

**Presentation Secondary School
Ballingarry**



Bí Cineálta
to
Prevent and Address Bullying Behaviour

2025

The Board of Management of Presentation Secondary School, Ballingarry 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.

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.

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	4.11.2024	Survey
Board of Management	12.02.2025	Discussion
Date Policy was approved	10.06.2025	BoM Meeting
Date Policy was last reviewed		

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.

Bullying is 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.

Once off incidents may be considered bullying in certain circumstances eg. a single hurtful message posted on social media, as there is a likely hood of it being shared.

Bullying Behaviour Outside of School

Schools are not expected to deal with bullying behaviour which occurs outside of school when students are not under the care or responsibility of the school.

School staff should support students who are impacted by bullying behaviour that occurs outside of school.

However, if this bullying behaviour continues into the school environment, schools are required to address the bullying behaviour.

Cyberbullying

Bullying behaviour including Cyberbullying, which has occurred outside of school can often continue in school.

Where a student engages in cyberbullying behaviour when in school, the school must address the bullying behaviour.

Where a student experiences cyberbullying in school, the school must address the bullying behaviour.

In the case of cyberbullying, although the message may have been sent outside of school hours, the student may view the message while in school. Where this happens, the school must address the bullying behaviour.

Is it bullying?

If the answer to each of these questions is YES, then the behaviour is bullying behaviour and the behaviour will be addressed using Bi Cinealta procedures.

1. Is the behaviour TARGETED at a particular 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 any of the questions above is NO, then the behaviour is not bullying behaviour . Strategies to deal with inappropriate behaviour are provided in the schools Code of behaviour.

Behaviour that is not bullying behaviour

- A once-off instance of negative behaviour towards another student is not bullying. 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 the potential to be shared multiple times – therefore becoming bullying behaviour.
- Disagreements between students or instances where students no longer want to be friends or remain friends is not bullying. However, deliberate and repeated attempts to cause distress, exclude or create dislike including deliberate manipulation of friendship groups – is considered bullying.
- Some students with special educational needs may have social communication difficulties which make them communicate their needs through behaviours that can hurt themselves or others. These behaviours are not deliberate or planned and can be an automatic response which they cannot control.
- Accidental or reckless behaviour is not bullying.
- If repeated harm is real for the student experiencing the behaviour but unintended by the other student – this is not bullying.

All inappropriate behaviour will be managed within the schools Code of Behaviour.

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.

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.

1. Culture and environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour.

The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

Relationships between all members of the school community should be based on respect, care, integrity and trust.

Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour.

Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all. Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect

A Telling Environment

It is important that the school community supports a 'telling' environment. Students should feel comfortable to talk about concerns to any staff member regarding bullying behaviour.

The reasons why students may not report include the following:

- fear of retaliation from the student displaying the bullying behaviour or their friendship group.
- concerns about being seen as a "tell-tale" for reporting bullying behaviour
- fear that the adult may make the situation worse
- fear that the adult doesn't have the knowledge and skills to deal appropriately with the bullying behaviour
- fear that the adult may deny access to their smart phone
- not knowing what will happen when they report bullying behaviour
- fear that they will not be believed
- concerns about "getting into trouble" for reporting bullying behaviour
- not having evidence to back up the allegation of bullying behaviour, this can be seen particularly with relational bullying behaviour

Presentation Secondary School, Ballingarry is a safe environment where reporting of bullying behaviour is encouraged.

An annual student survey is conducted. Bullying behaviour is not tolerated in class.

A Trusted Adult

"A trusted adult" is any staff member the student feels is a reliable and caring source of support that will listen to expressed concerns and respond appropriately.

This is an effective strategy to encourage students to report if they or another student is experiencing bullying behaviour.

Staff support this strategy by letting students know that they can talk to them. Students who witness bullying behaviour are supported and encouraged to report the behaviour to a trusted adult in the school so that the behaviour can be addressed.

Students who witness bullying behaviour on social media have an important role in helping to address the behaviour by reporting the witnessed behaviour to a trusted adult.

The trusted adult will reassure the student that they have done the right thing by reporting the behaviour.

The trusted adult will, complete Form A section 1, inform the Year Head, Deputy Principal or Principal as appropriate. The trusted adult will continue to support the student, as appropriate, while the behaviour is being addressed by the Year Head, Deputy Principal or Principal.

