



St. Louis Primary School Anti-bullying Policy

	Date
Policy created	08/11/23
Updated	10/06/24
Staff consultation (policy formation)	17/10/23
Parental consultation (policy formation)	17/10/23 & 25/10/23
Pupil consultation (policy formation)	19/10/23
Ratified by the Chairperson	13/11/23 10/06/24

1. Full Compliance

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. Louis 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. Key Principles of Best Practice

The Chairperson recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. The school community believes strongly that respect for all at all times must be promoted and become intrinsic in the ethos of society. The pupils are taught that society is made up of a variety of different people, all of whom deserve our respect, all of whom have the right to be treated equally and to have the fundamental right to be allowed to exist in society and be content in their lives. All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

The Chairperson and the staff of St. Louis Primary School are 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); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. The Definition of Bullying

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, extortion, isolation and persistent name calling.
- cyber-bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. Cyber bullying includes the use of mobile phones and the internet with the objective of upsetting someone. It may take the form of general insults or impersonation, defamation or prejudice-based 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.

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.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine his/her self-esteem or self-confidence.

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

4. The Relevant Teachers for investigating and dealing with bullying are as follows

- Class teacher (initially) – Any teacher may act as a relevant teacher for investigating and dealing with bullying if circumstances so warrant, though normally the class teacher takes the lead.
- SET teacher (if applicable)
- Deputy Principal / Principal as necessary

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. In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher".

5. Our Education and Prevention Strategies

Effective practice includes 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. As self-esteem is a major factor in determining behaviour through both their curricular and extra-curricular programmes, pupils are provided with opportunities to develop a positive sense of self-worth.

Our school's approach to tackling and preventing bullying takes particular account of the needs of pupils with disabilities or with SET, and joins up with other relevant school policies and supports and the school should ensure that all the services that provide for such pupils work together. Approaches to decreasing the likelihood of bullying for pupils with SET 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.

The following education and prevention strategies, at the appropriate and relevant level for each class that are in current use in the school are as follows:

School-Wide Approach

- Positive self-esteem is fostered among the pupils by celebrating individual differences/achievements, by acknowledging and rewarding good behaviour and by providing opportunities for success and to develop a positive sense of self-worth.
- Through reports in school newsletters and other communications as well as at meetings with parent/guardian groups, all school personnel are regularly informed of the activities implemented by the school to foster friendships-
- ***Friendship Week***, a celebration of friendship and diversity which occurs in the school annually in January, provides an opportunity to build relationships, respect, tolerance and compassion in pupils. This event can help give the parents of a pupil who is being bullied the confidence to approach the school and also helps to send a clear message to the parents of a pupil who is engaged in bullying behaviour that they have a major responsibility in addressing their child's behaviour.
- Pupils are helped to develop empathy by discussing feelings and by trying to put

themselves in the place of others.

- Encourage a culture of telling – teachers encourage pupils to tell an adult if they experience any negative behaviour from another pupil – Stay Safe – Say No, Get Away, Tell an Adult
- Teachers respond sensitively to pupils who disclose incidents of bullying.
- All disclosed incidents of bullying are investigated.
- E Safety talk for children, parents and staff.
- Prevention and awareness raising measures must also deal explicitly with cyber- bullying. According to school policy, all pupils' mobile phones must be switched off within the school and its environment. Mobile phones/digital media are not to be brought by pupils on tours or outings. The school-wide approach and the role of parents as outlined in Section 6.3 is of importance in this regard. The prevention and awareness raising measures also takes into account the scope for cyber-bullying to occur as a result of access to technology from within the school. Pupils in the Senior Classes have workshops on Cyber Bullying on an annual basis. Pupils in Fourth Classes will receive an e-safety talk. Staff and parents will receive an e-safety seminar. Internet safety talks from the National Parents Council and Webwise will be arranged for all in the school community. See Appendix C for Contract which pupils may sign.

