



St Francis Xavier Junior National School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St. Francis Xavier Junior 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 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, recognizing 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 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 (e.g. personal injury, damage to or loss of property)
 - Social: (e.g. withdrawal, loneliness, exclusion)
 - Emotional: (e.g. 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.

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, size, 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 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

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	25 th March 2025 2 nd May 2025	<ul style="list-style-type: none"> • Staff Survey to seek their input in developing the Antibullying policy. • I/2 day Staff Meeting – staff provided with the opportunity to discuss the new Bí Cinealta action plan and stemming from this discussion, staff were informed of the important points in dealing with an incidence or report of bullying.
Students	25 th March 2025 26 th May 2025 June 2025	<ul style="list-style-type: none"> • Students were given a questionnaire to seek their input in developing an Anti-Bullying policy. • Students from each year group participated in a focus group session with the Co-Ordinator to seek their input in developing a Child Friendly Format – their wording, examples, suggestions and artwork used when drafting this Policy. • Class Teachers explained and discussed the Child friendly policy with students in class
Parents	25 th March 2025 September 2025	<ul style="list-style-type: none"> • Parents were given a questionnaire to seek their input in developing the Antibullying policy. • Bí Cineálta Policy draft shared with the parent body and parent association for feedback. • Policy published on the school website.
Board of Management	27 th May 2025	<ul style="list-style-type: none"> • Review new policy draft – leading to consultation and final ratification after amendments made where necessary.
Wider school community as appropriate, for example, bus drivers	9 th June 2025	<ul style="list-style-type: none"> • The Bí Cineálta policy is shared with the wider community via our school website...Bus escorts/drivers etc.
Date policy was approved: 27 th May 2025		
Date policy was last reviewed: 27 th May 2025		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all form 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:

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.

Culture and Environment:

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 preventative and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.

We aim to:

- Create a school culture where bullying behaviour is unacceptable
- Apply a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not acceptable.
- 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.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Create a positive school culture and climate which-
 - is based on inclusivity; welcoming difference and diversity.
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
 - promotes respectful relationships across the school community.

We strive to achieve these goals through:

- Staff are well versed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed on the Staff Room notice board.
- Anti-Bullying week (formerly Positivity week) activities such as Random acts of Kindness homework, Poster making, slogan making, etc.
- Celebration weeks to promote Inclusion and diversity; *'As I am' week* (celebrates neurodiversity), *Down Syndrome day*, *Active school week* (promotes health and wellbeing).
- Positive relationships are promoted through
 - Kindness Monitors- students in each class take turns to wear the kindness monitor sash on yard and reward kindness after each break.
 - Friday awards; Cineáltas Cup for each class level

- The use of Restorative practice questions and affective statements to address unwanted behaviours by all staff.
- A Telling environment; Children are taught the language 'Stop I don't like it'
- ISPCCA Blue Shield Award promoting antibullying values in the school.
- Child Friendly Anti- Bullying Policy was formed with pupil and parent input and shared with parents, children and staff to discuss. This policy outlines various ways to tell.
- Anti-Bullying resources/information is shared with parents.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Programmes promoting friendship and antibullying values are taught; *Zippys Friends* is taught in Junior/senior infants and *Funfriends* in Second class.
- Promotion of positive parental relationships through involvement in the parents Association and events such as Christmas fair/ SFX Funday.
- Smart Device free voluntary code for parents, a collective community-led initiative aimed at supporting the wellbeing of the children. It is a commitment by parents to delaying the introduction of personal smartphones and social media access until children complete sixth class in the senior school. It promotes a smartphone free campus for children.
- Internet safety programs (to inform about cyberbullying) such as Zeeko offered to parents annually.
- Effective supervision and monitoring of pupils.

Curriculum (teaching and learning): We aim to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Develop a shared understanding of what bullying is and its impact.

We strive to achieve these goals through:

- Teach SPHE and RSE content and programmes such as Zippys friends and Fun friends which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and Extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
- Students are given regular opportunities to work collaboratively 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, events.
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils and explicitly address the issues of cyber-bullying (Zeeko Internet safety training).

