



# CASTLETROY COLLEGE



**Bí Cineálta Policy to Prevent and address  
Bullying Behaviour**

The Board of Management of Castletroy College 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*.

This policy is reflective of the mission statement and ethos of Castletroy College.

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

### **Definition of bullying**

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.

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

The Core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case by case basis.

The core elements of the definition are further described below :

### **Targeted behaviour**

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

### **Repeated behaviour**

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

### **Imbalance of power**

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

### **Behaviour that is not bullying behaviour**

A one off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

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

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is

important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

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.

These behaviours, while not defined as bullying, can be distressing.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

### **Criminal Behaviour**

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, **criminalises the nonconsensual sharing of intimate images and also criminalises threatening to share these images.** The sharing of such images of any individual under the age of 18 is always illegal. If bullying behaviour **involves physical violence or threats of violence**, it may be considered **assault**.

If bullying behaviour involves **discrimination or hate speech** targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be **considered a hate crime** under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges.

If bullying behaviour **involves sexual harassment or sexual assault**, this may also be **considered criminal behaviour**.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

### **Types Of Bullying behaviour deemed to be inappropriate (note this list is not exhaustive):**

<b>General behaviours that apply to all</b>	<ul style="list-style-type: none"><li>● Harassment based on any of the nine grounds in the equality legislation e.g sexual harassment , racist bullying , homophobic bullying</li><li>● Physical aggression</li><li>● Damage to property</li><li>● Name calling</li><li>● Slagging</li><li>● The production , display or circulation of written words , pictures or other materials aimed at intimidating another</li></ul>
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	<p>person</p> <ul style="list-style-type: none"> <li>● Offensive graffiti</li> <li>● Extortion</li> <li>● Intimidation</li> <li>● Insulting or offensive gestures</li> <li>● Invasion of personal space</li> <li>● Exclusion</li> </ul>
<b>Cyber</b>	<ul style="list-style-type: none"> <li>● Denigration - spreading rumours, lies, gossip, to hurt a person's reputation</li> <li>● Harassment - continually spreading vicious, mean or disturbing messages to an individual</li> <li>● Impersonation - Posting offensive or aggressive messages under another person's name</li> <li>● Flaming - Using inflammatory or vulgar words to provoke an online fight</li> <li>● Trickery - Fooling someone into sharing personal information which is then post online</li> <li>● Outing - Posting or sharing confidential or compromising information or images</li> <li>● Exclusion - Purposefully excluding someone from an online group</li> <li>● Cyber stalking - ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> </ul>
<b>Identity Based Behaviours</b>	<b>Including on any of the nine grounds mentioned in Equality Legislation</b> specified ( gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community ).
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>● Spreading rumours about a person's sexual orientation</li> <li>● Taunting a person of a different sexual orientation</li> <li>● Name calling</li> <li>● Physical intimidation or attacks</li> <li>● Threats</li> </ul>
<b>Race nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>● Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include :</p> <ul style="list-style-type: none"> <li>● Malicious gossip</li> <li>● Isolation and exclusion</li> <li>● Ignoring</li> <li>● Excluding from a group</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>● Unwelcome or inappropriate sexual comments or touching</li> </ul>

	<ul style="list-style-type: none"> <li>● Harassment</li> </ul>
<b>Special Educational Needs, Disability, Learning Difficulties and Gifted</b>	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Taunting others because of their disability or learning needs</li> <li>● Taking advantage of some pupils vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>● Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>● Mimicking a person's disability or ability</li> <li>● Setting someone up for ridicule</li> </ul>

**This Policy Applies**

- In class, between classes and while on the school premises
- On school related activities, school tours etc
- On the way to and from school (including school bus)

**Rights and Responsibilities of Each Member of the School Community**

<b>Right</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>● I have the right to be safe in school</li> </ul>	<ul style="list-style-type: none"> <li>● I have a responsibility to make our school a safe and secure place for others</li> </ul>

**Rights and Responsibilities of students and staff**

<b>I have a right to be:</b>	<b>I have the responsibility to ensure that:</b>
<ul style="list-style-type: none"> <li>● Treated with respect</li> <li>● Physically safe and to expect my property to be safe in school</li> <li>● Free from all types of bullying</li> <li>● Able to learn and teach without disruption</li> </ul>	<ul style="list-style-type: none"> <li>● Others are treated with respect</li> <li>● Others are physically safe and the property of others is safe</li> <li>● Others are free from all forms of bullying</li> <li>● Others / students are able to learn without disruption</li> <li>● Bullying behaviour is acted upon as appropriate</li> </ul>

