HOLY FAMILY SECONDARY SCHOOL

HFSS ANTI-BULLYING POLICY

FEBRUARY 2023

Introduction

Legal Framework: 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 Family Secondary 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 and Cineálatas: Action Plan on Bullying published in December 2022.*

HFSS Mission: Holy Family Secondary School has as its mission to promote the Christian virtues of faith, hope, love, gentleness, respect and tolerance, and to emphasise togetherness and family. We aim at all times to provide a safe, caring, inclusive learning environment for all our pupils. Toleration of bullying is contrary to this aim. We are, therefore, committed to creating an environment where bullying is neither accepted nor tolerated.

Board of Management's Recognition of the Serious Nature of Bullying: The Board of Management of Holy Family Secondary School 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:

1. 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
    - Promotes respectful relationships across the school community
2. Effective leadership
3. A school-wide approach
4. A shared understanding of what bullying is and its impact
5. Implementation of education and prevention strategies (including awareness raising measures) that-
    - Build empathy, respect and resilience in pupils
    - Explicitly address the issues of cyber-bullying and identity-based bullying including, amongst others, racial, homophobic and transphobic bullying
6. Effective supervision and monitoring of pupils
7. Supports for staff
8. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies
9. On-going evaluation of the effectiveness of the anti-bullying policy.

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Brief Definition of Bullying: Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society (*Cineáltas: Action Plan on Bullying published in December 2022*).

1. Collective Responsibility

The Board of Management, staff, pupils and parents of Holy Family Secondary School acknowledge and accept their collective responsibility to act in preventing bullying behaviour by any member of the school community. They recognise the role of the entire school community in identifying and reporting incidents of bullying and they acknowledge their own role in taking appropriate action when bullying occurs.

2. Scope

This anti-bullying policy applies to the whole school community (Board of Management, Parents Association, management, teachers, administrative staff, maintenance staff, and pupils) in their relationships with pupils. It addresses general bullying behaviour of a physical, verbal or psychological nature and includes cyber, homophobic, racial, sexual and relational bullying behaviours.

While this policy primarily addresses issues related to the bullying of pupils (i.e. situations in which one or more pupils are involved in bullying situation(s)), the policy also applies to teaching and other school staff, parents/guardians, and others insofar as measures under the policy relate to them. As an employer, the school management also complies with the requirements of the Employment Equality Acts 1998 and 2004 and, in this regard, has anti-bullying and anti-harassment policies in place for staff.

This policy applies to the following:

- School time (including break times)
- Going to and from school
- School tours/trips
- Extra-curricular activities
- Corridors
- Out-of-school incidents that have repercussions for pupils' well-being and comfort in school

3. Rationale

In acknowledgement of the changing context of our pupils' home and school life, our school community has identified the problem of bullying as a priority issue and this Anti-bullying Policy has been formulated to replace and/or update all preceding Anti-bullying Policies. It has also been formulated to comply with the legal and regulatory requirement for our school to have a written policy on bullying. It has, furthermore, been formulated to fulfil the statutory obligation of our Trustees to ensure that our Anti-bullying Policy reflects the principles and values of our school as a Catholic faith school based on the religious and educational philosophy of Pierre Bienvenu Noailles, founder of the Holy Family Order.

4. Goals/Objectives

This Anti-bullying policy sets out to achieve the following:

1. To create a school ethos which encourages pupils to disclose and discuss incidents of bullying behaviour
2. To raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, pupils, parents/guardians

3. To create a school ethos that acknowledges, accommodates and respects a diversity of pupils across the nine grounds covered by the equality legislation
4. To ensure that the school's Social, Personal and Health Education raises awareness of the factors associated with bullying behaviour and develops appropriate knowledge, skills and behaviours
5. To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation
6. To develop procedures for reporting and recording incidents of bullying behaviour
7. To develop procedures for investigating and dealing with incidents of bullying behaviour
8. To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour
9. To work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour

5. **Further Definition of Bullying and Identification of the Types of Behaviour Involved**
   (*Cineálatas: Action Plan on Bullying published in December 2022*).

