

Kilmurry McMahon N.S.



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Kilmurry McMahon 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.

We confirm that we will take all such steps that are reasonably practicable to prevent the 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 each person 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 all have an indispensable part to play in the school community, regardless of difference.

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.

The core elements of the definition are further described below:

- **Targeted behaviour:** Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self esteem, depression, anxiety) and can have a serious and long term negative impact on the student experiencing the 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 still be addressed under the school's code of behaviour.
- **Repeated behaviour:** Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.
- **Imbalance of power:** In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber)

bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

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.
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Bullying behaviour that occurs outside of school

As per the BÌ Cinealta 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.

Form of Bullying

There are many different types of bullying behaviour. 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, 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.

Types of Bullying Behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- **Disablist bullying** behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need.
- **Exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents.
- **Gender identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity.
- **Homophobic/transphobic bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community.

- **Physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body.
- **Racist bullying:** behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community.
- **Poverty bullying:** behaviour that intends to humiliate a student because of a lack of resources.
- **Religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity.
- **Sexist bullying:** behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex.
- **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.

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	9 th September 2024 16 th October 2024 15 th January 2025 14 th March 2025 9 th April 2025 16 th June 2025	• Bí Cineálta procedures circulated to staff and discussed at staff meeting • Bí Cinealta webinar attended by principal • Bí Cinealta training day for school leaders attended by Niamh Kelly & Mary Lynch. Update given at staff meeting. • Half-day closure for whole-staff training in Bí Cinealta procedures • All staff surveyed to seek input into policy formation. • Policy drafted at staff meeting
Students	October 2024 May 2025	• Children introduced to Bí Cineálta • Students were given a questionnaire to seek their input to the policy & developing an Anti-

	June 2025	Bullying policy in Child Friendly Format – their wording, examples and suggestions were all considered when drafting this Policy • Bí Cineálta child friendly poster element of the policy created by student council in collaboration with all students and displayed in school. All children made aware of Bí Cineálta policy at school assembly.
Parents	11th February 1st May 7th May	• Parents made aware of new Bí Cineálta procedures • Parents Association informed of Bí Cineálta procedures and feedback sought • Parent survey distributed to all parents.
Board of Management	November 2024- June 2025	Engaging with policy procedures. Reviewing pupil, parent and staff feedback. Developing draft policy. Reviewing new policy draft. Final ratification following amendments made. Publishing policy on school website. Publishing notification of policy review.
Wider school community as appropriate, for example, bus drivers		Bí Cineálta policy published on school website
Date policy was approved: 17 th June 2025		
Date policy was last reviewed: N/A		

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.

(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 is adopted.
- Support the idea that our school is a telling environment.
- Establish clear expectations for behaviour and enforce them consistently.
- Promote the concept of a trusted adult. This is promoted and reinforced through teaching of the Stay Safe and SPHE topics of Friendship and Bullying topics.
- 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.
- Foster and enhance the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided opportunities to develop a positive sense of self-worth through formal and informal interactions.

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

- Stay Safe, SPHE & RSE materials and associated videos.
- Lunchtime sports activities during the school year that encourage inclusion and having fun playing with friends.
 - Acts of Kindness acknowledged by class teacher and principal.
- Student 'shoutouts' at our school assemblies

- Positive affirmations by teachers and staff in classrooms and on yard.
- Student Council to allow and encourage pupil voice.
- Green Schools/Active Flag committees
- A Code of Behaviour that rewards good behaviour – Golden Time every Friday.
 - Staff are briefed on the uniform approach we must take to handle all reports of bullying.
 - Wellbeing Week will take place in twice each year with an emphasis on kindness and friendship.
 - Child Friendly Bí Cineálta Policy was formed in consultation with pupils. This policy outlines various ways to tell and what bullying is. Child Friendly Bí Cineálta policy displayed within the school.
 - Parents receive information at times regarding useful information on Anti Bullying, Stay Safe and SPHE lessons which focus on positive behaviour.
 - Positive affirmations displayed around school building
 - Celebrating school, class and individual achievements through our weekly assemblies.
 - Weekly student certificates at school assembly acknowledging achievements
 - Happy grams: positive notes home
 - School motto displayed in school and reinforced at assembly 'kind hands, kind feet, kind words'
 - Foster positive relationships between pupils and staff members in order to nurture connections and establish open communication.
 - SSE focus on wellbeing and anti-bullying.
 - Class and School Behaviour Expectations (Rules/ Charter) development in consultation with pupils
 - Ensuring the creation of safe supervised spaces both within the school and on yard.
 - Adequate and appropriate supervision throughout the school day to help prevent and address bullying behaviour.
 - We recognise the need to work in partnership with and keep parents informed.

