Use Policy ensures that access to technology within the school is monitored.

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 (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

Our 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 in accordance with Department of Education guidelines.

A pupil, parent or other member of the school community can bring a bullying concern / allegation to the attention of the "relevant" teacher. Once an allegation has been made the "relevant" teacher is required to proceed as follows: *(See Appendix 2 for the General Principles for the investigation of allegations of bullying behaviour)*

- (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);
- (ii) In investigating and dealing with bullying behaviour, 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



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incidents of bullying they are not considered to be telling tales but are behaving responsibly;

The relevant teacher will

- explore whether there is a history of negative interaction between the pupils involved, checking details from each side separately
- bring both sides together and, as a facilitator, discuss the issue with a view towards changing behaviour patterns
- Point out clearly that behaviour that causes hurt will not be tolerated
- discuss the allegation and the findings with the Principal

- (iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), and other ancillary staff 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) All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned.
- (viii) 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 conflict in a non-aggressive manner;
- (ix) 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;
- (x) Following the investigation of an allegation of bullying behaviour, the relevant teacher may find the allegation to be
 - **Unfounded**
In cases where it has been determined by the relevant teacher that the allegation of bullying is unfounded, no further action will follow.
 - **Unfounded as bullying behaviour, but founded as negative behaviour**
In cases where it has been determined by the relevant teacher that the allegation is unfounded as bullying behaviour, but founded as negative behaviour the school's



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Code of Behaviour will be followed. Negative behaviour that continues over a period of time may become bullying behaviour.

- Founded as bullying behaviour

In cases where it has been determined by the relevant teacher that the allegation is founded as bullying behaviour, the relevant teacher will inform the Principal and the procedures outlined in the school's Anti-Bullying Policy will be followed

- (xi) Where the relevant teacher has determined that bullying behaviour has occurred, the Principal will be informed and 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 according to the school's Anti-Bullying Policy. The school will give parents an opportunity of discussing ways in which they can reinforce the actions being taken by the school and the supports offered by the school for the pupils involved;
- (xii) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her (in an age appropriate manner) 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;
- (xiii) It must also be made clear to all involved 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;
- (xiv) 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 consultation with the Principal, in the recording template at *Appendix 3 Template for recording bullying behaviour*
- (xv) 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;



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- (xvi) Where the relevant teacher determines that the bullying behaviour has not ceased the parents of both parties will be consulted and the timeframe for behavioural change will be determined.
- (xvii) Where the behaviour persists, Rule 130 National Schools Circular 20/90 DES allows for suspension of the pupil for a temporary period. Suspension will be implemented in accordance with the schools' Code of Behaviour
- (xviii) 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; No policy on complaints procedures
- (xix) 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.

Referral of serious cases to the H.S.E.

In accordance with *Children First – National Guidelines for the Protection and Welfare of Children and Child Protection Procedures for Primary and Post Primary Schools* serious incidences of bullying behaviour or behaviour which is regarded as potentially abusive should be referred to The Child and Family Agency and/or Gardaí as appropriate.

7. Procedures for recording bullying behaviour

All records are maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour adhere to the following:

- 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
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher will, in consultation with the Principal, 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

The recording template at Appendix 3 will be completed in full and retained by the Principal. 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.



8. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

The school recognises the impact bullying can have on pupils and is focused on supporting any pupils that have been impacted directly or indirectly by bullying behaviour. The school is committed to supporting both parties involved, the pupil initiating bullying behaviour and the pupil being bullied. Children affected by bullying are supported by the education and prevention strategies outlined in section 5 of this policy. At all times, the emphasis is on the need for a common approach and support for the resolution of the difficulties.

It is important that the relevant teacher talks to and observes the pupil(s) involved in order to determine the effect of the bullying behaviour. The relevant teacher may alert other teachers in the school for support in observing the pupil(s).