What is bullying behaviour?
Building on many years of international research, the core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among children and young people. Alleged incidents of bullying are however often complex and must be considered on a case by case basis.

There are many different methods of bullying behaviour including physical, verbal and relational forms, and it can take place online and offline. There are also many different motives for bullying behaviour which can be understood on an individual level (for example desire for dominance, status, revenge) and/or on a societal level (for example identity based bullying such as racist, disablist, sexist or LGBTQ+ bullying). Bullying behaviour in schools is often strongly influenced by attitudes, behaviours, norms and power dynamics that are deeply engrained in our society.

The core elements of the definition are further described below:

A. Targeted behaviour
   Bullying is deliberate, unwanted behaviour that causes harm to others, and where the child or young person displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example personal injury, damage to or loss of property), social (for example withdrawal, loneliness, exclusion) and/or emotional (for example low self esteem, depression, anxiety) and can have a serious and long term negative impact on the child or young person experiencing the bullying behaviour. If the repeated harm is real for the child or young person experiencing the behaviour but unintended by the other child or young person, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

B. Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying, but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online which is highly likely to be reposted or shared with others can however be seen as bullying behaviour.

C. Imbalance of power

In incidents of bullying, the child or young person experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted person to remove offensive online material or escape the bullying

6. Identification of Strategies to Prevent Bullying Behaviour

Every member of our school community is entitled to respect and to be free of any type of bullying. We acknowledge that we must work proactively to ensure that bullying does not take place and we value techniques based on positive motivation and recognition in modifying behaviour. We have identified the following preventative actions and strategies:

The anti-bullying education and prevention strategies that will be used in the school include the following:

Strategy 6.1: Publishing and Publicising an Anti-Bullying Charter

Strategy 6.2: Supervision and Monitoring

Strategy 6.3: Inclusion in the Curriculum

Strategy 6.4: Involving Parents/Guardians and the Wider Community

Strategy 6.5: Good Friend Week /Respect Week/Anti Bullying Week

Strategy 6.6 Anti-Bullying Ambassador Team

Strategy 6.7 Anti Bullying Coordinator

Strategy 6.1: Publishing and Publicising an Anti-Bullying Charter

We have formulated an Anti-Bullying Charter (or Code) as part of our Anti-Bullying Policy and as part of our School Plan and Code of Positive Behaviour. This Anti-Bullying Charter was formulated primarily by the pupils and teaching staff and it will be displayed in all classrooms and in other prominent areas of the school.

The Charter will be promoted

- through focus activities (Respect week, poster competitions etc)
- through the Parents' Association, at Parent/Teacher meetings, Open/Information Evenings
- through the SRC
- through school journals, teacher handbooks, on the school website and in school publications

The Charter sets down the following:

- What the school is doing to prevent bullying behaviour
- What pupils can do
- What parents can do
- What teachers and other school staff can do
- Who to contact in the event of a problem
- How incidents are handled.

Strategy 6.2: Supervision and Monitoring

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.

In order to minimise bullying behaviours, we have identified the following areas in the school which need to be supervised and monitored very closely:

1) Locker Areas, 2) corridors, 3) toilets, 4) classrooms, 5) computer room, 6) dining area, 7) assembly hall

The following are examples of the supervision and monitoring measures that have been put in place:

- DES Substitution & Supervision roster ensures that the locker areas, corridors, toilets and all common areas of the school are supervised before and after school and during break and lunch times
- Maintenance staff supervise along with teaching staff in the dining area at lunch time
- Senior prefects have their lockers in each of the junior locker areas and assist in supervision and monitoring of 1st year pupils
- The Senior Prefects supervise 1st year pupils in their lunch-time classrooms
- Caretaking and maintenance staff are asked to be vigilant in relation to bullying and to report to the school management any bullying behaviours that they observe
- Every subject teacher ensures that bullying behaviours are not tolerated in the classroom
- Class tutors communicate regularly with their class groups at TUTOR TIME and encourage pupils to tell if bullying is happening in their classes
- Year heads are vigilant in relation to bullying
- All pupil support/care structures are active and proactive in keeping alive the message that bullying is not acceptable in our school (subject teachers, class tutors, year heads, assistant principals, deputy principal, principal, SPHE, Guidance, RE, CSPE, Special Education Teachers).
- Senior pupils have a role to play in reporting incidents of bullying, in encouraging junior pupils who might be frightened to report incidents of bullying.
- The SRC has a role in reporting incidents of bullying
- HFY buddy system: HFY 1 (5th yrs.) support first years, help supervise in dining and lockers area up to Oct mid-term break to assist with transition to secondary school. They help with induction of and organise bonding activities for 1st yrs. during the year. HFY 2 (6th years) some students volunteer to continue HFY activities. They help with 2nd year's day of reflection.
- In accordance with our ICT policy, pupils may not use the computer rooms without a teacher being present
- The school has an OFF and AWAY mobile phoned and electronic devices policy.
- Pupils may only use approved class accounts for email purposes and may only use these under supervision by, or permission from, a teacher

- Pupils are instructed to access only those chat rooms, discussion forums and messaging or other electronic communication forums that have been approved by the school
- We regularly review our IAU Policy to ensure that it remains relevant and appropriate in the light of new technology
- We have an 'OFF and AWAY' system for personal electronic equipment e.g. mobile phones, iPods, iPads etc. All must be switched off and put away out of sight during the school day and on school grounds.

Strategy 6.3: Inclusion in the Curriculum

Cross-curricular approach: All areas of the school curriculum provide many opportunities to educate pupils in relation to bullying. Particularly relevant programmes such as the SPHE, RSE, RE, CSPE and G&C incorporate bullying information and learning. The informal school curriculum, e.g. extra-curricular activities, may also assist in raising awareness of the unacceptable nature of bullying behaviour and/or may incorporate a focus on promoting equality and affirming diversity.

SPHE and Wellbeing: The Junior Cycle curriculum provides pupils 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 SPHE. The Senior Cycle SPHE curriculum also deals with issues related to bullying, including dealing with abusive behaviour and understanding the effects of homophobic bullying.

Positive Recognition & Acceptance of Difference: A positive reinforcement of good behaviour is encouraged through our positive recognition system operated through school journals. Some of our initiatives include our Good Friend Week held each January; Seachtain na Gaeilge when we celebrate who we are and actively counteract any form of identity-based bullying; when we focus on providing information and assisting all pupils to be tolerant and accepting, to stand up for each other, to embrace difference.

Strategy 6.4: Involving Parents/Guardians and the Wider Community

Our Holy Family community includes the parents/guardians of our pupils. Through our Parent Association and parent representation on our Board of Management, our parents have been actively involved in the development of this policy document.

Our Parents Association will actively raise awareness of the issue of bullying by means of occasional workshops and/or talks for parents. Our Parents Association will play an active role in advising parents on the issue of bullying and of informing them of helpful publications/websites on, for example, how to handle situations in which a young person is being bullied via mobile phone (*A Parent's Guide to Mobile Phones* – NCTE website http://www.watchyourspace.ie).

Our school will encourage communication/links with those members of the wider community who come into regular contact with the school's pupils so as to minimise any bullying behaviours that might arise. These members of the wider community may include: 1) School bus drivers, 2) School traffic wardens, 3) Local shopkeepers/lunch venues, 4) Community youth workers, 5) Gardai, 6) Sports club personnel

Strategy 6.5: Respect Week

We view the holding of an annual Respect Week as being a core strategy central to the implementation of whole school support for bullying prevention. A core principle of Respect Week is that it should involve all members of the school community, not just a few selected classes and teachers.

Strategy 6.6 Anti-Bullying Ambassador Team

A Team of two Students from each Year Group is formed in September and meets regularly during the year. The Team is involved in the annual review of the HFSS anti-bullying policy, with planning for anti-bullying weeks and safer internet day. They act as a student voice and may suggest new initiatives.