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:

- The Stay Safe Programme
- The anti-bullying module of the SPHE programme
- Walk Tall Programme
- Friends for Life (NEPs programme)
- Posters and books addressing cyber-bullying
- Webwise: Primary Teachers' Handbook
- My Selfie and the Wider World (Anti-cyber bullying)
- <https://www.webwise.ie/>
- <http://www.saferinternetday.ie/>
- Different Families, Same Love: Poster and lesson plans specifically aimed at preventing homophobic/transphobic bullying are available from the INTO website.
- The inclusion of LGBT posters on notice boards, discussions with parents about specific statements of welcome and respect for LGBT members of the school community and in particular; teaching the Social, Personal, Health Education (SPHE) resource *Different Families Same Love* or *All Together Now* are just *some of the ways in to* address homophobic and trans- phobic bullying.
- All Together Now: Lesson Plans from *Belong To* specifically aimed at preventing homophobic /transphobic bullying:
<https://www.belongto.org/support-for-someone-else/at-school/primary/all-together-now/>
- E-Safety talk/ presentation arranged for parents, staff and pupils in the school.
- <https://www.garda.ie/en/crime/online-child-exploitation/end-cyberbullying-online-guide.pdf>

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 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:

Reporting Bullying Behaviour

- All reports of bullying are investigated.
- All teaching and non-teaching staff report any bullying behaviour witnessed by them or mentioned to them, to the relevant teacher.

Bullying can be identified/reported in the following ways

- Reported by parents
- Reported by pupil who is experiencing bullying
- Reported by pupil (s) who has observed bullying behaviour
- Observed by staff

Investigating and Dealing with Bullying Behaviour

The relevant teacher investigates the allegation of bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end. In investigating and dealing with allegations of bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved and to restore the relationships of the parties involved (No Blame Approach).

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

Step 1: Investigating

(a) Interview both students individually outside the classroom

Incidents are investigated and interviews are conducted with sensitivity (usually outside the classroom and/or in a discreet area within the classroom, where a discrete conversation can take place).

The relevant teacher's objective is to seek answers to questions of what, where, when who, and why with a view to resolving the situation. Pupils who are not directly involved can also provide very useful information, and will be expected to assist the investigation. Children should understand there are no innocent bystanders if they remain passive where bullying is concerned – all bystanders must report bullying.

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;

- ❖ Questions to be asked when responding to those harmed include:
 - What happened?

- What were you thinking at the time?
- What have your thoughts been since?
- How has this affected you / others?
- What has been the hardest thing for you?
- ❖ Questions to be asked when responding to challenging behaviour include:
 - What happened?
 - What were you thinking at the time?
 - What have your thoughts been since?
 - Who has been affected by what you did?
 - In what way have they been affected?
 - What do you think needs to happen next?

(b) Interview any individuals /witnesses mentioned by both students outside the classroom

If a group is involved, it is normal practice to interview individually at first, after which all those involved may be met as a group where each member is asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

Step 2: Recording

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.

If it is established by the relevant teacher that bullying has occurred, s/he 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 relevant teacher must use the recording template (Appendix A) 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 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 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.

At least once in every school term, the Principal must 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 B) 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. The minutes of the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved.

All records will be maintained in accordance with School Data Protection Policy.

Step 3: Parental Involvement

If 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. The school may give the parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and how to support the pupil.

Step 4: Sanctions

We refer to our *Code of Behaviour* policy where bullying has been identified and further action is deemed necessary.

In cases, as outlined above, where bullying is found to have occurred the following procedures may take place:

- Verbal reprimand by Class Teacher & advice in relation to changing behaviour.
- Apology to relevant pupil - assurance that behaviour will not occur again.
- Referral to Principal /Deputy Principal.
- Principal / Deputy Principal & Relevant Teacher meet with parents.

Step 5: Follow-up

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 practicable.
- Any feedback received from the parties involved, their parents/guardians.

7. Programme of Support

Pupils involved in bullying behaviour may need assistance on an ongoing basis. For those with low self-esteem, opportunities are 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 pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

Pupils who have social / communication difficulties or other identified low-incidence special needs may benefit from targeted support from SEN teachers. Approaches such as the use of social stories and explicit discussion of the impact of bullying may assist these pupils in developing coping strategies to minimise the impact of bullying behaviour.

A programme of support for pupils who have been bullied / have been involved in bullying behaviour may be put into place. The following learning strategies can be used for the enhancement of each pupil's self-worth:

- Circle Time
- Discussion Books
- Social Stories
- Discrete time with a support teacher
- 'Friends for Life' programme – based on preventing anxiety and resilience building for young children (NEPS)

Some pupils may need 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. Parents can be advised by the school where to source such counselling or support services.

8. Supervision and Monitoring of Pupils

The Chairperson 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 Chairperson 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.