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 these goals are as follows:

- 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.
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils; and o explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- The implementation of the Social Physical and Health Education (SPHE) curriculum, according to our school plan, including the Relationship and Sexuality Education (RSE) and Stay Safe Programmes.
- School-wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, programmes to teach about cyberbullying (e.g. Webwise teachers' resources and lessons from (www.cybersafekids.ie))
- Explicitly teach pupils about the appropriate use of social media.
- Organise seminars/workshops given by relevant professionals to older pupils and to parents/guardians, focusing on educating pupils on appropriate online behaviour, how to stay safe while online and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents is of great importance in this regard.
- All staff have a uniform interpretation of what is expected in relation to tackling bullying behaviour, how to identify bullying behaviour, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context.
- Ongoing CPD in relation to anti-bullying is encouraged/ available to staff.
- Staff are aware that supporting one another is a key aspect to the prevention of bullying behaviours.
- Learning materials should be inclusive of different cultures, identities, languages, and traditions.
- Teaching should be inclusive, participatory, and differentiated to meet individual needs and promote student voice and agency.
- Encouraging discussions and learning on how our actions affect others and the world.
- Teaching emotional vocabulary and conflict resolution skills.
- SSE focus and actions relating to wellbeing.

Policy and Planning

We strive:

- To embed kindness as a core value in all strategic planning.
- To ensure that kindness is embedded in every aspect of school/organisational life.
- To ensure policies reflect care, fairness, and inclusivity.
- To include voices of the school community in decision-making.

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

- Including kindness and wellbeing in the school/setting's mission statement and core values.
- Ensuring all policies are reviewed through a Bí Cineálta lens – prioritising dignity, respect, and equity.
- SSE focus on wellbeing
- Encouraging staff collaboration and feedback on wellbeing initiatives.
- Establishing student councils/ pupil voice groups and seeking input in planning and policy development as appropriate.
- Have our child-friendly Bí Cineálta Policy on display prominently around the school.
- Our schools Bí Cineálta policy aims 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, Special Education Policy and Code of Behaviour, Attendance, SSE all support the implementation of the Bí Cineálta policy.
 - Effective leadership is a key component with Principal (DLP), Deputy Principal (DDL), and all staff members focused on supporting the implementation of this policy.

Relationships and Partnerships

We strive:

- To create a culture of mutual respect and care among all learners and staff.
- To empower pupils as active participants in shaping a kind community.
- To nurture respectful, supportive relationships with families.
- To work with the wider community to promote kindness, inclusion, and belonging.
- To ensure that every individual feels safe, valued, and respected in Kilmurry McMahon NS

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

- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association.
- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- 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.
- Catch children being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- At assemblies, school rules are reinforced on a regular basis. Raise awareness of the definition of bullying behaviour and how the school deals with such behaviour.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Involving students in decision-making processes through student council.
- Use of happy grams- positive notes home.
- Partnering with local organisations, charities, and services that align with our values.
- Positive home school links and relationships, help parents to communicate with teachers at an early stage if they suspect their child is being bullied.
- The meaningful involvement of the board of management, staff, pupils and their parents in the development, implementation and review of the school's Bí Cineálta policy and student friendly version is actively pursued by the school through the regular use of discussion groups and surveys.

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):

- Supervision Policy
- Acceptable Use of the Internet Policy
- Code of Behaviour
- Child Safeguarding Statement and Risk Assessment
- SSE- Wellbeing
- Health & Safety Policy
- RSE Policy
- SPHE Whole School Plan

- Safe school environment
- 'Telling' environment/Trusted Adult
- Appropriate supervision
- Recording of incidents and informing Board of Management
- A yard supervision rota is devised at the beginning of each year ensuring that adequate and appropriate supervision is provided for on yard
- 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 specific school templates. Reports on bullying are stored in a specific folder in the principal's office.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Promote online safety events or material for parents.

Section C: Addressing Bullying Behaviour

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

- The class teacher (relevant teacher) will oversee recording of bullying reports for students in their class – this includes using the procedures guidelines to investigate reports of bullying and recording bullying behaviour.
- 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.