Creating safe physical spaces in school

The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour.

Spaces that have a clear line of sight make it easier for school staff to supervise students. Hidden spaces in hallways, around staircases and in the schoolyard can be areas where there is a greater risk for bullying behaviour to occur.

The following measures help create safe physical spaces:

- ✓ good lighting is present to avoid dark corners or spaces
- ✓ visual barriers are removed from windows such as posters
- ✓ mirrors are installed to improve visibility and reduce blind spots
- ✓ school staff who are supervising are visible at break times, before and after school.
- ✓ murals, artwork and signage promote the school's values such as equality, diversity, inclusion and respect
- ✓ the school grounds are well maintained to promote a sense of ownership and respect in the school community

Supervision

Appropriate supervision is an important measure to help prevent and address bullying behaviour.

All **reasonable measures** are taken to ensure the safety of all students and to supervise students when students are attending school or attending school activities.

Organised activities during breaktimes accommodate a range of preferences and interests.

2. Curriculum (Teaching and Learning)

Teaching and learning that is collaborative and respectful is promoted. Students have regular opportunities to work in small groups with their peers, which helps build a sense of connection, belonging and empathy among students.

The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. The school also provides opportunities for students to develop a sense of self-worth through both curricular and extracurricular programmes.

The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula aim to foster students' wellbeing, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions. Students' social and emotional learning (SEL) skills can be improved through the SPHE curriculum.

The updated SPHE specifications aim to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The RSE strand of the specification also provides space for post primary students to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identity based bullying as well as sexism and sexual harassment.

Students also consider diversity and inclusion through the National Council for Curriculum and Assessment's Religious Education specifications/syllabus. Diversity and inclusion is also experienced via Patron's Curricula which aim to encourage respect and understanding of different beliefs, perspectives and ways of living.

In Civic Social and Political Education (CSPE), there is a focus on the interdependence of people in communities, at local as well as national and international levels.

History and, at Senior Cycle, Politics and Society can be used to raise awareness of racism and colonialism. By examining historical and contemporary examples of racial discrimination and colonial legacies, students can develop an understanding of the root causes of bias and prejudice. Resources and materials are also available to support incorporating Traveller culture and history across all areas of the curriculum.

3. Policy and planning

The wellbeing of the school community is at the heart of school policies and plans.

The requirements of the BÍ Cineálta policy and student friendly BÍ Cineálta policy is to prevent and address bullying behaviour.

A range of other policies such as the school's Acceptable Use Policy, Supervision Policy, Special Education Teaching Policy and Code of Behaviour support the implementation of our Bí Cineálta Policy.

Participation of students in the development and implementation of school policies and plans help increase awareness and ensure effective implementation.

Teacher professional learning courses support school staff to prevent and address bullying behaviour and to promote inclusion and diversity in schools. School staff also share their experiences and examples of best practice.

4. Relationships and partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour.

These interpersonal connections are supported through a range of formal and informal structures such as student councils, school clubs, parents' associations and student support teams.

The following initiatives strengthen relationships and partnerships between members of the school community:

- > age appropriate awareness initiatives that investigate the causes and impacts of bullying behaviour including those dealing with navigating friendships, identity based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment
- > supporting each student to be an active participant in school life.
- > supporting the active participation of parents in school life, including those who may find it difficult or daunting to engage with the school due to being unfamiliar with the education system or due to language or cultural barriers
- > conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying
- > supporting activities that build empathy, respect and resilience
- > encouraging peer support such as peer mentoring
- > promoting acts of kindness, charity and volunteer work.

Preventing specific types of bullying behaviour

The following prevention strategies are implemented.

The school's Student Support Team supports the development, implementation and review of the school's strategies to prevent bullying behaviour.

Engagement with members of the wider school community who are in regular contact with students, such as the following:

- school bus drivers
- education welfare officers
- home school community liaison officers
- school completion project workers
- visitors to the school inc. trainers, guest speakers, workshop facilitators
- local businesses that are close to the school

These members of the wider school community are encouraged to report any bullying behaviour to the school as appropriate.

5. Preventing cyberbullying behaviour

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. Technology is a part of life that can impact even the youngest members of society.

However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

These challenges are addressed by promoting digital literacy, digital citizenship, and fostering safe online environments.

