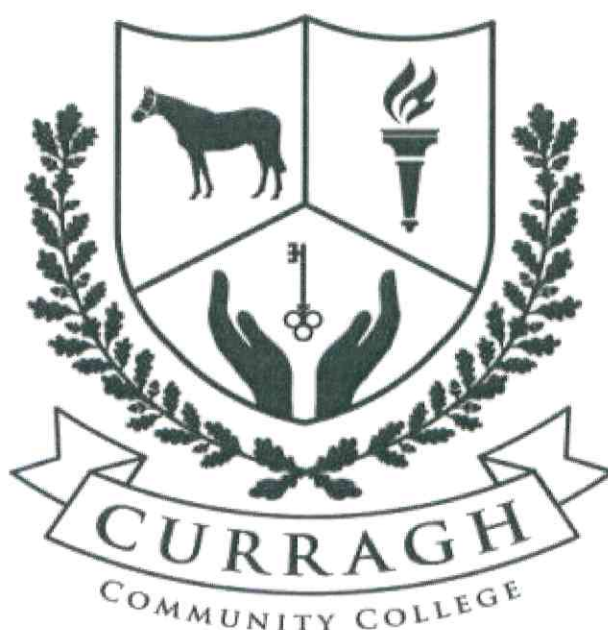


Bí Cineálta Policy to Prevent and Address Bullying Behaviour

2026



Address: Mc Swiney Road, Curragh Camp, Co. Kildare R56FW68

Roll No.: 706600

Patrons: Kildare Wicklow Education Training Board

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Abbreviations

AEN - Additional Educational Need

BFL - Behaviour for Learning

BOM - Board of Management

CCC - Curragh Community College

CPD - Continuous Professional Development

ETB - Education & Training Board

HRI - Horse Racing Ireland

HSCL - Home School Liaison

HSE - Health Service Executive

MLT - Middle Leadership Team

NEPS - National Educational Psychological Service

RP - Restorative Practice

RSE - Relationships & Sexuality Education

SCP - School Completion Programme

SLT - Senior Leadership Team

SST - Student Support Team

1. Introduction

Curragh Community College (CCC) under the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024* 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.

2. Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Curragh Community 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*.

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.

3. 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'

Under this definition the following key phrases are defined as follows:

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, social and/or emotional 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

Under this definition the following examples of bullying behaviours are as follows:

Physical: including but not exclusively personal injury, damage to or loss of property

Social and/or Emotional: including but not exclusively withdrawal, loneliness, exclusion, low self-esteem, depression, anxiety

4. Behaviour that is NOT Bullying

- Once off instance of negative behaviour towards another student is not bullying behaviour.
- 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.
- Disagreements 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.
- 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.

5. Behaviour as a Criminal Act

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.

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 1989¹¹, 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.**

6. Tyes of Bullying Behaviours

Bullying behaviour can take many forms, which can occur separately or together. These behaviours can be Direct, Indirect or Online.

Direct Bullying Behaviours

Physical Bullying Behaviour: includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault.

While students can often engage in "mess fights" they can sometimes be used as a disguise for physical harassment or inflicting pain.

Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal Bullying Behaviour: Continual name-calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour.

Often name-calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student's accent, distinctive voice characteristics, academic ability, race or ethnic origin.

Written Bullying Behaviour: includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

Extortion: Extortion is where something is obtained through force or threats.

Indirect Bullying Behaviours:

Exclusion: occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

Relational: occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: "Do this or I won't be your friend anymore"; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.

Online Bullying Behaviour

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This form of bullying behaviour can include:

- sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- posting information considered to be personal, private and sensitive without consent
- making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game E

Even though a message may be posted online just once by a student, it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying.

CCC identifies the responsibility being on Parents/Guardians as the primary educators of children to support their child in making good decisions at all times, but especially in relation to online interactions, which more often than not, takes place out of school hours.

The school supports students where the hurt and fallout of out of school hours online bullying comes into school and affects relationships within school.

7. Other Policies Informed by Bí Cineálta

- Acceptable Use Policy (including use of mobile phones)
- Code of Behaviour
- Child Protection Policy
- Child Safe Guarding Statement
- Wellbeing Policy
- RSE Policy
- Code of Practice for Teachers - ETB
- Code of Professional Conduct - Teaching Council
- Mission Statement
- AEN Policy
- Guidance Policy
- Admissions Policy

