Scoil an Chlochair NS
Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Scoil an Chlochair NS, Kilbeggan has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* 2024.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated. Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule. As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a part to play in the school community, regardless of difference.

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 and can have lasting effects on the the child experiencing the behaviour.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour

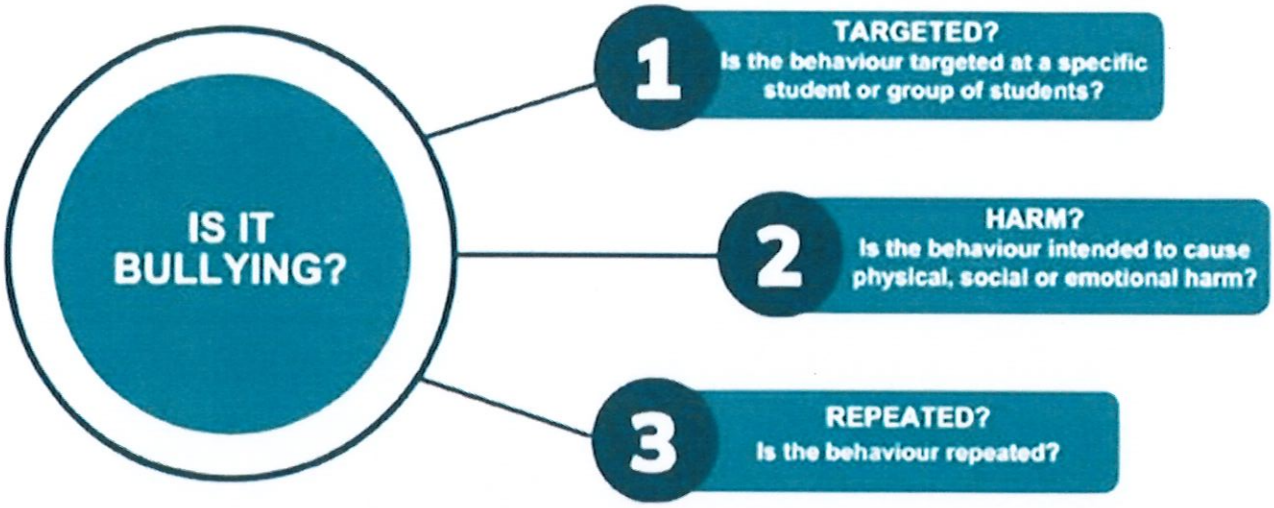
The harm can be:

➢ Physical (eg: personal injury, damage to or loss of property)

➢ Social: (eg: withdrawal, loneliness, exclusion)

➢ Emotional: (eg: low self-esteem, depression, anxiety)

• A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.



If the answer to each of the questions is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

If the answer to any of the questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Behaviour that is not bullying behaviour:

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but importantly, must be addressed under the school 's code of behaviour.
- Some students with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Types of Bullying:

There are many different types of bullying behaviour.
These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be: Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, sixe, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats

Bullying can be: Indirect:

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

Online bullying behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.

- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

Outside School

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	10th of March 2025	Half Day Closure: Staff provided with the opportunity to discuss the new Bi Cinealta action plan and stemming from this discussion, staff were informed of the important points in dealing with an incidence or report of bullying. Staff given time to discuss and relay feedback. At the end of the day a google form questionnaire was sent out to all staff members (See Appendix A)All data was analysed prior to writing the policy. Their wording, examples and suggestions were all taken into account when drafting this Policy.
	May 2025	Sharing of draft policy with staff to discuss consult and make any amendment.
	June 2025	Final amendments made to the policy before ratification.
Students	Week of the 18th of March 2025	Every class teacher used the week to give individual questionnaires to the children from junior infants to 6th class. (See Appendix B) All data was analysed by class teacher and logged on Rushfiles. Students were given a questionnaire to seek their input in developing an Anti-Bullying policy in Child Friendly Format – their wording, examples and suggestions were all taken into account when drafting this Policy.
	Thursday the 20th of March 2025	Student Council were consulted on the Bí Cineálta child friendly policy and what should be included.
	Monday the 24th of March 2025	Bí Cineálta booklets were sent home to every household (See Appendix C). This involved the parents reading information with their children about the definition of bullying and ways to support the children. The purpose was to ensure that everyone has a clear understanding of what bullying is/isn't. They were signed by both the parents/guardians and the children, returned to the school and logged in the