Strategies to prevent cyberbullying behaviour include the following:

- SPHE curriculum
- Digital Media Literacy short course which teaches students about responsible online behaviour and digital citizenship
- Regular conversations with students about developing respectful and kind relationships online
- Acceptable Use Policy for technology
- Appropriate online behaviour is referenced as part of the standards of behaviour in the Code of Behaviour
- Restricted Mobile Phone Use Policy 2025
- Online safety events/workshops are offered to parents and students
- Internet Safety Day reinforces awareness around appropriate online 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.

For the purposes of data collection, students between the age of 13 and 16 years old must have parental permission to sign-up to social media services where companies use the legal basis of consent to collect process and store users' data.

Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old.

Therefore technically, children under the age of 13 should not have a social media account.

It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

6. Preventing homophobic/transphobic bullying behaviour

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school.

Strategies to prevent homophobic and transphobic bullying behaviour include the following :

- > an inclusive physical environment – displaying posters etc.
- > peer support and empathy building activities
- > challenging gender stereotypes
- > conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- > students are encouraged to report to a trusted adult when they witness homophobic behaviour

7. Preventing racist bullying behaviour

As schools are more culturally diverse , students attending school come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour.

Strategies to prevent racist bullying behaviour include the following:

- > a school culture where diversity is celebrated and where students “see themselves” in their school environment is promoted.
- > the cultural diversity of the school is visible and on display
- > workshops and seminars for students, school staff and parents to raise awareness of racism
- > peer support and empathy building activities
- > encouraging students to report to a trusted adult if they witness racist behaviour
- > staff are supported with resources to respond to the needs of students for whom English is an additional language and for communicating with their parents
- > staff are supported to help students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- > speakers from diverse ethnic backgrounds
- > library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

8. Preventing sexist bullying behaviour

Gender equality is the focus to create a supportive and respectful environment.

Strategies to prevent sexist bullying behaviour include the following:

- > members of staff model respectful behaviour and treat students equally irrespective of their sex
- > all students have the same opportunities to engage in school activities irrespective of their sex
- > diversity is celebrated at school and the contributions of all students acknowledge
- > organising awareness campaigns, workshops and presentations on gender equality and respect
- > encouraging parents to reinforce these values of respect at home

9. Preventing sexual harassment

There is a zero tolerance approach to sexual harassment.

Sexual harassment not dismissed as teasing or banter.

Strategies to prevent sexual harassment include the following:

- > using the updated SPHE specifications to teach students about healthy relationships and how to treat each other with respect and kindness

- > promoting positive role models within the school community
- > challenging gender stereotypes that can contribute to sexual harassment

Addressing Bullying Behaviour

The relevant teacher(s) for reporting, investigating and dealing with bullying are as follows:

- Any teacher in the school, trusted adult – Report
- Year Head – Investigate
- Guidance Counsellor/SST/PCT – Review Behaviour
- Deputy Principal/Principal – Sanction

Acts of Bullying may be reported in the following ways:

- Direct approach to any Teacher or to the Principal, Deputy Principal, Year Head, Guidance Counsellor, Class Teacher.
- A note handed to a teacher.
- A phone call by a parent or student to the school.
- A note can be left in the Principal/Deputy Principal's office
- A survey (confidential)

This list is not exhaustive.

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 primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour school staff will :

- ensure that the student 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 the students 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

Identifying if bullying behaviour has occurred

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:

Bullying is 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.

STEP 1: Reporting (Trusted Adult to whom the behaviour has been reported)

To determine whether the behaviour reported is bullying behaviour the following questions will 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 each of the questions above is **Yes**, then the behaviour is bullying behaviour and the behaviour will be addressed using the Bí Cineálta Procedures.

Complete Form A (Section 1) and refer to Year Head - if required.

Note: One-off incidents may be considered bullying 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.