Section A

8. Development 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 of this policy.

	Date consulted	Method of consultation
School Staff	November 2024	<u>Step 1:</u> Two members of the Leadership Team attended a 1 day Oide in-service on Bí Cineálta procedures and policies. <u>Step 2:</u> Data was gathered from staff via Forms in relation to our current anti bullying policy and school strategies to prevent and address bullying behaviour. <u>Step 3:</u> A whole staff meeting was held to inform of the new Bí Cineálta procedures and our progress to that point. Data from the staff survey was presented and discussed. Staff had the opportunity to discuss the definition of bullying, what is not bullying, our current practices, their obligations under the policy and they worked on identifying possible gaps in practice. Graphics pertaining to Bí Cineálta student friendly posters were also discussed. <u>Step 4:</u> Draft policy presented to staff for feedback. <u>Step 5:</u> Ratified policy distributed to staff.
Students	February 2025	<u>Step 1:</u> all students were given the opportunity to complete a survey in relation to their understanding of bullying behaviours and possible experiences of the same. <u>Step 2:</u> a student focus group was established and tasked with creating student friendly Bí Cineálta posters to be displayed in the school and school diary. <u>Step 3:</u> Draft policy presented to the student council for feedback. <u>Step 4:</u> Ratified policy presented to the student council. <u>Step 5:</u> Discussion of the ratified policy to the student body via school assemblies.

Parents/Guardians	February 2025	<u>Step 1:</u> All parents/guardians were invited to complete a survey via Forms to gather data in relation to their knowledge and understanding of our current anti-bullying policy and school strategies to prevent and address bullying behaviour. <u>Step 2:</u> Draft policy presented to the parents/guardians council for feedback. <u>Step 3:</u> Ratified policy communicated to parents/guardians via VSWare notifications and posting to the school website.
Board of Management (BOM)	February 2025	<u>Step 1:</u> information on Bí Cineálta policy and procedures was presented to the BOM. <u>Step 2:</u> Data was gathered from the BOM via Forms in relation to our current anti-bullying policy and school strategies to prevent and address bullying behaviour. <u>Step 3:</u> Draft policy presented to the BOM for feedback and consideration. <u>Step 4:</u> Policy Ratified.
Wider school community - SCP, Fosters Coaches, HRI, Business in the Community Ireland and Keadean Knitwear	February 2025	<u>Step 1:</u> Our business partners in the community were offered the opportunity to engage with a survey relating to their knowledge and understanding of bullying and our anti-bullying policy and procedures. <u>Step 2:</u> Ratified policy distributed to our community partners via email.
Date policy was approved: 19/05/2025		
Date policy was last reviewed: 15/06/2026		

Section B

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

9. Preventing Bullying Behaviour

Four key areas are identified to ensure a holistic whole school approach:

1. **Culture & Environment** - we strive to:

- Establish a positive school culture and climate that is welcoming, acknowledges diversity and is an inclusive space for all.
- Promote respectful relationships across the school community.
- Encourage positive behaviour through positive language and the Positive Behaviour Matrix
- Ensure our school community has a shared understanding of what bullying is and the impact it has
- Promote the concept of a trusted adult

Ways in which we work to achieve these goals:

- Our Positive Behaviour Matrix demands respectful behaviours within our whole school community.
- Effective leadership through the Senior Leadership Team (SLT) and Middle Leadership Team (MT) alongside tutors and class teachers to implement our Bí Cineálta policy and procedures to prevent and address bullying behaviour.
- Ensuring an explicit understanding amongst the school community of our uniform approach to dealing with reports of bullying behaviours which is emphasised at all school assemblies.
- Students and staff are encouraged to disclose and discuss incidents of bullying behaviour.
- Implementation of Restorative Practice (RP) strategies as a means of supporting all members of the school community through times of conflict.
- Involving the Student Council and Prefect Team in contributing to a safe school environment and build a culture of peer support and respect
- Role modeling by all staff of positive and respectful interactions

2. **Curriculum** - we strive to:

- Implement a whole school approach to implementing education on bullying behaviour to build empathy, respect and resilience in students.
- Emphasise prevention and awareness of bullying behaviours through curricular and extra extracurricular programmes.
- Focus on building empathy, respect and resilience in students through curricular and extracurricular programmes.

- Highlight the potential within the teaching of all subjects to foster an attitude of respect, promote the value of diversity, address prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- Increase awareness of how to stay safe online and develop our students as responsible digital citizens
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment

Ways in which we work to achieve these goals:

- Our wellbeing programme embeds many themes in it which offer opportunities to discuss bullying behaviours (Friendship Week, Ethos Week, Diversity Week, LGBTQ+ Week).
- Utilising our tutor programme to increase awareness.
- Providing ongoing opportunities to understand the causes and effects of bullying behaviours through subjects such as Ethics, SPHE & Wellbeing.
- Displaying of posters around the school that discourage bullying behaviours and highlight inclusion of diversity.
- Our Relationships & Sexuality Education (RSE) programme provides opportunities to explore and discuss human sexuality and relationships which has particular relevance to identity based bullying.
- Embedding online safety programmes into our curriculum and equipping our students with the tools to stay safe online and to be respectful digital citizens.
- Supporting staff in attending Continuous Professional Development (CPD) pertaining to the prevention of bullying behaviours.
- Specifically considering the additional needs of AEN students with regard to programme implementation and the development of skills and strategies to enable all students to respond appropriately.
- Allocation of Ena, our Canine Companion, as required to support during reporting of bullying behaviours.