		children's personal school files.
	May 22nd 2025	After consultation with all classes, the student council decided on the final draft of the Child Friendly Policy and it was formed using the children's art work and phrases.
	30th May 2025	The child friendly policy was shown to all pupils at assembly before going to the BOM.
Parents	Friday the 7th of March 2025	Google form questionnaires were sent out to all parents in the school. (See Appendix D). All data was analysed prior to writing the policy.
	Monday the 24th of March	Bí Cineálta booklets were sent home to every household (See Appendix C). This involved the parents reading information with their children about the definition of bullying and ways to support the children. The purpose was to ensure that everyone has a clear understanding of what bullying is/isn't. They were signed by both the parents/guardians and the children, returned to the school and logged in the children's personal school files.
	Parent's Association Meeting 8th April 2025	The Parents Association were consulted on the procedures by the principal at the PA meeting.
	Parent Association Focus Group Meeting 29th May 2025	Bí Cineálta policy draft shared with parent body and parent association for feedback before ratification in June.
	11th June 2025	Aladdin message sent to all parents/guardians with a link to the ratified policy and directions as to where the policy can be accessed on the school website.
Board of Management	BOM meeting 10th June 2025	Bí Cineálta policy was ratified by the BOM and a date was set for review.
Wider school community as appropriate, for example, bus drivers	Secretary, Caretaker and Cleaners meeting on Tuesday the 1st of April at 3:15pm.	Meeting with two cleaners and caretaker on the Bí Cineálta procedures. They were consulted on the procedures and offered their feedback orally.
Date policy was approved:	1st July 2025	
Date policy was last reviewed:	24th June 2026.	

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

Culture and Environment: We strive to:

• Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.

• Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.

• Support the idea that our school is a telling environment.

• Promote the concept of a trusted adult – stay safe linkage – who to tell.

• Create safe spaces in our school building and yards – visibility

• Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect.

• Encourage a sense of belonging with ownership over their own space through art and creativity.

• Create 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

Ways in which we work to achieve these goals are as follows:

• Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed on the Staff Room notice board for ease of access also.

• Anti Bullying week activities such as Random acts of Kindness homework, Poster making, slogan making, etc

• Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.

• Parents receive information at times regarding useful information on Anti-Bullying.

• Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.

• Effective supervision and monitoring of pupils.

• Class and School Charter development as well as notice board to promote kindness and build responsibility amongst pupils

Curriculum (Teaching and Learning) We strive to:

• Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.

• Display a shared understanding of what bullying is and its impact.

Ways in which we work to achieve this:

• Teach SPHE and RSE content which fosters student's well-being and self confidence as well as promoting personal responsibility for their own behaviours and actions.

• Model respectful behaviour towards colleagues, pupils and visitors in our school environment.

• Curricular and Extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.

• Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.

• Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events.

• 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.

• 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

Policy and Planning

The aim of Scoil an Chlochair National School's Bí Cineálta policy is

• To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.

• To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.

• To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.

• To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.

• To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.

• To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.

- The Acceptable Use Policy, Supervision Policy, Wellbeing policy, Special Education Policy and Code of Behaviour all support the implementation of the Bí Cineálta policy.
- Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all middle management focused on supporting the

implementation of this policy.

Relationships and Partnerships

• Interpersonal connections are supported through a range of formal and informal structures such as our parents' association, our various and multiple student committees and groups.

• Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.

• Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.

• Speaker-Paula O'Connor speaks to the senior children regarding online safety and internet use.

• Class and School Charter development as well as notice board to promote kindness and build responsibility amongst pupils

• Encouraging peer mentoring and peer support

• Supporting active participation of students in school life and active participation of parents in school life also.

• Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur

• Restorative Practice is a practice used in the school. staff have received training and will be getting a refresher with Michelle Stowe in September 2025.

• Nurture Training with Susan Gibney-Staff are being trained in Nurture and this will be implemented throughout the school in September 2025.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Preventing Cyber Bullying, Homophobic/Transphobic bullying, Racist bullying, Preventing sexual harassment.

In addition to above mentioned strategies, the school has the following in place to prevent and address bullying:

- Staff at all times endeavour to encourage pupils to show respect for all.
- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Digital Learning Plan includes learning about responsible online behaviour and digital citizenship. AUP also developed for technology in our school.
- The school's anti-bullying policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded on Aladdin using the template for this.
- School wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.

