Bí Cineálta Policy to Prevent and Address Bullying Behaviour

St. Oliver Plunkett National School

The Board of Management of St. Oliver Plunkett National School 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.

It is very important to note that this policy is fully aligned with the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* and that it should be read in conjunction with the procedures. Schools are required to follow the procedures fully, as set out by the Department of Education.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as 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. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of

being shared multiple times and thus becomes a repeated behaviour.

Disagreement between two students, or instances where students don't want to be friends or to remain friends, is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

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 their behaviours are not deliberate or planned, but, in certain situations, they are an automatic response which they can't control.

Criminal Behaviour

In certain circumstances, bullying behaviour may be considered criminal in nature. It is important that students, staff and parents/guardians understand that bullying can have serious legal consequences.

Age of Criminal Responsibility:

In Ireland, the age of criminal responsibility is 12 years. This means that a student aged 12 or over may be held legally accountable for behaviour that constitutes a criminal offence.

Criminal Behaviour and Bullying:

- Bullying behaviour may be criminal where it involves any of the following:
- Physical Violence or Threats of Violence: May constitute assault under Irish law.
- Discriminatory or Hate-Based Bullying: Bullying that targets a student based on race, religion, nationality, ethnicity, sexual orientation, or membership of the Traveller community may fall under hate crime legislation, including the Prohibition of Incitement to Hatred Act 1989.
- Sexual Harassment or Sexual Assault: Any bullying behaviour of a sexual nature may be considered a criminal offence under the law.
- Online Bullying or Harassment: The Harassment, Harmful Communications and Related Offences Act 2020 (commonly referred to as Coco's Law) criminalises:
    - The non-consensual sharing of intimate images.
    - Threats to share intimate images.
    - Certain forms of harmful online communication and persistent harassment.

Reporting Criminal Behaviour

- Where bullying behaviour is, or suspected of being, criminal in nature, the matter will be referred to An Garda Síochána, the appropriate authority to investigate criminal offences.
- The school will follow Child Protection Procedures for Primary and Post-Primary Schools where the behaviour raises a child protection concern.

Types of bullying behaviour

Bullying behaviour can take many forms. It may be carried out in person or online, and it may involve verbal, physical, emotional, or social harm. The following are examples of bullying behaviours; however, this is not an exhaustive list:

1. Disablist Bullying
   Behaviour or language that harms a student because of a real or perceived disability, additional need, or neurodiversity. This includes targeting students who are exceptionally able or have outstanding

talents.

2. Gender Identity Bullying
   Behaviour or language that harms a student based on their actual or perceived gender identity.
3. Homophobic/Transphobic Bullying (LGBTQ+ Bullying)
   Behaviour or language that harms a student based on their real or perceived sexual orientation or gender identity, or because they are part of, or perceived to be part of, the LGBTQ+ community.
4. Physical Appearance Bullying
   Targeting a student because of their body shape, size, facial features, or any perceived difference in appearance.
5. Racist Bullying
   Behaviour or language that harms a student because of their race, ethnicity, or cultural background. This includes targeting students from the Traveller or Roma communities.
   Racism, as defined in the National Action Plan Against Racism, is "a form of domination which manifests through power dynamics present in structural and institutional arrangements, practices, policies, and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin."
6. Poverty-Based Bullying
   Behaviour or language that humiliates a student due to their family's financial circumstances or lack of material resources.
7. Religious Identity Bullying
   Behaviour or language that harms a student because of their religion, religious beliefs, or practices.
8. Sexist Bullying
   Behaviour or language that reinforces harmful gender stereotypes and treats students as inferior because of their sex.
9. Sexual Harassment
   Any form of unwanted verbal, non-verbal or physical conduct of a sexual nature, or other conduct based on sex, which affects the dignity of the student. This includes suggestive comments, gestures, unwanted touching, or the circulation of inappropriate images.

Bullying behaviour that occurs outside of school

As per the Bí Cineálta Procedures, 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 the students involved. Examples of prohibited bullying behaviours that can occur outside of school (non-exhausted list):

i. Bullying behaviour that occurs in the area immediately outside the school, the local shops and the wider local area.

ii. Bullying behaviour that occurs on the journey to and from school. - Bullying behaviour that occurs in organised clubs and groups outside of school such as sports clubs.

iii. Online bullying (cyberbullying) behaviour, along with other types of bullying behaviour can cause significant harm and have a lasting impact on students who experience this behaviour. Access to technology means that online bullying behaviour can happen any time and that the student's home is no longer a safe place. The nature of these technologies means that digital content can be shared and seen by a very wide audience almost instantly and the content is almost impossible to delete permanently.