The Chairperson confirms that school staff will have sufficient familiarity with the school's anti bullying policy to enable them to effectively and consistently apply the policy when required. The Chairperson also ensures that temporary and substitute staff have sufficient awareness of the school's code of behaviour and its anti-bullying policy.

10. Date this policy was adopted

This policy was adopted by the Chairperson of the Board of Management on:

Date: 10th June 2024

11. Availability of this Policy

This policy has been made available to school personnel, made readily accessible to parents and pupils and provided to the Parents' Association. A copy of this policy will be made available to the Patron and the Department of Education if requested.

The Principal will report any unresolved cases of bullying to the Chairperson and to the following meeting of the Board of Management.

12. Review of this Policy

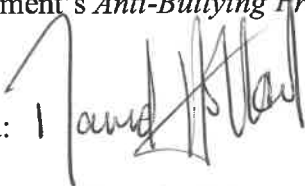
The effectiveness of the school's anti-bullying policy should be subject to continuous review in the light of incidents of bullying behaviour encountered.

This policy and its implementation will be reviewed by the Board of Management once in every school year at the Board of Management meeting preceding or following the Easter holidays. A standardised checklist will be used in undertaking the review. The school must put in place an action plan to address any areas for improvement identified by the review.

Written notification that the review has been completed will be made available to school personnel, published and made available to parents and guardians.

The policy was drawn up in consultation with the Parent's Association. The Parent's Association will be consulted at annual review time. A copy of the policy will be 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 of Education.

This review will be carried out in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedure for Primary and Post-Primary Schools*.

Signed: 

Chairperson (Board of Management)

Date: 10th June 2024

TYPES OF BULLYING

The following are some of the types of bullying behaviour that can occur amongst pupils:

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 all of the 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 the pupil 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, 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 (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.

Prejudice/Identity based bullying: Prejudice, or identity based bullying targets children and young people because of who they are or who they are perceived to be. This can be on the grounds of age, disability, gender (including gender identity), race, membership of the travelling community, religion or belief and sexual orientation. Children and young people can also be bullied for being perceived to belong to one or more of these groups, or for being associated with a member of one or more of these groups. It includes Racist, Transphobic and Homophobic Bullying.

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, 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 B 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))	4. Location of incidents (tick relevant box(es))
Pupil concerned	Playground
Other Pupil	Classroom
Parent	Corridor
Teacher	Other

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

--

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	Cyber-bullying
Damage to Property	Intimidation
Isolation/Exclusion	Malicious Gossip
Name Calling	Other (please specify)
Identity Bullying	

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

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

8. Brief Description of bullying behaviour and its impact

--

9. Details of actions taken

--

Signed: _____ (relevant teacher) Date: _____

Date submitted to Principal: _____

Date reported to Board of Management: _____



St. Louis Primary School Online Code of Conduct Contract

I will:

Talk with my parents to learn the rules for Internet use, which includes where I can go, what I can do, when I can go online, and how long I can be online (____ minutes or ____ hours).

Never give out personal information such as my home address, telephone number, my parents' work address or telephone number, credit card numbers, or the name and location of my school without my parents' permission.

Always tell my parents immediately if I see or receive anything on the Internet that makes me feel uncomfortable or threatened; this includes e-mail messages, Web sites, or even anything in the regular mail from Internet friends.

Never agree to meet anyone in person that I have met online, without my parents' permission.

Never send pictures of myself or other family members to other people through the Internet or regular mail without my parents' permission.

Never give out my Internet passwords to anyone (even my best friends) other than my parents.

Be good while online and not do anything that could hurt or anger other people or that is against the law.

Never download, install, or copy anything from disks or the Internet without proper permission.

Never do anything on the Internet that costs money without my parents' permission.

Name (Child) _____ **Date** _____

Parent or Guardian _____ **Date** _____

APPENDIX D: PROCEDURES FOR DEALING WITH BULLYING

6.8.9 School authorities must ensure that the school has clear procedures for investigating and dealing with bullying and that these are set out in the school's anti-bullying policy. The school's procedures must be consistent with the following approach:

- (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, 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 must 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) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- (vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- (viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- (ix) 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;

- (x) 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;
- (xi) 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;
- (xii) 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;
- (xiii) It may also be appropriate or helpful to ask those involved 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 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;
- (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 (see section 6.8.10 (iii));

(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