STEP 2: Investigating (Year Head))

When investigating bullying behaviour the following procedures will apply:

- if a group of students is involved, each student will be engaged with individually at first
- thereafter, all students involved will be met as a group
- at the group meeting, each student will be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each student will be supported as appropriate, following the group meeting
- students involved may be asked to write down their account of the incident(s)
- Year Head will keep a record of all accounts of the incident(s) **(Form A:Section 2)**

**Serious matters will be referred to Deputy Principal/Principal
All outside of school and cyber bullying cases will be referred to the
Deputy/Principal**

STEP 3: Recording (Deputy Principal/Principal)

Where bullying behaviour has occurred

- Parents of the students involved will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- The views of the student who is experiencing the bullying behaviour will be considered, in deciding how best to address the situation
- a record is kept of the engagement with all involved
- this record will document the form and type of bullying behaviour, where and when it took place and the date of the initial engagement with the students involved and their parents (**FORM A: Section 3**)
- the record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

STEP 4: Review (Guidance Counsellor/PCT/SST)

Follow up where bullying behaviour has occurred

- The Guidance Counsellor will engage with the students involved no more than 20 school days after the initial engagement, to review the situation. Deputy Principal/Principal will update parents.
- Important factors to consider as part of this engagement will be 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 Guidance Counsellor will document the review with students and determine if the bullying behaviour has ceased and the views of students in relation to this.
- The date that it has been determined that the bullying behaviour has ceased will be recorded
- Any engagement with external services/supports will also be noted (**Form A: Section 4**)
- The Guidance Counsellor will then liaise with the Deputy Principal/Principal.
- The Principal/Deputy Principal will update parents.
- ongoing supervision and support will be provided, if needed, for the all students involved even where bullying behaviour has ceased
- if the bullying behaviour has not ceased the Student Support Team 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.

STEP 5 : Sanctions (Deputy Principal/Principal)

- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, the school will use 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 (Deputy Principal/Principal)
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*. they are referred to the school's complaints procedures
- 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.

Requests to take no action:

A student reporting an incident may request that bullying behaviour is not addressed – and the teacher is asked to 'look out' for the student. The student may not want to be identified as having told someone about the behaviour, feeling that this will make things more difficult.

The following procedures apply in this case:

- The teacher shows empathy to the student and deals with the matter sensitively.
- The students and teacher work together to decide what steps can be taken to address the matter and how best to inform their parents. It is important that the student feels safe.

Parents may also make schools aware of bullying behaviour – and ask that the school take no action.

The following procedures apply in this situation:

- The parent(s) should put this request in writing to the school – or be facilitated to do so if required due to literacy, digital literacy or language barriers occur.
- The school will acknowledge the request – but may decide, that based on the circumstances, it is appropriate to address the bullying behaviour.

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

The school's programme of support for working with pupils affected by bullying is as follows:

- Whole Staff Approach – Staff will be informed of the needs of the students involved, and where appropriate incorporate activities to develop self-esteem and social skills as part of the curriculum.
- Bullying will be discussed with openness and students made to feel comfortable and enabled to report cases of suspected bullying.
- A Bullying Survey will be conducted regularly and all reported cases followed up.
- Year Head and Class teacher monitoring and support.
- Pastoral Care Team will offer monitoring, support and access to Mentor/Significant Adult
- Access to Counselling for those affected and those who engage in bullying behaviour.
- Referral to outside agencies.

8. Supervision and Monitoring of Pupils

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.

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

All bullying behaviour will be recorded on Form A. 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.

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 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: *Liam O'Brien*

(Chairperson of board of Management)

Signed: *Angela Cahill*

(Principal)

Date: **10th June 2025**

SUMMARY

1. Definition of Bullying – **H:** Harmful, Deliberate,
Intentional

U: Unkind

R: Repeated

T: Targeted

2. Procedure:

Step 1: Reporting – trusted adult – Form A: Section 1

Record what is reported and decide if its Bullying or CoB

Bullying = refer to Year Head

Step 2 : Investigating – Year Head – Form A : Section 2

Speak to all parties involved, collect accounts of the incident, record time, date and location of the incident. Record type of Bullying Behaviour.

Step 3 : Recording – Deputy/Principal – Form A: Section 3

Parents are contacted. Actions to be taken are decided and agreed on - to stop the behaviour. Students have 20 days for the behaviour to cease.

Step 4 : Review – Counsellors – Form A : Section 4

All students involved in the bullying behaviour will be referred to a counsellor.

The date the bullying stopped will be recorded. All supports given will be recorded. Counsellors liaise with Principal/Deputy.

Step 5 : Sanction – Principal/Deputy – Form A : Section 5

Principal/ Deputy liaise with parents and confirm the bullying behaviour has stopped. If behaviour has not stopped (after 20 day period) - sanctions will apply as per CoB.