Policy and planning

- Bí Cineálta policy
- Student friendly Bí Cineálta policy
- Code of behaviour
- Child safeguarding statement

- Acceptable use policy
- Supervision Policy
- SEN policy
- SSE Wellbeing in education
- Child protection procedures
- Parental complaints procedures
- Appropriate TPL (Teacher Professional Learning) in research based best practice.
- Appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- Procedures for recording, investigating and dealing with incidents of bullying behaviour.
- Implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- Work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.
- The use of the Incredible Years program and Restorative practice to support positive behaviour.
- Effective leadership is a key component with Principal, Deputy Principal, and the SLM team focused on supporting the implementation of this policy.

Relationships and Partnerships

- 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 contributing 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 preventative strategies.
- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association and our various and multiple student committees and groups:
- Active schools, Playground leaders, Blue shield, Student Council, Assemblies, Fingal Library.
- Emotional regulation check-in for students with key staff members
- Promotion of nurture practices (nurturing schools).
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer/staff mentoring and peer/staff 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.

- Partnership with The Board of Management.

Preventing cyber bullying behaviour:

(Note - the digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. Children between 13 and 16 must have parental permission to sign up to social media services. Most social media platforms have a minimum age requirement and for the majority of these, it is 13 years old. Therefore children under the age of 13 should not have a social media account).

- Promoting digital citizenship.
- Implementing SPHE curriculum.
- Having open conversations with students about developing respectful and kind relationships online.
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour.
- Promoting online safety events for parents who are responsible for overseeing their children's activities online.

Preventing homophobic/ transphobic bullying behaviour

- Maintaining an inclusive physical environment such as displaying relevant posters.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Challenging gender-stereotypes.

Preventing racist bullying behaviour

- Fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- Encouraging peer support such as peer mentoring and empathy building activities
- Encouraging bystanders to report when they witness racist behaviour
- Providing supports to school staff to support students from ethnic minorities, and to encourage communication with their parents
- Ensuring that class library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds
- Age and stage appropriate awareness, raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.

Preventing sexist bullying behaviour:

- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex.
- Ensuring all student have the same opportunities to engage in school activities irrespective of their sex.
- Celebrating diversity at school and acknowledging the contribution of all students.
- Encouraging parents to reinforce these values of respect at home.

Preventing sexual harassment:

- Promoting positive role models within the school community.
- Challenging gender stereotypes that can contribute to sexual harassment.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour:

- School wide awareness on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- SNA's have a key role in making a verbal report of any incidents/concerns observed in class or on yard to the relevant class teacher.
- Yard Supervision Policy
- Swimming policy
- Child Safe guarding statement
- Implementation of the SPHE curriculum.
- AUP is developed for technology in our school and children learn about responsible online behaviour and digital citizenship.
- 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 provided.
- Involvement of pupils in contributing to a safe school environment e.g. Kindness/ anti-bullying week, and other activities that can help to pupils and encourage a culture of peer respect and support
- Ensuring that pupils know who to tell and how to tell.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Promote online safety events or material for parents
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. www.tacklebullying.ie, www.antibullyingcentre.ie > fuse, www.webwise.ie
- The Board of Management confirms that appropriate supervision and monitoring policies and Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

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.
- The Principal/DP/ SLMT member will liaise with the class teacher and 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.
- Assistant Principal 2 Anti- Bullying Policy Co-Ordinator is available to provide up to date information and supports if needed to assist class teacher in addressing concern.

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:

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

All reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Class Teacher(s)'.

Establishing if the alleged behaviour is bullying behaviour

- a. On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the person(s) experiencing the alleged bullying behaviour.
- b. The teacher may engage with children individually initially without parents' notification and presence.
- c. The teacher may engage with a group of children to investigate what happened. A group meeting will provide the opportunity for the children to give 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 also be helpful to ask the students involved to write down their account of the incident.
- d. In investigating and dealing with bullying behaviour the teacher(s) will exercise their judgement to determine whether bullying behaviour has occurred, the type and form and how best the situation might be resolved. The teacher may consult with senior management.
The following three questions should be considered to determine if bullying has occurred.
 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. The Class teacher will inform a member of the Senior Leadership and Management team, Principal or DP.