Requests to take no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than “look out” for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them.

Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

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 are literacy, digital literacy or language barriers. However, while acknowledging the parent’s request, schools have a right to act and may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

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	March 2025	Half-day closure for training day and to get input. Staff provided with the opportunity to discuss the new Bí Cineálta 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. Sharing of draft policy with staff to discuss / consult and make any amendments
Students	May 2025	Student Council Meeting Questionnaires Junior Infants – 6th class Individual class sessions/lessons
Parents	May 2025	Online questionnaire Parent Focus Group
Board of Management	June 2025	Review new policy draft – leading to consultation and final ratification after amendments made where necessary.
Wider school community as appropriate, for example, bus drivers	March 2025	Consultation with Community Garda. Talk with 5th/6th regarding online safety and age of criminal responsibility.
Date policy was approved:		
Date policy was last reviewed:		

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):

Culture and Environment

We are committed to cultivating a positive, inclusive school culture where bullying is not tolerated. Prevention strategies include:

- Fostering a school ethos where bullying is universally unacceptable, and ensuring a consistent, whole-school approach to addressing it.
- Engaging parents as active partners in creating an environment that discourages bullying.
- Promoting the school as a "telling" environment, where pupils are encouraged and supported to speak up.
- Emphasising the importance of identifying and having access to a "trusted adult" – linking to the Stay Safe programme.
- Creating safe and visible spaces throughout the school and playground.
- Using visual displays, such as art and signage, to promote school values through a shared school charter, centered on rights, equality, inclusion, and respect.
- Encouraging pupils to develop a sense of ownership and belonging through creativity and the expression of identity.
- Implementing the KiVa programme as a whole-school framework for bullying prevention, which fosters empathy, reinforces inclusive values, and empowers bystanders to act positively.
- Embedding the KiVa ethos across daily school life, supported by clear visual messaging, regular classroom activities, and school-wide expectations for respectful behaviour.
- Promoting a positive school climate that:
    - Welcomes difference and diversity, fostering inclusivity.
    - Encourages open, non-threatening discussion of bullying.
    - Builds respectful relationships across the school community.

<u>Implementation examples:</u>

- A uniform staff protocol for addressing all reports of bullying, available in the staff room and distributed to all staff.
- Anti-Bullying Week activities, such as Random Acts of Kindness, poster and slogan creation.
- Playground Helpers: Older pupils volunteer to support positive play and inclusion in the yard. "Minders" assist during lunchtimes.
- A Child-Friendly Anti-Bullying Policy developed with pupil and parent input, shared and discussed with all stakeholders.
- Periodic sharing of anti-bullying resources with parents.
- Regular Stay Safe and SPHE lessons to promote positive behaviour and well-being.
- Effective supervision of pupils throughout the school day.

- Development and display of class and school charters, promoting kindness and responsibility.
- KiVa lessons delivered regularly, focusing on empathy, assertiveness, and responding to bullying situations.
- KiVa team members appointed and trained to lead response protocols when bullying is reported.

Integration of the KiVa Programme

As a KiVa school, we implement the internationally recognised, research-based KiVa anti-bullying programme. KiVa is a whole-school approach to preventing bullying, grounded in education, early intervention, and systematic follow-up. Key features include:

- KiVa Lessons: Pupils engage in structured, age-appropriate lessons that explicitly teach empathy, assertiveness, group dynamics, and strategies for preventing and responding to bullying.
- Online Resources: Interactive games and activities available through the KiVa portal reinforce lesson content and support pupil engagement in digital formats.
- KiVa Team and Protocol: A trained KiVa team is responsible for investigating suspected cases of bullying, following a restorative, evidence-based response protocol focused on support and accountability.
- Universal and Indicated Actions: KiVa provides a dual approach – universal preventive strategies for all pupils, and targeted indicated actions for confirmed bullying cases.
- Data and Monitoring: Annual KiVa pupil surveys help monitor the school climate, track bullying trends, and inform planning and decision-making.
- The KiVa programme supports our overall Bí Cineálta strategy by:
- Reinforcing a consistent, school-wide anti-bullying message.
- Encouraging peer support and prosocial behaviour.
- Addressing bullying in all its forms, including homophobic, racist, transphobic, and online bullying, through direct and preventative teaching.
- Equipping all staff with a clear, effective structure to follow when bullying is suspected or reported.
- Promoting a safe, inclusive, and responsive school culture where every pupil feels seen, heard, and protected.