## Rights and responsibilities of parents

I have a right to:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> <li>Expect that my child is safe in school and can learn without disruption</li> </ul>	<ul style="list-style-type: none"> <li>Report bullying behaviour to the school</li> <li>Co operate fully with the implementation of school policy</li> </ul>

## Responsibilities of bystanders/witnesses

I should:	I should not:
<ul style="list-style-type: none"> <li>Say “no” or “stop” when I see or hear someone behaving unfairly - be assertive but not aggressive</li> <li>Seek help immediately from an adult if the situation is dangerous</li> <li>Tell when I know or suspect a student is being bullied</li> </ul>	<ul style="list-style-type: none"> <li>Join in bullying behaviour for example, laughing at, slagging, fighting, etc</li> <li>Cheer on somebody who is bullying</li> <li>Stay in a dangerous situation e.g a fight</li> <li>Bully the “bully”</li> </ul>

## 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	August 25th	Full staff in person presentation followed by online questionnaire.
Students	May 2025	Online questionnaire.
Parents	May/June 2025	Online questionnaire.
BOM	2nd December 2025	Discussed at the BOM meeting.

## Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying

behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see chapter 5 of the Bi Cinnealta procedures):

### **Bullying Prevention aligned with Key Areas of Wellbeing Promotion**

<b>Culture and Environment</b>	<b>Curriculum</b>
<ul style="list-style-type: none"> <li>● Open Door Policy</li> <li>● Active Student Support Team</li> <li>● Establishment of a safe telling environment</li> <li>● Active Pastoral Care teams</li> <li>● Empowerment of student voice: students council, prefects, Pay It Forward leaders,</li> <li>● Designated areas for students , student lockers, lunch time areas, lunch time clubs</li> <li>● Trained school guidance counsellors</li> <li>● Teacher mentors for students with an additional educational needs</li> <li>● Two special classes including sensory room and designated garden areas</li> </ul>	<ul style="list-style-type: none"> <li>● Various awareness weeks through the academic year</li> <li>● Variety of programmes are run in SPHE / Lifeskills</li> <li>● Staff CPD on area of Bi Cinnealta</li> <li>● Wellbeing indicators addressed in all areas of teaching and learning</li> <li>● Weekly AEN meetings</li> <li>● Culture of inclusion</li> </ul>
<b>Relationships and Partnerships</b>	<b>Policy and Planning</b>
<ul style="list-style-type: none"> <li>● Linking in with external services e.g NEPS, CAMHS , Tusla , Gardai , Limerick Social Services , Limerick CYPSC</li> <li>● Linking with BOM , Parents association , Students Council , local schools and clubs, fundraising events</li> <li>● Guest speakers</li> <li>● Garda Visits</li> <li>● Extra Curricular ( Coaches , Choreographer )</li> <li>● Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>● Bi Cinealta Policy</li> <li>● Code Of Behaviour</li> <li>● Acceptable ICT Usage Policy</li> <li>● Child Safeguarding</li> <li>● Child Protection</li> <li>● Data Protection</li> <li>● Mobile Phone policy</li> <li>● Use of , Care for and storage of your chromebook procedures</li> </ul>

#### **1. 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.

Castletroy College will proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- implementing the SPHE curriculum
- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online
- holding an Internet safety day to reinforce awareness around appropriate online Behaviour

## **2. Preventing homophobic/transphobic bullying behaviour**

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

Castletroy College will implement the following strategies to prevent homophobic and transphobic bullying behaviour includes the following which is not an exhaustive list:

- annual Stand Up Week
- maintaining an inclusive physical environment such as displaying relevant posters
- encouraging peer support such as peer mentoring 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
- encouraging students to speak up when they witness homophobic behavior

## **3. Preventing racist bullying behaviour**

Schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour.

Castletroy College will implement the following strategies to prevent racist bullying behaviour include the following which is not an exhaustive list:

- fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment
- having the cultural diversity of the school visible and on display
- conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- 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 respond to the needs of students for whom English is an additional language and for communicating with their parents
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- inviting speakers from diverse ethnic backgrounds
- ensuring that reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

#### **4. Preventing sexist bullying behaviour**

Castletroy College will implement the following strategies to prevent sexist bullying behaviour include the following which is not an exhaustive list:

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

#### **5. Preventing sexual harassment**

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. Schools must make it clear that there is a zero tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter.