Strategy 6.7 Anti Bullying Coordinator

An AP1 post holder has responsibility for Anti-Bullying. They review the HFSS anti-bullying policy annually, lead the Anti-Bullying Ambassador Team and work alongside Year Heads and SLT when bullying incidents occur to implement the HFSS code of behaviour

7. Identification of the Steps to be Taken in Dealing with Bullying Incidents

A victim's silence is the greatest weapon of the person engaged in bullying behaviour. Any pupil who feels she is the victim of bullying should report the matter to any member of the school staff or to her parents. Pupils should never suffer in silence. Any pupil who is witness to, has knowledge of, or is involved in a bullying incident, should report the matter. All reports of bullying, no matter how trivial, will be recorded, investigated and dealt with by teachers. In that way, pupils will gain confidence in telling which is of vital importance in the prevention of bullying behaviours.

Who to tell?

Reports may typically be made to: another pupil, a parent, any staff member with whom the pupil feels comfortable, a member of the Care Team, class tutor or year head, principal or deputy principal.

Class tutor: Our school has a strong pastoral care system in place, and reports of all incidents will usually be filtered through the class tutor, who is the primary person for pastoral care of the pupil in her/his form class.

How to tell?

A number of methods to report an incident of suspected or alleged bullying may be used. These methods may include:

- Making a direct approach to a teacher at an appropriate time, e.g. after class
- Handing a note up with homework
- Making a phone call to the school or to a trusted teacher in the school
- Handing a note to the tutor
- Getting a parent or friend to tell on your behalf
- Filling in a confidential questionnaire administered by the school, e.g. in context of Respect Week or at other times during the school year

The relevant teachers for investigating and dealing with bullying are all teachers following the procedures outlined below. In Holy Family Secondary School, the Year Heads and Anti-bullying coordinator play a particularly important and ongoing role in the process as outlined in HFSS Procedures for Investigating and Resolving Bullying.

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 outlined in HFSS Procedures for Investigating and Resolving Bullying.

The school's programme of support for working with pupils affected by bullying is outlined in HFSS Procedures for Investigating and Resolving Bullying.

Links to related school policies
This Anti-Bullying Policy is a central school policy. It conforms to our school ethos and strengthens it. Other relevant school policies will be reviewed to ensure that they are consistent with this Anti-Bullying Policy. The following policies may be among those considered for review: Code of Positive Behaviour, Child Protection, Equality, Internet Safety: Acceptable Use Policy, Health and Safety, Supervision and Substitution, Critical Incident Policy, SPHE/RSE, Guidance and Counselling, Attendance, Admissions, Induction for new staff and pupils, Dignity in the Workplace, Pastoral Care Protocols.

8. Implementation Arrangements, Roles and Responsibilities
At the beginning of each school year, the Pastoral Care Team review, evaluate, amend and relaunch HFSS Anti-Bullying Policy; to monitor the implementation of the policy; to ensure that the Anti-Bullying Charter is placed in all classrooms and in other appropriate areas of the school; to oversee the smooth running of Respect Week; to decide on new initiatives to promote positive, respectful behaviour in our school; to provide/arrange CPD for the whole staff in relation to the prevention of bullying; to undertake, in consultation with the principal, other tasks in relation to bullying prevention. **This team will monitor the school's education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including, in particular, racial, homophobic and transphobic bullying).**

The Principal makes an Anti-Bullying Report to the Board of Management at each of their scheduled meetings throughout the school year.

9. Reviewing and Evaluating the Policy
This policy and its implementation will be reviewed by the Board of Management once in every school year. Notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent Association. A record of the review and its outcome will be made available, if requested, to the patron and to the Department of Education and Skills.

The ongoing review and evaluation of this policy will take cognisance of changing information or guidelines (e.g. from the Department of Education and Skills or the NEWB), legislation and feedback from parents/guardians, pupils, teachers and others. The policy will be revised as necessary in the light of such review and evaluation and within the framework of school planning.