Curriculum

The school delivers a curriculum that fosters respectful, inclusive, and collaborative learning.
Key strategies:

- Promoting understanding of what bullying is and the harm it causes.
- Integrating SPHE and RSE content that supports student well-being, confidence, and accountability for behaviour.
- Modelling respectful interactions among staff, pupils, and visitors.
- Encouraging collaborative group work to build empathy, connection, and a sense of belonging.
- Celebrating diversity through art, displays, events, and storytelling that reflect and affirm cultural identity.

Curricular programmes and approaches include:

- Implementation of evidence-based programmes such as KiVa, Stay Safe, Weaving Well-being, and RSE.
- As part of the KiVa curriculum, pupils engage in structured lessons focused on empathy, group dynamics, assertiveness, and responding effectively to bullying behaviour.
- Cyberbullying education through resources from Webwise and CyberSafeKids.
- Teaching about the respectful use of social media.
- Workshops and seminars for senior pupils and parents on safe online behaviour and cyberbullying prevention.
- Age-appropriate literature (e.g., Amazing Grace) to explore themes of equality and respect.
- Use of programmes like Friends for Life (social skills and resilience), Gender Equality Matters (challenging stereotypes), and the FUSE Programme (DCU).
- Participation in well-being initiatives such as Strand 2 of the Counselling in Primary Schools Pilot.
- Tailoring programme delivery to the needs of pupils with SEN, ensuring access to strategies and skill-building for all learners.

Policy and planning

Our planning framework supports consistent prevention, identification, and response to bullying behaviour:

- Raising awareness of bullying as unacceptable behaviour across the entire school community.
- Promoting a culture where pupils feel safe to report concerns.
- Ensuring strong supervision and oversight in all areas of school life.
- Developing clear procedures for recording, investigating, and responding to incidents.
- Supporting both those affected by bullying and those engaging in bullying behaviour through targeted interventions.
- Working in collaboration with relevant external agencies and services.
- Utilising the KiVa protocol, which provides staff with a structured and consistent process for responding to incidents of suspected bullying, led by a designated KiVa Team.
- Monitoring trends through annual KiVa surveys, allowing data-informed decision-making and targeted whole-school planning.
- Aligning Bí Cineálta and KiVa approaches, ensuring coherence between school policy and practical classroom strategies.

Supporting policies include:

- The school's Acceptable Use, Supervision, Special Education, and Code of Behaviour policies.
- Strong leadership from the Principal, Deputy Principal, DLP, DDLP, and middle management to embed the anti-bullying approach.
- Display of the Child-Friendly Bí Cineálta Policy in key locations around the school.
- Requirement for all mobile phones or smart devices to be switched off or in 'school mode' during school hours.
- Promotion of the Online Safety Charter, developed by the Parents' Association, to be used at home for discussing safe and responsible use of digital technology.

- Reference to relevant school policies: Code of Behaviour, Acceptable Use Policy, Child Protection, Supervision, and Attendance.

Supervision and Monitoring:

- Staff are responsible for ensuring adequate supervision in all school settings, especially in identified "hot spots" (e.g. playgrounds, corridors, toilets) and during "hot times" (e.g. transition periods, unstructured time).

Relationships and Partnerships

Positive relationships underpin a safe and respectful school environment.

Key approaches:

- Fostering interpersonal connections through structures like the Parents' Association, walking and cycling buses, and student committees.
- Implementing age-appropriate initiatives that promote empathy, kindness, and reflective behaviour during SPHE lessons.
- Delivering workshops and seminars to raise awareness of bullying's impact.
- Supporting peer mentoring and pupil-led initiatives that encourage inclusion and friendship.
- Involving pupils and parents in co-creating the Child-Friendly Anti-Bullying Policy, ensuring shared ownership and understanding.
- Regular recognition of respectful behaviour through praise and positive reinforcement ("catching pupils being good").
- Reinforcement of school rules at assemblies, including clear communication of the definition of bullying and school response procedures.
- Providing constructive feedback when respectful language or behaviour is not observed.
- Encouraging parents to participate in voluntary agreements to defer smartphone ownership during the primary years.
- Promoting every pupil's right to safety and inclusion.
- Supporting pupil participation through formal and informal structures: circle time, assemblies, student council, paired reading, playground pals, sports teams.
- Encouraging parent participation through volunteering opportunities and involvement in school life.
- Engaging the whole school community in the KiVa approach, where pupils, staff, and parents share responsibility for creating a climate of trust and safety.
- Utilising KiVa's team-based model, which strengthens school-home communication, supports bystanders, and provides a unified response to reports of bullying.

