Coláiste Pobail Setanta

Meitheal (Support) Misneach(Courage) Bród (Pride)

Coláiste Pobail Setanta's Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Approved by BOM 14-10-2025

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Coláiste Pobail Setanta 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.

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.

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	03/10/2025	½ day school closure, questionnaire, focus group.
Students	03/10/2025	Questionnaire, Student Council Focus Group
Parents	03/10/2025	Questionnaire, Focus Group via Parents' Assocation
Board of Management	14/10/2025	Questionnaire and at Board Meeting
Wider school community as appropriate, for example, bus drivers	03/10/2025	Verbal conversation with the Principal.
Date policy was approved: 14/10/2025		
Date policy was last reviewed: 03/06/2025		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by Coláiste Pobail Setanta. 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 Bí Cineálta procedures):

Our Mission Statement

Our College is a vibrant, friendly, learning community where students, teachers and parents are encouraged, supported and challenged in pursuit of the highest standards of achievement and academic excellence. We foster equality, respect and integrity in our college. We embrace diversity, and recognize that everyone is unique and has a positive contribution to make.

Culture and Environment:

The staff, students and wider community of Coláiste Pobail Setanta endeavour to promote a positive school culture and climate which is:

- welcoming of difference and diversity and is based on inclusivity.
- encourages students to disclose incidents of bullying behaviour in a non-threatening environment.
- promotes respectful relationships across the College community.

A Telling Environment:

Colásite Pobail Setanta supports a 'telling environment'. Coláiste Pobail Setanta endeavours to promote a safe environment where reporting of bullying behaviour is encouraged:

- Reporting incidents of bullying is responsible behaviour.
- We encourage a 'telling' atmosphere, where it is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

- Students, parents/guardians are informed of the Anti-Bullying policy on admission. This policy is made available to all members of the college community via the college website and it is reviewed annually.

- References to policies relevant to Anti-bullying and prevention strategies at Year Group Assemblies, during tutorial and during classes across the curriculum at junior and senior cycle are frequently mentioned.

The college staff ensures that pupils know who to tell and how to tell, for example:

o Direct approach to teacher at an appropriate time, for example after class.

o Hand note up with homework.

o Make a phone call to the school or to a trusted teacher in the school.

o Anti-bullying report system on the website.

o Get a parent(s)/guardian(s) or friend to tell on your behalf.

o Administer a confidential questionnaire to pupils.

o Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

A trusted Adult:

Students who witness bullying behaviour in the college are 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 should reassure the student that they have done the right thing by reporting the behaviour and the trusted adult should without delay, inform the member or members of staff who have responsibility for addressing bullying behaviour.

In Coláiste Pobail Setanta the trusted adults are: any teacher or member of staff.

If unsure of who to inform the trusted adult should tell the Principal or Deputy Principal. The trusted adult should continue to support the student, as appropriate, while the behaviour is being addressed by the relevant staff member.

Curriculum (Teaching and Learning)

The Coláiste Pobail Setanta school community:

- applies a school-wide approach to the fostering of respect for all members of the College community.
- promotes teaching and learning that is collaborative and respectful.
- gives Students opportunities in class to work in small groups and in pair work, which helps to build a sense of connection, belonging and empathy amongst students.
- Offers curricular subjects which provides opportunities for students to foster inclusion and respect for diversity.
- provides opportunities for students to develop a sense of self-worth through both curricular and extra-curricular programmes.
- specifically considers 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.
- ensures that there are opportunities for staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it – prevention and intervention and ensures that there is professional development with specific focus on the training of the relevant teacher(s).
- promotes school wide awareness raising and training on all aspects of bullying, including pupils, parent(s)/guardian(s) and the wider school community.
- involves the Student Council in contributing to a safe school environment. The college also have a Prefect and Mentoring system and other student support activities that can help to support pupils and encourage a culture of peer respect and support.

- developed and promotes, together with students, a Student Friendly version of Bí Cinealta procedures for the school - to be included in student journals and displayed publicly in classrooms and in shared areas of the school.

- Discusses the school's Bí Cinealta procedures with pupils and all parent(s)/guardian(s)s are given a copy as part of the Learning Code of the school (every year). The school's Bí Cinealta procedures are discussed with pupils and all parent(s)/guardian(s)s can access the Bí Cinealta procedures on the college's website. Parents must sign to acknowledge their awareness of and as proof of heaving read the procedures as part of the Learning Code of the school (every year).

- informs students, parents/guardians of the Bí Cinealta procedures and other policies related to anti-Bullying on admission. The Bí Cinealta procedures and other policies related to anti-bullying are made available to all members of the college community via the college website and these are reviewed annually.