Identification of some practical indicators to gauge the effectiveness of this policy: Pupils, staff and parents/guardians are aware of the policy e.g. through prominent display of the Anti-Bullying Code in the school; practical action has been taken to prevent bullying; initiatives have been taken to promote equality and affirm diversity; procedures for recording, investigating and dealing with incidents reported have been implemented; the number of incidents addressed annually is calculated; positive feedback is received from pupils, parents/guardians and staff in relation to the anti-bullying policy and its implementation; bullying behaviour has reduced (indicators developed here may examine reductions in particular types of bullying behaviour specifically targeted under the policy, such as homophobic or cyber-bullying).

Some supports for the process of review and evaluation: a confidential survey of pupils and staff; feedback from pupil council or pupil body, buddies, prefects; observation of behaviour in classrooms, corridors, school grounds; parental feedback, including at parent/teacher meetings, from Parents Association; a comment/suggestion box.

10. Communication and Ratification

Following ratification of this Anti-Bullying Policy by Holy Family Board of Management, it will then be:

- Circulated within the school community (in hard copy and on the school website); to the staff, parents and pupils of the school
- The entire staff must be familiar with the policy and ready to put it into practice
- It is important that all concerned are made aware of any changes implied in curriculum delivery, school rules, sanctions and code of positive behaviour
- Parents/guardians should be informed of the Anti-Bullying Policy from the time of enrolment of the pupil *(See Appendix C for Anti-Bullying Agreement at Induction to School)*
- Parents/guardians and, if appropriate, pupils over 18 years, may be asked to sign a statement that they have read the policy and agree to be bound by it
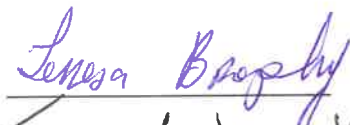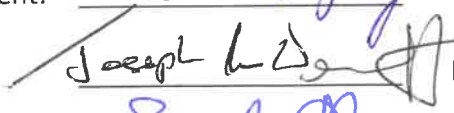
This policy replaces all earlier HFSS Anti-Bullying Policies.

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 Family Secondary 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 2013 *Anti-Bullying Procedures for Primary and Post-Primary School and Cineáltas: Action Plan on Bullying published in December 2022.*

This policy was ratified by the Board of Management on 9th February 2023

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 of Education and Skills and to the patron if requested.

The Principal makes an Anti-Bullying Report to the Board of Management at each of their scheduled meetings throughout the school year.

Signature of Chairperson, Board of Management: _Teresa Brophy_ Date: _9/2/2023_

Signature of Diocesan Representative: _Joseph L Dg_ Date: _9/2/2023_

Signature of Principal: _____ Date: _9/2/2023_

Appendix

1. Holy Family Anti-Bullying Charter
2. Procedures for Investigating and Resolving Bullying
3. Practical Tips for Building a Positive School Culture & Climate
4. Pupil Incident Record Form
5. Teacher Incident Record Form
6. Restorative Practice Evaluation form
7. Anti-Bullying report Form A (For Year Heads and Senior Management)
8. Anti- Bullying report Form B (For Senior Management)
9. Anti-Bullying Agreement

Holy Family Anti-Bullying Charter

Holy Family Secondary School has the responsibility to provide a safe, secure, caring, inclusive learning environment for all our pupils. In our school, pupils should, at all times, be free from fear, intimidation and any form of bullying.

Right — **YOU have the right to be safe in our school**

Responsibility — **YOU have a responsibility to make our school a safe and secure place for others**

We say a pupil is being bullied, when another pupil, or group of pupils, repeatedly says nasty and unpleasant things. It is also bullying when, for example, a pupil is hit, pushed, threatened, mocked repeatedly; sent nasty notes, messages, texts or emails; or is intentionally ignored or excluded; or when, for example, inappropriate comments are made about someone verbally, through text messages or on social media apps or social media networking sites.

We want Holy Family Secondary School to be a place where:
- Pupils, Teachers and Parents treat each other fairly, with kindness and respect
- Bullying behaviour is not tolerated
- Pupils feel safe and are able to report bullying without being afraid.
- We RESPECT each other.