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):

The school recognises that effective supervision and monitoring play a critical role in preventing bullying behaviour and enabling early intervention. The following practices and policies are in place to support a safe and positive school environment:

Supervision During the School Day

- Morning, Break, and Lunchtime Supervision: Designated staff members supervise all areas of the school grounds during arrival, morning break, and lunch break. Particular attention is given to high-risk areas such as corridors, stairwells, toilets, and yard spaces.
- Classroom Transitions: Teachers monitor movement between classes and during internal transitions (e.g. trips to the hall or library).
- End-of-Day Dismissal: Supervision is provided at dismissal points to ensure students leave the premises safely and respectfully.

Supervision Structures

- Supervision Rota: A clearly defined rota ensures all areas are supervised and staff responsibilities are distributed and communicated.
- Visibility of Staff: Staff are encouraged to be present and visible in key shared spaces to deter negative behaviour and model positive engagement.
- Buddy Bench: staff may identify a "buddy bench" where vulnerable students can go during breaks.

Monitoring Behaviour and Wellbeing

- Ongoing Behaviour Logs: Staff maintain records of behaviour incidents and patterns, including minor concerns, to identify potential early signs of bullying.
- Wellbeing Check-ins: Teachers may carry out regular informal check-ins with students, particularly those who have experienced, witnessed or displayed bullying behaviour.
- Use of Student Voice: Students are regularly encouraged to share concerns through class-based discussions, worry boxes, student surveys, or via trusted adults.

Communication and Information Sharing

- Staff Meetings: Behavioural concerns, patterns, or areas of concern may be discussed at staff meetings in a respectful, confidential, and solution-focused manner.
- Use of CPD: Teachers are supported to access continuous professional development on topics such as bullying prevention, SPHE, and restorative practices.
- Parent Communication: When appropriate, teachers engage with parents/guardians early and constructively to prevent escalation of behavioural issues.

Policies Supporting Supervision and Monitoring

- Code of Behaviour: Aligned with the Bí Cineálta Procedures and the school's Anti-Bullying Policy, the Code of Behaviour outlines expected conduct and procedures for addressing incidents.
- Child Safeguarding Statement and Risk Assessment: The school's safeguarding documentation highlights areas of potential risk and outlines mitigating actions, including supervision practices.
- Acceptable Use Policy (AUP): Monitors students' engagement with technology in line with best practices for online safety and cyberbullying prevention.

Note: The Board of Management confirms that these supervision and monitoring systems are reviewed regularly and adjusted as needed to ensure their continued effectiveness.

Section C: Addressing Bullying Behaviour

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

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

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 whole school community has a responsibility to prevent and address bullying behaviour. The school is committed to taking a fair, consistent, and restorative approach to incidents of suspected bullying. The steps outlined below reflect the procedures set out in Chapter 6 of the *Bí Cineálta* guidelines and are designed to determine if bullying has occurred, to respond appropriately, and to monitor progress thereafter.

Approach

The primary aim in addressing reports of bullying behaviour is to stop the bullying and to restore, as far as practicable, the relationships between the students involved, rather than to apportion blame.
When addressing bullying behaviour, staff should:

- Ensure the student experiencing bullying feels listened to and reassured
- Prioritise the privacy and dignity of all students involved
- Conduct all conversations with empathy and sensitivity
- Take into account the age and developmental stage of the students involved
- Listen to the views of the targeted student regarding how best to address the situation
- Take action in a timely and supportive manner
- Inform the parents/guardians of all involved students at an early stage

Stage 1: Identifying if bullying behaviour has occurred

In line with *Cineáltas: Action Plan on Bullying* and the *Bí Cineálta* procedures, bullying is defined as:

> Targeted behaviour, online or offline, that causes harm. This harm may be physical, social or emotional. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two or more people or groups.

To determine if the reported behaviour is bullying, the following questions should be considered:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social, or emotional harm?
3. Is the behaviour repeated?

- If the answer to all three questions is Yes, the behaviour constitutes bullying and should be addressed using the Bí Cineálta procedures.
- If the answer to any question is No, the behaviour does not meet the definition of bullying and should be addressed using the school's Code of Behaviour.

Note: One-off incidents may still be considered bullying in certain circumstances. For example, a single hurtful message posted publicly online that is likely to be shared and viewed multiple times can be deemed bullying behaviour.

