

St Brendans BNS

McAuley Rd

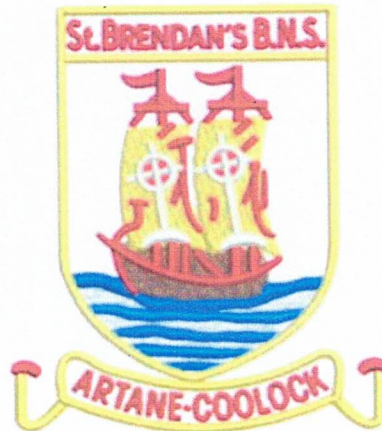
Artane, Dublin 5



Learning for all, Respect for all



Bí Cineálta Policy



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St. Brendan's BNS 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. Ireland ratified the United Nations (UN) Convention on the Rights of the Child¹ in September 1992. In doing this we committed to promote, protect and fulfil the rights of children. Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30)

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.

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.
- The St. Brendan's BÍ Cineálta policy sets out how how our school community prevents and addresses bullying behaviour. Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are clearly set out within our school's Code of Behaviour.

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 bullying behaviour has an impact in school, schools are required to support students involved. Where bullying behaviour continues in school, St. Brendan's will deal with it in accordance with our BÍ Cineálta policy.

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, sex, 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, e- mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This can include:

- Sending or sharing insulting, 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.

In St. Brendan's we promote Digital Citizenship throughout the school which aims to equip pupils with the skills to navigate the online world responsibly and safely but this needs to be in partnership with the work that is done in the home.

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	19 th November 2024	Principal Siobhán Flynn and Elaine Maguire attended training on Bí Cineálta guidelines. Date set for half-day training.
	26 th March 2025	Half-day training. Elaine Maguire presented new guidelines to staff and all staff took part in a group carousel activity to discuss preventative strategies. These were included in this policy. 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
	7 th May 2025:	Staff Meeting. Sharing of draft policy with staff to discuss / consult and make any amendments. Staff given time to discuss and relay feedback.
Students	October / November	Pupils completed a student-friendly Bí

	2022: March 2025: April 2025: May 2025:	Cineálta policy. This was signed by all pupils and kept in their file. Members of Student Council were consulted to seek their input in updating our Bí Cineálta policy in Child Friendly Format – their wording, examples and suggestions were all taken into account when drafting this Policy. During our Digital Wellbeing Week, all students completed a survey about bullying and the school's current practice. Received ISPCC Shield Status Based on consultations with members of Student Council a two-page policy created using Canva. Student Council to review the updated child-friendly policy and make any amendments if necessary. Policy will then be distributed to all pupils and they will be asked to sign this with their parents / guardians. Policy will then be displayed on school website.
Parents	October 2022 November 2022 February 2025	Feedback sought from parents and children in formation of a Child Friendly Bí Cineálta policy. Policy created with this information and sent out to parents/children to review together with information on same in terms of how to contact the school if needed. Survey sent out to parents in relation to

	June 2025	anti-bullying to gather information on their thoughts on current practice within the school. Bi Cinealta policy draft shared with parent body and parent association for feedback. Draft policy brought to BOM meeting and shared with board members (19/06/25)
Board of Management	November to May 2024 / 2025	Review new policy draft – leading to consultation and final ratification after amendments made where necessary.
Date policy was approved: 11/9/25 .		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

1. Culture and Environment

We strive to:

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour is taken.
- 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;

Preventative strategies

In developing the 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 our school in a real way.

Our school environment is a living example of BÍ Cineálta

- **Disability and Difference Awareness:** Promoting understanding and respect.
- **Increased Supervision:** Yard, bathrooms, and identified areas.
- **Yard Systems:**
 - Supervision on Yard
 - Yard Monitors
 - Yard Stations (e.g., Lego, reading corners)
- **Friendship and Wellbeing Weeks:** Celebrating community and resilience.
- **Buddy System:** Leadership opportunities for pupils.
- **Student Council:** Student voice and leadership.
- **Acknowledgement and Praise:** Public celebration of positive behaviour.
- **End of year awards ceremony:** Public celebration of effort and hard work.
- **Telling School:** Safe culture of reporting.

- **Check-in Circle:** Daily class wellbeing check-ins.
- **Morning Greeting:** Positive start to every day
- **Stay safe and SPHE lessons** focus on positive behaviour from part of curricular content in all classes.

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 our board of management and staff meetings.

2. Curriculum (teaching and learning)

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 further 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.

We strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Use a variety of approaches that integrate wellbeing and kindness across learning.
- Display a shared understanding of bullying and its impact.

Preventative strategies include:

- **SPHE Curriculum:** Core to personal and social development.
- **Bí Cineálta Programmes:** Including the ISPCC Anti-Bullying Shield.
- **Cyber Safety Education:** Webwise and Be Kind Online with the Community Garda.

- **Stay Safe Programme:** Promoting personal safety.
- **Smart Moves (ISPCC):** Building resilience and coping skills.
- **Mindful Matters:** Mindfulness education for wellbeing.
- **Wellbeing Week:** Whole-school focus on positive mental health.
- **Amber Flag:** Whole-school Award for focusing on promoting positive mental health
- **Relationships and Sexuality Education (RSE):** Age-appropriate relationship skills.
- **Digital Wellbeing Week:** Promoting safe and balanced technology use.
- **Cross-Curricular Integration:** Embedding wellbeing across subjects.
- **Oide Resources:** Supporting teacher CPD and programme delivery.
- **SALT Programme:** Speech and language-friendly teaching.
- **Friends for Life Programme:** Supporting anxiety management and resilience.
- **Diversity and Autism Awareness Weeks:** Celebrating differences.
- **Give Racism the Red Card Campaign:** Promoting inclusion and anti-racism.
- **Walk Tall Programme:** Supporting substance misuse prevention.
- **Staff CPD:** Continuous professional development in wellbeing education.
- **Digital Citizenship:** Promoting responsible online behaviour.
- 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 and international events.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. Policy and planning

We strive to:

- Raise awareness of bullying as a form of unacceptable

behaviour with school management, teachers, pupils, parents/guardians.

- Promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- Ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- Develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- Implement a programme of support for those affected by bullying

Preventative strategies include:

Kindness is woven into all our policies and practices.

- **Bí Cineálta Visibility:** Displaying the policy in child-friendly formats.
- **Appendices:** Supplementary materials to support implementation.
- **SPHE and Anti-Bullying Policies:** Regularly reviewed.
- **Wellbeing Integration in Planning:** Holistic approach to student development.
- **Code of Behaviour Linkage:** Consistency across policies.
- **School Completion Funding:** Supporting anti-bullying and wellbeing initiatives.
- **Visual Supports and Resources:** Ensuring accessibility for all learners.
- **Regular Check-ins:** Staff and students engage in frequent emotional check-ins.
- To work with **appropriate agencies** in countering all forms of bullying and promoting anti-bullying behaviour.
- The Acceptable Use Policy, Supervision policy, Special Education Policy and Code of Behaviour all support the implementation of the Bi Cinealta 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.

4. Relationships & Partnerships

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 further 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.

We strive to:

- Develop and deepen strong, trusting relationships between pupils, parents, staff, and the wider community.

Preventative strategies include:

- **Communication Box:** A safe space for pupils to share concerns.
- **Open Door Policy for Parents:** Welcoming dialogue with parents/guardians.
- **Buddy System:** 6th Class students mentor and support 2nd Class students.
- **Social Media:** Positive sharing of school life and achievements.
- **Culture of Ownership and Telling:** Empowering pupils to take ownership and report concerns.
- **Home School Community Liaison (HSCL):** Strengthening school-home links.
- **School Completion Programme:** Supporting student retention and wellbeing.
- **Openness Among Staff:** Collegial support and shared responsibility.
- **Class Dojo:** Enhancing communication and positive reinforcement.
- **Links with Outside Organisations:** Collaborating with experts and agencies.
- **Transitioning Supports:** Strong links with secondary schools for smooth transitions.
- **Sporting Bodies and Resource Centre Partnerships:** Providing holistic supports.
- **Targeted access for some to therapies:** Including Occupational Therapists (OTs), Speech and Language Therapists (SLTs), Play Therapists, and Key Workers.
- **Use of Scenarios:** Promoting empathy and problem-solving through real-life examples.
- **Community Involvement:** Guest speakers and local partnerships.
- **Kindness Jar:** Celebrating acts of kindness.

- **Positive Relationships Programs:** Including Weaving Wellbeing strategies.
- **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.
- Encouraging peer mentoring and peer support
- Engaging parents and students in actively contributing to the formation of a Child Friendly BÍ Cineálta Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight the procedures and how to deal with it if it does occur.

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 each other.
- 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 Media Policy includes learning about responsible online behaviour and digital citizenship. AUP developed for technology use 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 using the template for this.
- School wide awareness on all aspects of bullying,
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- Involvement of pupils in contributing to a safe school environment e.g.