- If it is established that the behaviour is not bullying behaviour then it should be addressed using The Code of Behaviour.
- e. Where the 'Relevant Teacher(s)' determines that a pupil has been engaged in bullying behaviour; The teacher informs the pupil that they are in breach of the school's anti-bullying policy and efforts are made to explain the impact of their behaviour on the child experiencing the bullying behaviour.
- f. In this event parent(s)/guardian(s) of both parties will be contacted. The school will meet with parents to discuss strategies they can use at home to reinforce or support the actions being taken by the school and the supports for the pupils.
- g. The teacher must keep appropriate written records using the *green recording template*.

- h. 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).
- i. The Principal/DP/ SLMT member will liaise with the class teacher and follow up after twenty days to investigate if bullying has ceased.
- j. **Requests no action taken:** A student who reports bullying behaviour may ask a member of staff not to do anything, 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.

Determining if the bullying behaviour has ceased:

The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress.

- a. Factors to consider in the review include:
 - the nature of the bullying
 - the effectiveness of strategies used to address the bullying behaviour
 - the relationship between the students involved
- b. Ongoing supervision of both the child experiencing bullying behaviour and the child displaying bullying behavior may be required as well as continued support. It can take time for relationships to settle and for supports to take effect.
- c. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred. If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
- d. Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. Such sanctions will be proportionate to the seriousness of the bullying behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and school.
- e. The School will maintain care for the student 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.

Recording bullying behaviour:

All incidents of bullying behaviour should be recorded on the green form provided. The following details are included on the record:

- form (see section 2.5 of Bí Cineálta procedures)
- type (see section 2.7 of Bí Cineálta procedures)
- where and when (if known)
- the date of initial engagement with the students and their parents
- the views of the students and their parents* regarding the action to be taken to address the bullying behaviour (*only in relation to their own child)
- when review takes place, it should be noted if the bullying behaviour has ceased and the views of the students and parents in relation to this.
- note the date of reviews and engagements
- note the date that the bullying behaviour has ceased
- any engagement with external services/ supports should also be noted
- All records will be kept in the Principal's office.

Complaint process:

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school complaints procedure. In the event that a student and/or parent is dissatisfied following the complaints procedure, they may make a complaint to the Ombudsman for children.

Supports:

The following supports may be used to prevent and address bullying behaviour.

- k. NEPS
- l. Oide
- m. Webwise National Parents Council
- n. DCU Anti bullying Centre
- o. Tusla

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

Where bullying behaviour has occurred:

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, then school can deal with it in accordance with Bí Cineálta policy.

It is important for staff to be fair and consistent in their approach to address bullying behaviour. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. Engage with the student who is experiencing bullying without delay. School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties.

It is important that a student's agency is not decreased further by adults deciding what will happen next without listening to the student and involving them in deciding on the actions that will be taken.

The following principles must be adhered to when addressing bullying behaviour:

- ensure the child experiencing bullying behaviour feels listened to 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 view of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

Parents of both parties 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 as outlined in the school's *Bí Cineálta* policy. In circumstances where a student expresses concern about their parents being informed, the school should develop an appropriate plan to support the student and for how their parents will be informed.

Given the complexity of bullying behaviour it is acknowledged that no one approach works in all situations. In our school teachers trained in Restorative practice and/or mediation may use this approach if the students and parents agree.

Supporting pupils experiencing bullying behaviour:

- Foster respect for all pupils.
- Foster empathy towards and support for pupils experiencing bullying behaviour,
- Indicate clearly that the bullying behaviour is not the fault of the targeted pupil through annual awareness-raising programmes (antibullying week)
- Indicate clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of situations,
- Make adequate emotional support facilities/nurture available to pupils who need it in a timely manner.
- Encourage pupils needing support 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).
- Home school linkage with appropriate supports

Supporting pupils engaging in bullying behaviour:

- Make adequate emotional regulation supports/ nurture available to learn alternative behaviours.
- Encourage the child 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),
- Use learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- Use the incredible years programme to address unwanted behaviours and support the child to develop appropriate expected behaviours
- Support the pupil in seeking resolution and moving forward.
- Home school linkage with appropriate supports

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.

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: 30/9/2025

(Chairperson of board of management)

Signed:  Date: 30/9/2025

(Principal)