Guidance for investigation:

- Ask: What happened? Where? When? Why?
- If a group is involved, begin by engaging with each student individually.
- Follow up with a group meeting where each student gives their account to clarify perspectives.
- Support each student appropriately after the meeting.
- Where helpful, students may be asked to write down their accounts.

Stage 2: Where bullying behaviour has occurred

Parents/guardians are key partners in addressing bullying behaviour. Once it has been established that bullying occurred:

- Parents of all involved students should be informed and consulted early in the process.
- The views of the targeted student should guide the response.
- A record will be kept of all engagement with students and parents/guardians.

The record will include:

- The nature and form of the bullying behaviour (see Bí Cineálta Sections 2.5 and 2.7)
- Where and when the behaviour occurred
- Dates of meetings with students and parents/guardians
- Actions and supports agreed upon
- The views of students and their parents regarding these actions
- Any child protection concerns will be addressed immediately in accordance with Child Protection Procedures for Primary and Post-Primary Schools
- The completed record will be shared with the principal.

Stage 3: Follow up where bullying behaviour has occurred

- A review meeting must take place within 20 school days of the initial engagement.
- The teacher will meet with all students and parents involved to assess:
    - Whether the bullying behaviour has ceased
    - The effectiveness of the supports and interventions
    - The current relationship between the students

The follow-up record will include:

- The outcome of the review and whether the bullying has ceased
- The date this was confirmed
- The views of students and their parents
- Any continued or new engagement with support services

If the bullying has not ceased:

- The teacher will consult again with students and parents to review and revise strategies.
- A new timeline will be agreed for continued engagement.
- Where bullying persists, the school may escalate the matter under the Code of Behaviour, including the use of disciplinary sanctions, if appropriate.

Parental Concerns and Appeals

- If a parent is not satisfied with how the bullying issue has been addressed, they will be referred to the school's complaints procedures.
- If still dissatisfied, they may contact the Ombudsman for Children if they believe that the school's actions have negatively impacted their child.

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 is committed to supporting all students involved in bullying incidents; those who experience, witness, and display bullying behaviour, in a way that is constructive, compassionate, and in line with national guidance.

General Principles

- Our support approach is built on the belief that early intervention, inclusive communication, and restorative relationships are central to addressing bullying effectively. While every situation is treated on a case-by-case basis, the following general supports and strategies may be used:
- Regular Check-ins: Teachers will check in with all students involved (including the student affected, any bystanders, and the student displaying bullying behaviour). Behaviour and wellbeing will be monitored over time.
- Parental Involvement: Parents/guardians will be kept informed and encouraged to provide ongoing support to their child at home. Open communication between home and school is essential to addressing bullying comprehensively.
- Student Voice: The views and preferences of the student experiencing the bullying behaviour will be taken seriously when planning responses and support strategies.
- Restorative Practices: Where appropriate, teachers may use restorative approaches to rebuild relationships and repair harm. Professional development in this area will be encouraged and supported.
- Use of National Resources: The school will make use of relevant supports and programmes, including:
- NEPS (National Educational Psychological Service)
- Oide (Professional Learning for Teachers)
- Webwise, FUSE, and other SPHE-aligned online safety and anti-bullying initiatives
- External Supports: Where appropriate, engagement with external agencies or supports may be considered in consultation with parents/guardians and the students involved.
- Ongoing Support: Even when the bullying behaviour has ceased, some students may require continued supervision, mentoring, or structured social support.

Other Procedural Notes

Complaints Process

- If a parent is not satisfied with how bullying behaviour has been addressed, they should be referred to the school's complaints procedure in line with the Bí Cineálta Procedures.
  More information is available here: https://www.gov.ie/en/policy-information/parental-complaints
- If a student and/or parent is dissatisfied with how a complaint has been handled, and believes the school's actions have had a negative effect on the student, they may contact the Ombudsman for Children at ococomplaint@oco.ie

Supervision and Monitoring

- The Board of Management confirms that appropriate supervision and monitoring procedures are in place to prevent and address bullying behaviour and to support early intervention where possible.

Recording

- All bullying behaviour will be recorded in accordance with the Bí Cineálta Procedures. This includes:
- The type and form of bullying (if known)
- Where and when it took place
- The date of initial engagement with students and parents
- The actions and supports agreed to address the behaviour
- The date the behaviour was determined to have ceased

Note: If the behaviour is a child protection concern, the school will act in line with the Child Protection Procedures for Primary and Post-Primary Schools without delay.

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)