Kindness/ Anti-bullying / Digital Wellbeing Week, and other activities that can help pupils and encourage a culture of peer respect and support

- Ensuring that pupils know who to tell and how to tell. Pupils are regularly reminded of this during assembly, and it is outlined clearly in our child-friendly policy.
- 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
 - www.webwise.ie - FUSE Programme
- Shared folder of resources for teaching about bullying including lessons from above websites – shared through Teams 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 behavior.
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.

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. (Appendix 2)

- The Class Teacher and/or DDLP will follow up after two weeks to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.
- Anti-Bullying Policy co-ordinator is available to provide up to date information and supports if needed to assist class teacher in addressing concerns.

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 as per steps below

Uncovering, Investigating and Resolving Bullying Situations

This school's procedures for uncovering, investigating, following 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:

1. The 'Class Teacher' investigates all instances of reported or suspected bullying behaviour, with a view to establishing the facts and bringing any bullying behaviour to an end.
2. It is made clear to pupils that if they report possible bullying behaviour they are not getting others "in trouble" with anyone but rather enabling them to get out of trouble. Pupils are reminded at this stage that St. Brendan's is a 'telling school'.
3. Pupils who are alleged to have been involved in behaviour that may have been bullying behaviour are interviewed by the 'Class Teacher,' acting in loco

parentis (as authorised by the D.E.S. and the Board of Management) to establish the facts and ascertain whether the behaviour was in fact bullying and if so, the nature and extent of it and any reasons for it.

4. The School, through the 'Class Teacher' reserves the right to ask any pupil, to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that any pupil is guilty of misbehaviour.
5. Positive Problem-Solving Interview: The 'Class Teacher' does not apportion blame but rather treats all bullying behaviour as something that can and must be remedied. S/he emphasises to the interviewed pupil that the intention is not to punish anyone but to explain how harmful and hurtful bullying is and then, in the event that the behaviour in question was bullying behaviour, asks the pupil to promise not to bully anyone again, on the basis that if/when he makes and keeps that promise he will not be punished and is not "in trouble" with anyone.
6. Giving a Pupil "One Chance". In the event that the interviewed pupil is found by the teacher to have been involved in bullying behaviour he is offered "one chance" – to sign and honour a binding promise that he will stop bullying, regardless of what form it took, and treat all pupils fairly, equally and respectfully from then on, including any previously targeted pupil(s). This binding promise will be written on Appendix 7a. The teacher will also read through the pupil anti-bullying policy (Appendix 2) with the pupil involved, to remind them of their promise to uphold this commitment. If the pupil makes, and honours that promise then he is given that "one chance" to make a fresh start (a) with no punishment, since the bullying is now over and (b) without being brought to the attention of the school Principal (which pupils often equate with being "in trouble") since the bullying is now over and (c) without being brought to the attention of parents (which pupils often equate with being "in trouble") since the bullying is now over. This is the best possible outcome – the bullying situation is now fully resolved with no resentment, no risk of backlash, a "win-win" outcome for all concerned.

7. Final Report: When an investigation is completed and/or a bullying situation is resolved the 'Class Teacher' will complete a report, to include the findings of the investigation, the "reform, not blame" strategy adopted and the outcome of the intervention, as well as any other relevant information. The results of a check-back (Appendix 8), which in this school normally takes place about two weeks later by the class teacher and/or DDLP, to revisit and reassess whether the bullying is really over, is added to the report at that stage.
8. The Best Possible Outcome: If, using this efficient, low-key, restorative, child-friendly "reform, not blame" approach, the promise continues to be honoured, indicating that the resolution of the initial bullying situation was successful, this matter may never have to be revisited. In such cases the "preliminary step" detailed above is the only step needed. However, in the event of a breach of promise – a resumption of bullying behaviour (which is repeated, targeted, hurtful/harmful behaviour), whether against previously targeted pupil(s) or other(s), further action will follow at that still "early stage."
9. If a pupil has signed such a promise but then chooses to break it, and subsequently bullies either the same pupil(s) again or any other pupil(s), the Principal will be informed about what has taken place and parent(s)/guardian(s) will be immediately informed at that very "early stage" (Bí Cineálta 6.2 p. 44). Then, in accordance with the Bí Cineálta procedures, parent(s)/guardian(s) will be consulted by the 'Class Teacher' regarding the actions to be taken to address and monitor the pupil's ongoing behaviour.
10. If the pupil is being asked to make a second solemn promise, which would constitute an attempt at resolution of that second bullying situation without blame or punishment, parent(s)/guardian(s) will be asked to countersign it, Appendix 7b, knowing that if this second promise is broken the pupil will be dealt with under the school's wider Code of Behaviour. This may involve direct contact between parent(s)/guardian(s) and the school Principal and may involve imposition of sanctions on the pupil.