Holy Family Secondary School helps to stop bullying by having:
- An Anti-Bullying Policy and Anti-Bullying Staff Advisory Team
- An Annual Respect Week, Good Friend Week, Anti-Bullying Week, Inclusion Week
- An SPHE curriculum and weekly timetabled SPHE classes for all.
- A Code of Positive Behaviour and clear procedures for dealing with incidents of bullying

Pupils help to stop bullying by:
- Reporting incidents of bullying to someone – another pupil, a parent, a teacher, class tutor, year head, deputy principal, principal
- Treating all other pupils fairly, and with kindness and RESPECT.

Parents help to stop bullying by:
- Communicating to your daughter the expectation that she treats all other pupils fairly, with kindness and respect
- Engage with your daughter on all aspects of school life
- Monitoring carefully your daughter's use of mobile phone, internet and social media

Bullying causes hurt and unhappiness.
Holy Family Secondary School does not tolerate bullying.
WE DEAL SERIOUSLY WITH BULLYING IN OUR SCHOOL

Procedures for Investigating and Resolving allegations of Bullying

(For display with Charter in every classroom and in prominent areas of the school)

1. INITIAL REPORTING (Stage 1)

Action taken by	Procedure	Support and/or sanction *may* include
Subject teacher, tutor, or any teacher who becomes aware of incident(s) Member of the Pastoral Care & Wellbeing Team may be involved If the teacher feels that she/he can resolve the situation	Challenge the behaviour as being unacceptable. Speak to pupils and try to resolve the issue using the Restorative Approach School follows up.	Serious talk with pupil(s) re effects of their behaviour Verbal warning. Pupil/s involved warned to stop. Seek verbal agreement re future behaviour. Outline a fair outcome *if appropriate:* E.g. an apology, return of property etc. Support for those involved.

2. Subsequent report /disclosure (Stage Two)

Action taken by	Procedure	Support and/or sanction *may* include
The Anti-Bullying Coordinator . The Positive Behaviour Team may be involved.	Incident investigated by the Year Head and or Anti-Bullying Coordinator using Restorative Approach Deputy Principal/Principal informed Both sets of parents informed Written record kept Anti-Bullying Coordinator will refer to counselling	Serious talk with the pupil re: behaviour and future behaviour Sign written agreement re future behaviour Parents/Guardians sign written agreement re future behaviour Speak with school counsellor Detention /other agreed sanction from school's Code of Positive Behaviour Monitor future behaviour Support for those involved Bullying Report to Board of Management

3. Where bullying behaviour persists / serious incident of bullying (Stage Three)

Action taken by	Procedure	Support and/or sanction *may* include
Principal or Deputy Principal involved Year Head and Anti-Bullying Coordinator Positive Behaviour Group may be involved. The incident will be referred to the Board of Management by the Principal	Parents and pupil meet with Principal / Deputy Principal Use Restorative Approach Feedback to Year Head Written records kept. Follow up progress.	Detention / Suspension / other agreed sanction from school's Code of positive behaviour Parent(s) are met and conditions set regarding pupil's future behaviour Counselling offered /Referral to child psychologist/ Garda Juvenile Liaison Officer Contact with other support agencies e.g. re anger management The future of the pupil in the school may be considered Support for those involved. Students and Parents may be requested to meet with the Board of Management. \

Pupil Incident Record Form

(To be filled out by pupil who has been involved in or is aware of incident)

Name of Pupil: **Class:**

Details of Incident

(If you have more to write than fits below, then please continue your report on the back of this Form.)