- references policies relevant to Anti-bullying and prevention strategies at Year Group Assemblies and during tutorial.

- consists of a Core Care team in each year group consisting of Principal, Deputy Principal link, Year Head, Assistant Year head, tutor, teaching staff, AEN team and Guidance Department link promote friendship activities and foster and promote positive relationships amongst students and meet regularly to discuss any issues.

- implements regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual themed weeks and parent(s)/guardian(s) seminars (from the NPC and other agencies, when available); annual or term or monthly student surveys; weekly school or year group assemblies by principal, deputy principal, year heads etc.

- attempts to create an atmosphere of respect between all members of the College community and provide opportunities for students to develop self-confidence and become empathetic and resilient individuals. Class and cross curricular opportunities encourage and allow for a fostering of positive relationships, such as: working together as a class, tutor group or year group, Get Active Week, Holiday competitions, Smile Files, promoting a positive class

atmosphere: working together, shared success, RAK (Random Act of Kindness) weeks, Themed Weeks: LGBTQi week, Stand up! Against Homophobic and Transphobic bullying campaign, Meitheal Week, Multicultural Festival, Anti-bullying week, Internet Safety Week, One Good Adult, amongst many others which seek to promote understanding and tolerance for all.

- provides several curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. Most specifically, the updated SPHE specifications aims to help students to feel empowered to create, nurture and maintain respectful healthy relationships with themselves and others. It makes specific provision for exploring bullying as well as the inter-related areas of belonging, integrating, communication, conflict, friendship, personal safety and relationships. The Relationship and Sexuality Education strand of the specification 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. Our Wellbeing classes as well as all other areas of the curriculum also provide opportunities for students to explore promoting self-confidence, a positive self-image and managing emotions.

- ensures that students can also consider diversity and inclusion through the National Council for Curriculum and Assessment's Religious Education specifications/syllabus. As well as this, diversity and inclusion can be experienced via DDLETB's curricula, Ethos Statement and Values 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.

- ensures that there is space within the teaching of all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In many other subjects, we use literature to

stimulate discussion. We use references to colonisation, exploitation and dictatorships to illustrate the negative aspect of power.

- promotes co-operation and group enterprise through team sports, school clubs and societies as well as through practical subjects.

- works to raise the awareness of bullying so that all members of the College community understand what bullying is and how the College deals with bullying behaviour. The subject is discussed with each year group throughout the year, CCTV is in operation and many aspects of bullying are interwoven into the College's Learning Code. We ensure that there is adequate supervision before, during and after school.

- encourages students to make friends and promote positive wellbeing and a supportive atmosphere in the College.

- encourages a 'telling' atmosphere, where it is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

- ensures that pupils know who to tell and how to tell as mentioned already above.

- identifies clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.

- developed an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

- lists the supports currently being used in the school and the identification of other supports available to the school e.g. GLEN www.glen.ie, BeLonGTowww.belongto.org

- can delivers lessons on bullying from evidence-based programmes, e.g. Cool School Lessons, #UP2US, Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet.

- can deliver lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying**

(Growing up LGBT, Stand Up Programme, The Trust pack) **Diversity and Interculturalism**. The school should list every resource related to the SPHE curriculum and make a list of supports.

- works with the Community Gardaí on the Garda SPHE Programmes at post-primary level. These lessons are delivered by Community Gardai and cover issues around personal safety and cyber-bullying.

Education and prevention strategies to counter Cyberbullying:

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.

Coláiste Pobail Setanta proactively addresses these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. The strategies listed below help to prevent cyber-bullying behaviour. This is not an exhaustive list.

The Coláiste Pobail Setanta school community:

- promotes the positive use of technology; discusses etiquette, personal safety issues and digital literacy throughout the year and via our Internet Safety Week and Safer Internet Day.
- Has regular conversations with students about developing respectful and kind relationships online
- works to prevent Cyberbullying by educating students on appropriate online behaviour, how to stay safe while online and on developing a culture of reporting any concerns about cyber bullying.
- treats cyberbullying as a whole school community issue and another form of bullying within the College's Bí Cinealta procedures. We teach students that bullying is wrong. We help them understand that cyberbullying is hurtful and wrong and to always treat others on and offline with the respect we would like from others.
- Promotes and hosts online and in person safety events for parents who are responsible for overseeing their children's activities online

- informs and educates students and parents of the College's Acceptable Use Policies (AUPs) and the sanctions for the misuse of ICTs to cause hurt and distress to other students.
- provides and publicises different ways of reporting cyberbullying in the College.
- teaches students that the Internet is not a private place and they should guard their private information online.
- teaches students that they have rights and responsibilities online.
- Implements the SPHE curriculum
- Implements the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship

The following additional strategies may be used from time to time:

- anti-bullying (including cyberbullying) awareness days and events.
- parents are supported in their role by meetings organised by the Care team in each year group consisting of Principal, Deputy Principal link, Year Head, Assistant Year Head, tutor, teaching staff, AEN team and Guidance Department link.