- 11.If the second promise, reinforced by parent(s)/guardian(s), is honoured then that bullying situation is regarded as resolved. The teacher's final report then includes, in addition to all the details referred to in the 'Final Report' paragraph above, the details of the interactions with parent(s)/guardian(s) in this case. The results of a check-back, which in this school normally takes place about two weeks later, to revisit and reassess whether the bullying is really over, is added to the report at that stage. This will include input from parent(s)/guardian(s) as to whether they consider the bullying to be over and whether they are satisfied with the final outcome as well as any other relevant information.
- 12.Breach of this additional promise by further bullying behaviour would be regarded as a very grave matter and a sanction may be imposed by the Board of Management in accordance with the school's wider Code of Behaviour (See sanctions below).
- 13.All documentation regarding bullying situations and their resolution is retained securely in the school.

Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

1. For (first) breach of promise – i.e. a resumption of bullying behaviour – he may be required to sign another promise, this time countersigned by a parent/guardian;
2. In the unlikely event of a further (second) breach of promise – i.e. a resumption of bullying behaviour – the 'Class Teacher' may contact parent(s)/guardian(s) to inform them of the nature and extent of the bullying behaviour, to discuss the matter with them with a view to coming to a better understanding the reasons for the bullying behaviour, to suggest actions to be taken to help meet their child's needs and to agree a strategy whereby a promise to end the bullying behaviour would be honoured;

3. In the highly unlikely event of a further (third) breach of promise – parent(s)/ guardian(s) may be invited to a meeting with the ‘Class Teacher’ and the Principal and a sanction may be imposed in accordance with the Code of Behaviour of the school.
4. In the extremely unlikely event of a further (fourth) breach of promise – the case may be referred to the Board of Management and a further sanction may be imposed in accordance with the Code of Behaviour of the school.

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.
- 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 pupil experiencing the bullying behaviour 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.

Requests for no action to be taken:

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.

Supporting those involved

The school will use the following approaches to support those who experience, witness and display bullying behaviour. 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,

- Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding)
- 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).
- Reporting strategies used in class e.g. Communication Box
- Identify a designated member or trusted adult on staff as a point of contact for the child who has experienced bullying behaviour if they need support throughout the school day.
- Vigilance by all staff members on yard and around the school in instances of repeat bullying behaviour targeted toward particular pupils and/or groups.
- Revision of lessons Cineáltas carried out in relevant classes where bullying behaviour has been identified.
- Access to emotional support facilities within the school e.g. Nurture Room, Calm Room

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,
- Making adequate counseling facilities (if funding allows) available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- 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.
- Revision of lessons on Anti-bullying carried out in relevant classes where bullying behaviour has been identified.
- Access to emotional support facilities within the school e.g. Nurture Room, Calm Room
- Vigilance by all staff members on yard and around the school in instances of repeat bullying behaviour targeted toward particular pupils and/or groups.

Supporting pupils who have witnessed bullying behaviour:

- 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,
- Revision of lessons on Cineáltas carried out in relevant classes where bullying behaviour has been identified.
- Helping pupils to identify bullying behaviour and to give them strategies on how to reject bullying behaviour when witnessed.
- Encourage pupils to always report bullying behaviour and giving them clear steps on how they can do this. This is clearly outlined in our child-friendly policy.
- Praise pupils for coming forward and sharing information and follow up with a check-in.
- Reporting strategies used in class e.g. Communication Box

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.

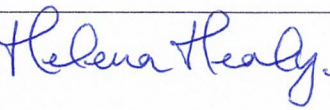
Signed: _____ Date: _____

(Chairperson of Board of Management)

Signed: _____ Date: _____

(Principal)

DOCUMENT HISTORY:

1st Version	Approved by the patron on 11 th of September 2025	Signed:  Chairperson, Board of Management	23 rd of October 2025
2nd Version	Ratified by the Board of Management:	Signed: Chairperson, Board of Management	
3rd Version	Ratified by the Board of Management:	Signed: Chairperson, Board of Management	
4th Version	Ratified by the Board of Management:		