St. Patrick's B.N.S.,
Dublin Road,
Limerick

Bí Cinéalta Policy

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St Patrick's Boys 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, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a part to play in the school community, regardless of difference.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*

- 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. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

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

Behaviour that is not bullying behaviour:

- Bullying is not accidental or reckless 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. The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- 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, 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.

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	27/08/2025 06/10/2025, 13/10/2025, 20/10/2025, 26/11/2025	Discussion at staff meeting for all new and existing staff Restorative Practice training for all staff on three consecutive Croke Park hour with Marian Flanagan Draft Policy shared with staff
Students	November 2025 16/10/2025	Google Form for children in 3rd-6th class Jackie O'Regan of Digiwise provided cyber bullying and online safety workshops for 3rd-6th classes. Student council completed review of the Student Friendly Policy
Parents	11/10/2025	Questionnaire issued to parent
Board of Management	26 Nov 2025 02/12/2025	Policy forwarded to BOM for review 26 Nov 2025 Discussed and ratified with BOM on the
Wider school community as appropriate, for example, bus drivers	01/04/2025	Placed on our school website for review by the wider school community.
Date policy was approved: 02/12/2025		
Date policy was last reviewed: 10/06/2025		

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):

Culture and Environment: We strive to :

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility
- Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Create a positive school culture and climate which
    - is welcoming of difference and diversity and is based on inclusivity; encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and promotes respectful relationships across the school community;

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

- Staff are briefed 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 for ease of access also.
- Anti Bullying week activities such as Random acts of Kindness homework, Poster making, slogan making, etc.
- Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
- Parents receive information at times regarding useful information on Anti Bullying., Stay safe and SPHE lessons focusing on positive behaviour, form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.
- School Charter development as well as notice board to promote kindness and build responsibility amongst pupils.

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 this:
    - Teach SPHE and RSE content which fosters student's well-being and self confidence as well as promoting personal responsibility for their own behaviours and actions.
    - Implementation of the Stay Safe Programme biennially. The anti-bullying topic in the Stay Safe programme is completed annually, every November.
    - Online Safety education programmes, HTML Heroes (1st & 2nd) & (3rd & 4th) and Myselfie and the Wider World (5th & 6th) will be taught across classes each year.
    - 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.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international 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 and identity-based bullying including in particular, homophobic and transphobic bullying.
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
- On-going evaluation of the effectiveness of the anti-bullying policy.

Policy and planning

The aim of St Patrick's Boys National School Bí Cineálta policy is

- 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 all support the implementation of the Bi Cinealta policy.
- Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all members of the in-school leadership team focused on supporting the implementation of this policy.

Relationships and Partnerships

- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association, and our student committees and groups.
- 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.
- Positive home school links and relationships, help parents to communicate with teachers at an early stage if they suspect their child is being bullied.
- 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.

Restorative Practice
An important part of our approach to behaviour management and in keeping with our Bí Cineálta procedures is the concept of Restorative Practice. Our Code of Behaviour and Bí Cineálta policy focus on promoting positive behaviour, empathy, and responsibility rather than on punishment or sanctions, although these remain part of our overall framework where appropriate.

We promote a school community founded on mutual respect. Pupils are encouraged to respect themselves, their peers, and staff members; teachers and staff are expected to model the same respect toward students.

We take the view that pupils—except in cases of significant special needs—choose their behaviour to a large extent and therefore must take personal responsibility for their actions. When pupils act in ways that harm others, they are supported to reflect, understand the impact of their choices, and learn to act more positively in the future.

The Restorative Practice Questions provide a fair and structured way for all parties to express their perspective, understand the consequences of their actions, and repair relationships.

Our Restorative Practice philosophy is grounded in the values of:

- Respect
- Interconnectedness
- Fairness
- Personal Accountability
- Honesty
- Collaboration
- Problem-Solving

Through this approach, we nurture a culture where mutual respect, kindness, empathy, and positive relationships are at the heart of every interaction, supporting the prevention and resolution of bullying behaviour in a constructive, compassionate way.

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):

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.

In addition to above mentioned strategies, the school has the following in place to prevent and address bullying:

- Staff at all times endeavour to encourage pupils to show respect for each other.
- Implementation of the SPHE curriculum.
- Implementation of the Stay Safe Programme biennially. The anti-bullying topic in the Stay Safe programme is completed every November.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Digital Media Policy includes learning about responsible online behaviour and digital citizenship. AUP also developed for technology in our school.
- The school's Bí Cineálta 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 on Aladdin, using the template for this.
- School wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- Involvement of pupils in contributing to a safe school environment e.g. Kindness/ anti-bullying week each November, 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.
- Refer to appropriate online behaviour when using devices and in SPHE lessons.
- Promote online safety events or material for parents
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. www.tacklebullying.ie, www.antibullyingcentre.ie>fuse, www.webwise.ie
- Shared folder of resources for teaching of bullying including lessons from above websites – shared Google drive for all teachers to access.
- Challenge gender- stereotypes – equal participation of all. Equal recognition.
- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour. (Stay Safe 3rd & 4th class Topic 2, Lesson 3; 5th & 6th class Topic 2 Lesson 3)
- Foster a culture where diversity is celebrated and students "see themselves" in the school environment.
- Ensuring the library has material which reflects our diverse school population from different national, ethnic and cultural backgrounds.
- Modelling of respectful behaviour by staff of all irrespective of sex.
- Ensuring all students have the same opportunities to engage in school activities irrespective of sex.
- Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy - See Code of Behaviour.
- This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of

management and staff meetings.

- The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence."
- "In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies"

Section C: Addressing Bullying Behaviour

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

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- The class teacher (relevant 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 on Aladdin
- 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 the Board of Management of incidents of bullying.
- Deputy principal
- 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 (see Chapter 6 of the Bí Cineálta procedures):

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:

A. While all reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

B. If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.

C. The 'Relevant Teacher(s)' must record the bullying incident on the school information management system (Aladdin) by adding an Alleged Bullying Behaviour Report to the relevant pupil's file which will be visible on files on all other pupils named. The 'Relevant Teacher' must inform the Principal.

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved (rather than to apportion blame). With this in mind the school's procedures are as follows:

A. In investigating and dealing with bullying the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type, if it has, and how best the situation might be resolved.
B. All reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report instances of bullying they are not considered to be telling tales but are behaving responsibly.
C. Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.
D. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
E. On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the alleged victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour.
F. This will be done in class where possible but some incidents might be best investigated outside of the classroom situation to ensure the privacy of all involved.
G. When analysing incidents of bullying behaviour the 'Relevant Teacher(s)' should seek answers to questions of what, where, when and why. The Restorative Practice Questions should be used at this time:
    - What happened?
    - What were you thinking of at the time?
    - What have you thought about it since?
    - Who has been affected and in what way?
    - How could things have been done differently?
    - What do you think needs to happen next?

    This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non- aggressive manner.
H. If a group is involved each member should be engaged individually at first. Thereafter, all those

involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

I. Each member of a group should be supported through the possible pressures that they may face from the other members of the group after an interview by the teacher.

J. It may be appropriate to ask students to write down their account of the incident(s)

K. Where the 'Relevant Teacher(s)' has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him how he is in breach of the school's anti-bullying policy and efforts should be made to try to get him to see the perspective of the pupil being bullied.

L. The "Relevant Teacher" does not apportion blame but should make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. He emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continues..

M. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils; The "no blame approach" may need to be explained to the parents

N. When an investigation is completed and/or a bullying situation is resolved the "Relevant Teacher" will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This will be recorded on Aladdin under the Bi Cinealta tab, and uploading a file "Alleged Bullying Behaviour Report".

O. If a pupil chooses to continue the bullying behaviour, this can then no longer be considered a once off occurrence. In this event parent(s)/guardian(s) will be contacted again. The school should give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for the pupil.

P. Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

Q. Depending on the seriousness of the bullying some or all of Level 2 Supportive Interventions will be utilised (See School Code of Behaviour)

R. Repeated incidents of bullying behaviour will result in the imposition of sanctions. Such sanctions will be proportionate to the seriousness of the bullying behaviour. (See School Code of Behaviour). It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required that this is a private matter between the pupil being disciplined, his or her parents and the school.

S. Possible sanctions include but not limited to:
    a. Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
    b. He may be required to sign another promise, this time countersigned by a parent/guardian;
    c. Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal.

T. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred to the school's complaints procedure.

U. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their rights to make a complaint to the Ombudsman for Children.

V. The School will maintain care for the victim 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.

W. If a child makes a report of bullying, but asks that nothing is to be done about it, the relevant teacher will support the child appropriately to explore how it will be handled sensitively and how parents may be notified. If a parent does so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.

X. Our 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, we are required to support the students involved. Where the bullying behaviour continues in school, the school will deal with it in accordance with our Bí Cineálta policy.

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 Bullied pupils:
  - Ending the bullying behaviour,
  - Fostering respect for bullied pupils and all pupils,
  - Fostering greater empathy towards and support for bullied pupils,
  - Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes,
  - Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
  - Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding)
  - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

- Supporting Bullying pupils:
  - Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
  - Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this
  - Making adequate counseling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
  - Helping those who need to raise their self-esteem by encouraging them to become

involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school)
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth
- In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include, where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: _____ Date: 02/12/2025

(Chairperson of board of management)

Signed: _____ Date: 02/12/2025

(Principal)