Preventing Homophobic/transphobic bullying behaviour

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

The strategies listed below help to prevent homophobic and transphobic bullying behaviour. This is not an exhaustive list.

The Coláiste Pobail Setanta school community:

- Maintains an inclusive physical environment such as by displaying relevant posters
- Encourages peer support such as peer mentoring and empathy building activities

- Challenges gender stereotypes
- Conducts workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- Encourages students to speak up when they witness homophobic behaviour

Preventing Racist Bullying behaviour:

The students in our college come from many diverse cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour.

The strategies listed below help to prevent racist bullying behaviour. This is not an exhaustive list.

The Coláiste Pobail Setanta school community:

- Fosters a school culture where diversity is celebrated and where students 'see themselves' in their school environment
- Has the cultural diversity of the school visible and on display
- Conducts workshops and seminars for students, school staff and parents to raise awareness of racism
- Encourages peer support such as peer mentoring and empathy building activities
- Encourages bystanders to report when they witness racist behaviour
- Provides supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- Invites speakers from diverse ethnic backgrounds
- Ensures that library reading materials and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing sexist bullying behaviour:

The college focuses on gender equality as part of our measures to create a supportive and respectful environment. The strategies listed below help to prevent sexist bullying behaviour. This is not an exhaustive list.

The Coláiste Pobail Setanta school community:

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

Preventing sexual harassment:

At Coláiste Pobail Setanta there is a zero-tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter. The strategies listed below help to prevent sexual harassment. This is not an exhaustive list.

The Coláiste Pobail Setanta school community:

- Uses the updated SPHE specifications to teach students about healthy relationships and how to treat each other with respect and kindness
- Promotes positive role models within the school community
- Challenges gender stereotypes that can contribute to sexual harassment

- Provides workshops from trained facilitators of the Body Rights workshops from the Dublin Rape Crisis Centre.

Coláiste Pobail Setanta has the following supervision and monitoring policies in place to prevent and address bullying behaviour.

Creating Safe Physical Spaces in Coláiste Pobail Setanta and supervision:

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

The staff at Coláiste Pobail Setanta take the following measures to create safe physical spaces:

- We ensure that good lighting is present to avoid dark corners and spaces
- We remove visual barriers such as posters on windows
- We ensure that there is adequate supervision at
    - School entrances and exits
    - On the corridors before and after classes and during lunch breaks
    - Teachers stand at their classroom doors at the break of classes and are vigilant to any bullying behaviour on the corridors
    - Teachers and school staff who are moving from one class to another are vigilant to any bullying behaviour on the corridors
    - Cameras are used in the school as a preventative measure to bullying behaviour
    - Artwork, murals and informative posters are also used to promote the school's and our patron's (DDLETB) values.
    - A tutorial is held every morning with a tutor to help create a sense of belonging, safety and predictability for all students.
    - Year groups are grouped together in one area.
    - There are separate entrances and exits for year groups to create a greater sense of safety, predictability, and belonging amongst year groups, particularly younger year groups.
    - The Guidance Counselling offices are clearly marked for students.

- Seomra Solas (a safe space for students who are overwhelmed) is also in use in the college and placed beside the Guidance Counselling offices.
- A meditation room and group therapy room are also clearly marked and used by students and staff for students who need a quiet or safe space or sanctuary
- Yearhead offices are also placed in the centre of each Yeargroup and Yearheads are available every morning and afternoon for students as well as throughout the day.
- Lunchtime arrangements in the canteen, library and on each year and in Croí at all times. Supervision is also on each floor of the college.
- Any extra-curricular activities that are held at lunchtime or after school are supervised.
- Gates and doors are supervised and or locked in the morning, during classtime, at lunchtime and after school.
- CCTV is in operation in the college to prevent bullying behaviour.

Section C: Addressing Bullying Behaviour

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

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 whole school community of Coláiste Pobail Setanta has a responsibility to prevent and address bullying behaviour. Coláiste Pobail Setanta works in partnership with DDLETB, our Board of Management, staff, students and their parents to educate against bullying behaviour and to address it when it does occur.