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Signature of Pupil: _____ **Date:** _____ **Time:** _____

Teacher's use only

Signature of Teacher: _____ **Date:** _____ **Time:** _____
(to whom this incident has been reported):

Teacher Incident Record Form

(To be filled out by teacher who has become aware of alleged incident(s) of bullying

Name of Pupil: _____   **Class:** _____

Details of Incident: *(If you have more to write than fits below, then please continue your report on the back of this Form.)*

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Signature of Teacher: _____   **Date:** _____**Time:** _____

Teacher's use only

Signature: _____   **Date:** _____**Time:** _____
(to whom this incident has been reported):

Restorative Evaluation Form

Circle ☐   Name of Facilitator: _____

Meeting ☐   Co-Facilitator: _____

Conference ☐   Date: _____

Purpose:

_____

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_____

Name of Participants: _____   Class Group: _____

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Was the process explained to participants?   Yes ☐   No ☐

Was the process voluntary?   Yes ☐   No ☐

Were the restorative questions asked?   Yes ☐   No ☐

Agreed outcomes:

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Signed: _____   Date: _____

Report A	**HOLY FAMILY SECONDARY SCHOOL, NEWBRIDGE**

REPORT OF BULLYING BEHAVIOUR
Key Document: Anti Bullying Policy & HFSS Code of Behaviour

Name: _____   **Class:** _____

Name and Classes of pupil(s) engaged in alleged bullying behaviour

Name/s:
Class/es:
Date: _____   Time: _____

Source of Bullying Concern/Report:

Pupil Concern	
Other Pupil	
Parent	
Teacher	
Other	

Location of Incidents:

Locker Area	
Classroom	
Corridor	
Recreation area	
Other	

Name of Person(s) who reported the bullying concern:

Type of Bullying Behaviour:

Physical Aggression		Cyber-Bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name calling		Racial/Xenophobia/Identity	
Homophobic bullying		Other	

If other, specify: _____

Brief description of bullying behaviour and impact:

Action to be taken:

Stage 1		Stage 2		Stage 3	

Signed: _____   Date: _____

School role: _____

HOLY FAMILY SECONDARY SCHOOL, NEWBRID(
SUBSEQUENT REPORT OF BULLYING BEHAVIOUR
Key Document: Anti Bullying Policy & HFSS Code of Behaviou

Student's Name: _____ **Class:** _____

Brief description of Initial Report (Report A): Refer to Anti Bullying Policy

Action taken:

Action	Notes

Support and/or Sanction:

Signed: _____Date of Report: _____
School role: _____

Follow up:

Signed: _____ Date: _____
School role: _____

Anti-Bullying Agreement

Holy Family Secondary School

Pupil Name: _____ **Year:** _____

BULLYING IS UNACCEPTABLE AND WILL NOT BE TOLERATED IN HOLY FAMILY SECONDARY SCHOOL

I understand that
- A record of incidents will be kept

- Procedures as described in our Anti-Bullying Policy will be followed

- Everyone involved in bullying will receive help

- Pupils who persistently bully may be suspended

I must not:

- Hurt another person physically or emotionally
- Threaten or intimidate
- Deliberately exclude or isolate

I have read and I understand the 'Procedures for Investigating and Resolving Bullying'. I am aware that I may obtain a copy of the 'Anti-Bullying Policy for Holy Family Secondary School' in the school office or I may download it from the school website.

Pupil Signature: _____ Date : _____

Parent Signature: _____ Date : _____

School Signature/Stamp: _____

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A useful framework for dealing with bullying behaviour is offered by the concept of Restorative, as opposed to Retributive Justice. The 'restorative' approach contrasts with the traditional model of apportioning blame and

Retributive Justice

1. Misdemeanour defined as violation of school rules.

2. Focus on establishing blame, on guilt, on the past. *(Did you do it?)*

3. Adversarial relationship and process Punishment to deter/prevent.

4. Accountability defined as taking punishment, deciding to put things right

5. Conflict seen as individual v. School

Adapted by Hopkins (2002).

Restorative Justice

1. Misdemeanour defined as violation of one person's rights by another.

2. Focus on problem-solving by expressing feelings and needs first, and then how to meet those needs.

3. Dialogue and negotiation. Everyone involved listening to each other. Restitution. Reconciliation and restoration as goal.

4. Accountability defined as understanding the impact of the action, and making reparation.

5. Misdemeanours recognised as interpersonal conflicts. Value of conflict as potential opportunity for learning recognised.