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):

Non-teaching staff such as special needs assistants (SNAs), caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the class teacher.

School staff should know what to do when bullying behaviour is reported to them.

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 in accordance with their Bí Cineálta policy.

Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.

Stage 1 - Identifying if bullying behaviour has occurred

Bullying is defined in *Bí Cineáltas: Action Plan on Bullying and Bí Cine-Ita: 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.

Where bullying behaviour is suspected:

To determine whether the behaviour reported is bullying behaviour we will consider the following questions:

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

Note: One-off incidents may be considered bullying behaviour in certain circumstances. 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.

If the answer to any of these 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.

When identifying if bullying behaviour has occurred (Stage 1), teachers should consider what, where, when and why? as follows: (Note that these steps are required – as outlined in the Procedures):

- Where one student is reported to be involved, the student should be engaged with individually at first.
- Thereafter, this student and the student who is reported to be experiencing the bullying behaviour should be met together.
- If a group of students is involved, each student should be engaged with individually at first. Thereafter, all students involved and the student who is reported to be experiencing the bullying behaviour should be met as a group.
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- Each student should be supported as appropriate, following the group meeting. It may be helpful to ask the students involved to write down their account of the incident(s).
- 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
- Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children

Stage 2: Where bullying behaviour has occurred

- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred the parents of the students involved must 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.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- All bullying behaviour will be recorded. This will include the form and type of behaviour if known (see pages 20-24, Section 2.5 and 2.7 of the BÌ Cineálta procedures for descriptions/examples of the forms and types of bullying 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.
- The record should be shared with the Principal.

Stage 3: Follow up where bullying behaviour has occurred

- The teacher must engage with the students involved and their parents again no

more than 20 school days after the initial engagement. Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.

- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this the date that it has been determined that the bullying behaviour has ceased should also be recorded.
- Any engagement with external services/supports should also be noted.
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bì Cine-Ita Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools they should be referred to the school's complaints procedures (available on our website).
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

Recording bullying behaviour

When Reporting:

1. Form of Bullying
2. Type of Bullying
3. Where/When
4. Date of initial engagement with student/parent
5. View of student/parent regarding the actions to be taken to address bullying behaviour
6. Date of review with students/parents if bullying has ceased
7. Keep records indefinitely

Requests no action taken:

A student who reports bullying behaviour may ask a member of staff not to do anything and just "look out" for them due to not wanting to be identified as having told someone about the bullying behaviour. They might 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 behaviour. It must be made clear

to the pupil that other parties may need to be informed for their welfare. Parents may also make the school aware of bullying behaviour and specifically request that no action is to be taken by the school. Parents should put this in writing to the school. However, schools may decide that based on the circumstances, it is appropriate to address the bullying behaviour through the Bí Cineálta procedures and/or the Code of Behaviour where appropriate.

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 pupils who experience bullying:

- Ending the bullying behavior.
- Fostering respect for pupils who experience bullying and all pupils.
- Fostering greater empathy towards and support for pupils who experience bullying
- 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 pupils who experience bullying 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 extracurricular group or team activities during or after school).
- Ongoing check-Ins Staff follow up to make sure the pupil feels safe and supported. Extra support is offered if needed.

Supporting pupils who display bullying behaviour:

- Making it clear that pupils who have displayed bullying behaviour who reform are not blamed or punished and get a 'clean sheet'.
- Making it clear that pupils who reform are doing the right and honourable 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.

- Ongoing check-Ins Staff follow up to make sure the pupil feels safe and supported. Extra support is offered if needed.

Supports for pupils who witness bullying behaviour:

- Safe space to talk: Pupils are offered a calm, confidential space to share what they saw and how it made them feel. Their emotions are listened to and validated.
- Clear reporting options: Pupils are taught how to report bullying safely — in person or anonymously. Reporting is seen as a brave and kind act.
- Education and empowerment: Pupils learn how to safely speak up, seek help, or support others. Praise and encourage a telling environment.
- Ongoing check-Ins Staff follow up to make sure the pupil feels safe and supported. Extra support is offered if needed.

Supports are available to help prevent and address bullying behaviour.

These include the following:

National Educational Psychological Service (NEPS)

Oide

Webwise

National Parents Council (NPC)

Dublin City University (DCU)

AntiBullying Centre Tusla

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: Gerard Cotter

Date: 17/06/2025

(Chairperson of board of management)

Signed: Níamh Kelly

Date: 17/06/2025

(Principal)