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.

The primary aim in addressing reports of bullying behaviour is to stop the bullying behaviour and to restore, as far as is practicable, the relationships of the parties involved.

When addressing bullying behavior teachers should:

- 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 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:

To determine whether the behaviour reported is bullying behaviour the teacher should consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

If the answer to each of the questions above is YES, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

Please note that once-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 college's Learning Code.

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

- it may be helpful to ask the students involved to write down their account of the incident(s)
- each student should be supported as appropriate

Where bullying behaviour has occurred:

- parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.

- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.

- a record should be kept of the engagement with all involved.

- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents.

- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

Requests to take no action:

Parents and students may also make the college 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 college or be facilitated to do so where there are literacy or language barriers. However, while acknowledging the parent's request, the college may decide that based on the circumstances, it is appropriate to address the bullying behaviour.

Follow up where bullying behaviour has occured:

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement

- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved

- the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this

- the date that it has been determined that the bullying behaviour has ceased should also be recorded

- any engagement with external services/supports should also be noted

- ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased

- if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased

- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the college's Learning Code. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school

Recording Bullying Behaviour:

All incidents of bullying behaviour should be recorded including the form and type of bullying behaviour.

The records will be retained in accordance with the school's record keeping policy and in line with data protection regulations.

Where a Student Support File (SSF) exists for a student, a record of the bullying will be placed on the student's (SSF) to assist the college's student support team in providing a consistent and holitstic response to support the wellbeing of the students involved. Where a Student Support Plan (SSP) exists, the plan should be updated to incorporate response strategies and associate supports.

Complaint Process:

If a parent is not satisfied with how the bullying behaviour has been addressed by the college, in accordance with these procedures, they can discuss the complaints procedures with the Principal.

In the event that a student / parent / guardian is dissatisfied with how a complaint has been handled, they can make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

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):

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

Pupils who have been bullied, witness or engage in bullying behaviour will be supported by the school, using the resources available in the school, through the provision of opportunities to attend meetings and check-ins with a Guidance Counsellor and the wider Year Group Care Team, to participate in activities designed to raise self-esteem, to develop friendships and social skills and thereby build resilience and a sense of self-worth whenever this is needed. The staff at Coláiste Pobail Setanta will support students by listening, showing empathy and reassuring the student. Restorative Practices, Mediation, and Counselling may be used when the students involved agree to this.

The college will devise appropriate 'check-in' mechanisms to be agreed upon by the students.

The following supports are available to help prevent and address bullying behaviour:

- NEPS: National Educational Psychological Services: (WWW.education.ie) 01 8896400
- Webwise: promotes safer, better internet use through awareness raising and education initiatives targeting teacher, parents and students. (Webwise - Internet Safety)
- Jigsaw – Jigsaw Dublin City is a free and confidential service supporting the mental health and well-being of people aged 12 – 25, Blanchardstown
  Contact Person: Aoife Clerkin (01)-8905810 www.jigsaw.ie

Coláiste Pobail Setanta

Meitheal (Support) Misneach(Courage) Bród (Pride)

- Pieta House- one-to one counselling for young people at risk of self harm or suicide. Contact Person: Avril Mansouri (01)-6010000 www.pieta.ie
- Barnardo's- work with vulnerable children and their families. Contact person: ann.coyle@barnardos.ie (01)- 826 2434 22 Corduff Park, Blackcourt Road, Dublin 15 www.barnardos.ie
- Foroige: operates a comprehensive range of youth work throughout the community of Ongar and Clonee. Phibblestown Community Centre Contact Email, bys@foroige.ie Phone, 018212012
- D. Doc: Out of hours mobile GP Service. Contact 1850224477
- Samaritans: Confidential phone counselling service. Contact 116123
- Connolly Hospital: 01 6465000
- Temple Street Hospital, Childrens Hospital: Contact 01 8784200
- Blakestown and Mountview Youth Initiative: a community project dedicated to the holistic support of young people: Contact 01 8210055. Youth@bmyi.ie
- CAMHS: Child and Adolescent Mental Health Service: Referred through family G.P. Health professional 0766956700
- Social Work Services: (www.Tusla.ie) 01 771 8500
- Teen Counselling (Cross Care): www.crosscare.ie 01 8360011
- Teen Between (support for children of separated parents): www.teenbetween.ie
- HADD (ADHD Support Network): www.Hadd.ie 01 874 8349
- Garda Youth Diversion Programme: www.garda.ie 01 666 7000
- NBSS: National Behaviour Support Service: Supporting children and schools with programmes which address behaviour for learning: www.nbss.ie 046 909 3355
- Family Mediation Service: www.legalaidboard.ie 01 646 9600 Barnardos Family Rescource Centres: www.bardardos.ie 01 453 0355
- Centre for Talented Youth Ireland, CTYI. Supported gifted and talented children: www.duc.ie/ctyi/ 01 700 5000
- Teen Parents Support Programme: www.tpsp.ie 01 6700167