Children friendly Policy is visible all over the school.

- Involvement of pupils in contributing to a safe school environment e.g. Kindness/ anti-bullying week, Achievement and Wellbeing week and other activities that can help to pupils and encourage a culture of peer respect and support

• Ensuring that pupils know who to tell and how to tell.

• Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

• Refer to appropriate online behaviour when using devices and in SPHE lessons.

• Promote online safety events or material for parents

• The listing of supports currently being used in the school and the identification of other supports available to the school e.g. www.tacklebullying.ie, www.antibullyingcentre.ie>fuse, www.webwise.ie

• Shared folder of resources for teaching of bullying including lessons from above websites – shared on Rushfiles for all teachers to access.

• Challenge gender- stereotypes – equal participation of all. Equal recognition.

• Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.

• Foster a culture where diversity is celebrated and students "see themselves" in the school environment.

• Ensuring the library has material with reflects our diverse school population from different national, ethnic and cultural backgrounds.

• Modelling of respectful behaviour by staff of all irrespective of sex.

• Ensuring all students have the same opportunities to engage in school activities irrespective of sex.

• Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy - See Code of Behaviour

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:

• The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form on Aladdin

• The DDLP will follow up after twenty days to investigate if bullying has ceased.

• All staff will be vigilant to bullying behaviour.

• Principal will inform Board of Management of incidences of Bullying.

• Deputy principal /SENCO

• Assistant Principal 2 Anti- Bullying Policy co-ordinator is available to provide up to date information and supports if needed to assist class teacher in addressing concern

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When bullying behaviour occurs, the school will:

> ensure that the student experiencing bullying behaviour is heard and reassured

> seek to ensure the privacy of those involved

> conduct all conversations with sensitivity

> consider the age and ability of those involved

> listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation

> take action in a timely manner

> inform parents of those involved

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there is literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

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:

Recording

a. While all reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

b. If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.

c. The 'Relevant Teacher(s)' must record the bullying incident on the school information management system (Aladdin) by adding an Alleged Bullying Behaviour Report to the relevant pupil's file which will be visible on files on all other pupils named. The 'Relevant Teacher' must inform the Principal.

Investigating

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). With this in mind the school's procedures are as follows:

- In investigating and dealing with bullying the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred,

what type if it has and how best the situation might be resolved.

- All reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. 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 instances of bullying they are not considered to be telling tales but are behaving responsibly.

- Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidences of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.

- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

- On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour.

- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.

- When analyzing incidents of bullying behaviour the 'Relevant Teacher(s)' should seek answers to questions of **what, where, who, when 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 the 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.

- Where the 'Relevant Teacher(s)' has/have 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 perspective of the pupil being bullied.

- Where bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta policy.

- The "Relevant Teacher" does not apportion blame but should make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. S/he emphasizes that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.

- When an investigation is completed and/or a bullying situation is resolved the "Relevant Teacher" will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This may be recorded on Aladdin under the Bí Cineálta tab, and uploading a file "Alleged Bullying Behaviour Report".

Follow Up

- The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention. Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour.

- If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased. Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using the strategies to deal with inappropriate behaviour as provided for within the school's **Code of Behaviour.**

- Such sanctions will be proportionate to the seriousness of the bullying behaviour. It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required that this is a private matter between the pupil being disciplined, his or her parents and the school.

- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred to the school's complaints procedure.

- 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 rights to make a complaint to the Ombudsman for Children.

- The School will maintain care for the victim over time. This will be done by speaking to the child a number of weeks after the incident to check on their continuing welfare. The child's parents will also be consulted.

- If a child makes a report of bullying, but asks that nothing is to be done about it, the relevant teacher will support the child appropriately to explore how it will be handled sensitively and how parents may be notified. If a parent does so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

• Supporting Bullied pupils:

- Ending the bullying behaviour,

- Fostering respect for bullied pupils and all pupils,

- Fostering greater empathy towards and support for bullied pupils,

- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes,

- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,

- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

• **Supporting Bullying pupils:**

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

It was adopted on the 1st of July 2025 and reviewed on the 30th of June 2026.

Signed: G. Fennell

(Chairperson of Board of Management)

Date: 24/6/26

Signed: Brenda Dale

(Principal)

Date: 24/6/26