The relevant teacher may also seek additional help in dealing with bullying behaviour from: the Principal, other staff members and/or external parties e.g. HSE, SENO, Community Guard. In cases where the school has serious concerns in relation to managing the behaviour of a pupil the advice of NEPS may be sought. .

Children who have been negatively affected by bullying will be given 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.

The school recognises that pupils involved in bullying behaviour need support on an ongoing basis. For those with low self-esteem, opportunities will be provided to increase feelings of self-worth. Pupils who engage in bullying behaviour may need further intervention to help them learn other ways of meeting their needs without resorting to bullying behaviour.

Students affected by bullying may be supported in our school by the class teacher, SET teachers, H.S.C.L. ,S.C.P., and the school's Care Team

The school community as a whole have a role to play in the prevention of bullying and the support of pupils affected by bullying behaviour.

Role of School Staff

- Acknowledge that bullying is a shared responsibility within the school
- Take all reports of alleged bullying seriously and investigate them in a fair and balanced way
- Implement prevention and intervention strategies which build and maintain a safe learning environment



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- Empower pupils to deal with conflict in constructive ways
- Keep records if necessary.

Role of Pupils

- Children are encouraged to respect and support others
- Children engage in lessons to enable them to identify bullying behaviour and appreciate the importance of not bullying others (Stay Safe Programme)
- Children are encouraged to tell if they are being bullied or if they see someone else being bullied and take safe and sensible action as a bystander
- Children engage in learning opportunities to develop empathy for all members of the school community

Role of Parents

- Support the school in the implementation of school's Anti- Bullying Policy
- Watch out for signs that their child is being bullied
- Speak to the class teacher if they have concerns/suspect that their child is being bullied
- Advise their children to tell if they are bullied or if they see others being bullied
- Notify the school if they think their child is displaying bullying behaviour and work with the school in addressing the problem
- Never directly approach a pupil or parent of a pupil to intervene in any behavioural issues
- Report any incidents or concerns to the class teacher in a timely manner

Pupils with SEN

Our school's approach to preventing bullying and supporting children affected by bullying takes particular account of the needs of pupils with SEN. We seek to decrease the likelihood of bullying of pupils with SEN by focusing on inclusion, developing social skills, cultivating a school culture that has respect for all and paying particular attention to key moments such as enrolling in our school and transitioning to the Senior School.

9. 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.

10. 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



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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.

11. Oversight

Periodic summary reports to the Board of Management.

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

- (i) the overall number of bullying cases reported (by means of the bullying recording template at Appendix 3) since the previous report to the Board and
- (ii) confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's Anti-Bullying Policy and the Anti-Bullying Procedures for Primary and Post-Primary schools.
- (iii) The minutes of the Board of Management meeting will record the above but in doing so will not include any identifying details of the pupils involved.

12. This policy was adopted by the Board of Management on _____ [date].

13. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

14. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:

Chairperson of Board of Management

Signed:

Principal

Date:

11.06.23.

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 our green card rules in every classroom, outside the principal's office. Talk about these green rules and respecting one another during monthly assemblies. 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.
- Use our green card award system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- 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.



■ Appendix 2: General principles for the investigation of allegations of bullying behaviour

- The principal of fair procedure must be ensured.
- The primary aim for the relevant teacher in investigating and dealing with alleged 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);
- In investigating and dealing with alleged bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- All reports, including anonymous reports of alleged 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;
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of alleged bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- 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;
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- It can regularly be deemed appropriate not to talk about the issues in front of the child when school and parents are working together. Discretion in front of the child is always encouraged.
- Incidents are generally best 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



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- 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 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 they may face from the other members of the group after 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 parents 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 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;
- 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 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
- 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;
- In cases where the relevant teacher considers that the bullying behaviour has not been adequately or 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 log.



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- 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;
 - 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;

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.



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

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	
Damage to Property	
Isolation/Exclusion	
Name Calling	

Cyber-bullying	
Intimidation	
Malicious Gossip	
Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:



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Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.