Castletroy College will implement the following strategies to prevent sexual harassment include the following which is not an exhaustive list:

- using the updated SPHE specifications at post primary level 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

Many of the preventative strategies listed above can be implemented by schools to prevent

all types of bullying behaviour.

Resources to support schools to prevent bullying behaviour are contained in the Resources guide which accompanies these procedures.

### **Supervision and monitoring**

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

In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships Castletroy College has the following supervision and monitoring policies to prevent and address bullying behaviour which is not an exhaustive list :

- Yard and Corridors - a schedule of supervision on corridors and courtyards is in place in order to monitor student behaviour and well being. Any causes of concern are dealt with and reported to school management or relevant person
- All staff are watchful and observe relationships between students in class, note absence patterns through the assistant year head and let it be known that high standards of behaviour are always expected
- Survey of students - students are surveyed through an online form regularly throughout the year regarding bullying behaviour as part of the schools monitoring sessions.
- Student support team - the student support team meet weekly and operate a check and connect system , where members of the student support team meet students where concerns may have been brought to their attention
- Pastoral Care team meeting - the Junior and Senior pastoral care team meet weekly (separate meeting for Junior and Senior Pastoral Care teams) and also operate a check and connect system , where members of the pastoral care team meet students where concerns may have been brought to their attention

### **Addressing Bullying Behaviour**

The individuals with responsibility for addressing bullying behaviour are as follows:

- Principals
- Deputy Principals
- Bi Cinealta team
- Teacher
- SNA

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):

- Where a member of staff has a concern about a student being bullied, either as a result of personal observation or as a result of receiving a report from a third party, they should without delay refer the matter to the Year Head.
- In investigating bullying behaviour or addressing bullying behaviour in any way, Year Heads are welcome to seek assistance and support from the principal and/or the deputy principal at any time. Given the extent to which the principal and deputy principal are privy to all kinds of personal information about students, it would be prudent for the year head to check in with them before taking any action relating to bullying behaviour.
- The school reserves the right, in accordance with Section 6 of Bi Cinealta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools to seek assistance of agencies such as NEPS, An Garda Siochana, TUSLA or any other appropriate body that the school deems appropriate where it is deemed such assistance is necessary to dealing effectively with bullying behaviour.
- Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6, Bi Cinealta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools. These are summarised as follows:
  - 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 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\*

\*Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the 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.

When identifying if bullying behaviour has occurred relevant teachers will consider : what, where, when and why ?

If a group of students is involved, each student will be engaged individually at first. Thereafter, all students involved may be met as a group. At such a group meeting (if it is deemed appropriate by the school to hold such a 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 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.

In circumstances where a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and for how their parents will be informed.

The school will consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

### **Recording of bullying behaviour**

Those involved in investigating and resolving bullying behaviour will note and report developments as follows and in doing so will comply with relevant data protection legislation. It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The schools procedures for noting and reporting bullying behaviour are as follows:

- Record all incidents of bullying behaviour

The record must document the following specific details:

- The form (Section 2.5) and type (Section 2.7) of bullying behaviour, if known.
- Where and when the incident took place.
- The date of initial engagement with the students and their parents.
- The views of the students and their parents on the actions to be taken to address the behaviour.
- Documentation of the review with students and parents to determine if the behaviour has ceased, along with their views on the outcome.
- The date of each engagement (initial and review).
- The date it was determined that the bullying behaviour has ceased.
- Any engagement with external services/supports.

### **Retention and Filing**

- Retention: Records must be retained according to the school's record keeping policy and in line with data protection regulations.

- Student Support Plan: If a Student Support Plan exists, it should be updated to include response strategies and associated supports.

### **Follow up where bullying behaviour has occurred**

- the year head / deputy principal / principal must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- **important factors to consider** as part of this engagement are
  - the nature of the bullying behaviour,
  - the effectiveness of the strategies used to address the bullying behaviour and
  - the relationship between the students involved
- if the bullying behaviour has not ceased the year head / deputy principal / principal should
  - review the strategies used in consultation with the students involved and their parents.
  - a timeframe should be agreed for further engagement until the bullying behaviour has ceased
  - if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school's consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools they should be 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 bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

## **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: ***Dr Angela Canny***  
(Chairperson of board of management)

Date: 02/12/2025

Signed: ***Brian O Donoghue***  
(Principal)

Date: 02/12/2025