MENTAL HEALTH SUPPORTS

- Pieta House: Support services for people who have suicide ideation or who participate in self-Harming 061 484 444

- Cross Care/Teen Counselling: www.crosscare.ie 01 836 7166
- AWARE: Provides support and information for those who experience depression, anxiety or mood disorder: www.aware.ie 01 661 7211
- St. Patrick's Mental Health Services: The support & information service is a free & confidential telephone and email service staffed by experienced mental health nurses. info@stpatsmail.com www.stpatricks.ie/contact-details : 01 249 3333
- Genesis Psychotherapy & Family Therapy Services, Blackcourt Road, Corduff, Dublin (01) 820 2764 http://www.genesistherapy.ie
- Foroige: Email, bys@foroige.ie Phone, 018212012

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: 14/10/25 (Chairperson of board of management)

Signed: _____ Date: 14/10/25 (Principal)

Coláiste Pobail Setanta

Meitheal (Support) Misneach(Courage) Bród (Pride)

Bullying Behaviour Update to Board of Management

Bullying Behaviour Update to Board of Management / /

Date of Last Board of Management Meeting: 02-10-2024

Bullying Behaviour Update for the Board of Management of Coláiste Pobail Setanta in accordance with section 7.1 of the Bí Cineálta Procedures for Schools.

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal provided the following information at the ordinary meeting of the board of management:

Total number of **new incidents** of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour **currently ongoing**.	
Total number of incidents of bullying	

Where incidents of bullying behaviour occurred, a verbal report was also given following guidelines from Bí Cinneálta: Yes _____ No: ____

This update should not include any personal information or information that could identify the students involved.

Signed: _____ School Principal Date: _____

Signed: _____ Date: _____

Chairperson of the BOM:

Coláiste Pobail Setanta

Meitheal (Support) Misneach(Courage) Bród (Pride)

Verbal Report Summary (for Principals use only)

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information were relevant: (This update should not include any personal information or information that could identify the students involved.)

The **trends and patterns identified** such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc.	
The **strategies used to address** the bullying behaviour	
Any **wider strategies to prevent** and address bullying behaviour	
If any **serious incidents of bullying** behaviour have occurred which have had a serious adverse impact on a student	
If a parent has informed the school that a **student has left the school** because of reported bullying behaviour	
If **any additional support is needed** from the board of management	
If the **school's Bí Cineálta policy requires urgent review** in advance of the annual review	

Coláiste Pobail Setanta

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Template for Recording Bullying Behaviour

If the bullying allegation meets the criteria for the definition of Bullying as per the Bí Cineálta procedures, (including online bullying) this template could be used

1. Name of pupil experiencing bullying behaviour

Name: _____

Class: _____

2. Name(s) & classes of pupil(s) engaged in bullying behaviour

_____

_____

_____

3. Form(s) of Bullying: (2.5)

Physical, Verbal, Written, Extortion, Exclusion, Relational, Online, (Please circle)

Other (please state)

_____

4. Type of Bullying: (2.7)

Disablist, exceptionally able, gender-identity, homophobic/transphobic, physical appearance, racist, poverty, religious identity, sexist bullying, sexual harassment (Please circle) Other (Please state)

_____

5. Location of incident(s)

_____

6. Date of incident(s)

7. Name of person(s) who reported the concern

8. Brief description of bullying behaviour and its impact:

9. Date of initial engagement with pupil(s) harmed and pupil(s) engaging in harm.

10. Names of, and date of initial engagement with parent(s) of student(s) experiencing bullying behaviour.

11. Name of, and date of initial engagement with parent(s) of student(s) displaying bullying behaviours

12. Details of actions taken:

13. Views of pupils and parents regarding actions to be taken

_____

_____

_____

_____

_____

_____

14. Date of Review to determine if bullying behaviour has ceased

_____ (no more than 20 days after the initial discussion to review progress following the initial intervention).

15. Details of Engagement with external supports (if any)

_____

_____

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_____

_____

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Signed: _____(Teacher) Date: _____