3. Policy & Planning - we strive to:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians and our wider school community.
- Develop a culture of reporting any bullying concerns to a member of our teaching staff
- Develop a culture across teaching, non-teaching and ancillary staff to be vigilant in identifying and reporting bullying behaviour
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour
- Implement an effective guidance plan that supports our Bí Cineálta procedures

Ways in which we work to achieve these goals:

- Communication of our school's Bí Cineálta Policy at first year induction night and the

publishing of the same on our school's website.

- Effective supervision and monitoring of students within the school building, designated surrounding areas, school tours and extracurricular activities.
- Communicating to students and parents/guardians the reporting procedures to follow if they have bullying concerns.
- Highlighting the importance of 'Bystanders' in instances where bullying behaviour occurs and empowering students to report.
- Consistent recording, investigation and follow up of bullying behaviours.
- On going evaluation of the effectiveness of our Bí Cineálta policy and procedures to prevent and address bullying behaviours.
- The use of mobile phones is strictly prohibited. Devices must be switched off whilst on school premises and regular checks are carried out.
- Involve students and parents/guardians in the policy development and review process.
- Our Acceptable Use Policy and Code of Behaviour support the implementation of the Bí Cineálta policy.

4. Relationships & Partnerships - we strive to:

- Support active participation of students in school life and active participation of parents/guardians in school life also.
- Support parents/guardians in navigating the online space that their children are growing up in.
- Establish positive relationships between the school and home through of Home School Liaison (HSCL) Programme.
- Maintain positive relationships with our feeder national schools.

Ways in which we work to achieve these goals:

- Communication of courses and supports available to assist parents/guardians in navigating the online world with their child.
- Establishing links with school transport companies and ensure they are aware of our bullying reporting procedure.
- Promote anti-bullying through the student journal.
- Availing of supports offered through the SCP and HSCL.
- Initiatives developed by the Relate team in the school (formerly PBST - Positive Behaviour Support Team)
- Availing of supports from our local Community Garda and inviting them to deliver presentations to students pertaining to bullying behaviour and online safety.
- Utilising our Behaviour for Learning (BFL) programme to maximise opportunities to address bullying behaviours and prevent them occurring.

In addition to what has been outlined above, the following procedures support the school in preventing & addressing bullying behaviour:

- Supervision by teaching staff for 20 minutes before school starts, during morning break and lunch and for 20 minutes at the end of the school day.
- A clear and succinct ladder of referral to ensure all school personnel know explicitly how to and who to report bullying behaviours to.
- A large number of teaching staff are trained in RP. Upskilling of which is offered regularly.
- Ena, our Canine Companion, offers social and emotional support to our whole school community and attends sessions as required.
- Our active parents association is involved in policy development and reviewing and have an active participation in school matters.
- Weekly meetings of our Student Support Team (SST) facilitates discussion and monitoring of bullying incidences.
- Our active student council is involved in policy development and reviewing and have an active participation in school matters.
- CCTV is active along corridors, in lunchrooms and in most classrooms. This can help support reported incidences with concrete visual evidence.
- Extracurricular activities offer a chance for students to build positive peer relationships

Section C

10. Addressing Bullying Behaviour

CCC makes it clear to all its members that bullying of any kind is unacceptable, irrespective of whether it is a student, staff or other member that is subject to the bullying behaviour.

A member of the teaching staff with a concern over a possible case of bullying can investigate the matter themselves.

Students, parents/guardians, non-teaching staff and members of the wider school community with a concern regarding bullying behaviour, either as a result of observation or receipt of a third party report, should feel empowered to report any concerns related to bullying behaviour to any of the following:

- Subject teachers
- Class tutor
- Year Head
- Deputy Principal
- Principal

It is made clear to all students that reporting bullying behavior is not 'telling tales' and that they are behaving responsibly.

If the person who feels they have observed an incidence of bullying occurring does not feel capable of investigating the matter themselves they should:

- Provide a written report with full details of their concerns and forward this to one/some of the above.
- Written reports will be stored in student files following the schools recording procedures.
- If the reporting person is concerned that a bullying allegation is causing serious upset to a student, staff member or other person, they should bring it to the attention of the Deputy Principal or Principal (ideally before the end of the school day).

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

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*.

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:

Investigation & Recording of Reported Incidences of Bullying Behaviour:

- The primary focus, when investigating and dealing with bullying behaviours is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved.
- Parents/Guardians and students are expected to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- CCC reserves the right to investigate allegations of bullying behaviours, and take disciplinary actions where necessary, where the bullying behaviour is perpetrated by a member of the school community and it impinges on the work or wellbeing of the individual, even where the acts of bullying behaviour are committed outside of the school. However, where this is not possible, the school may advise parents/guardians to report such incidences to the Gardaí.
- In any case where CCC deems bullying behaviour to be potentially abusive, it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or advice on making a formal child protection report.

- On receipt of a report of an alleged incidence of bullying behaviour, the investigating teacher will exercise their professional judgement, supported by the definition within this policy, to determine whether bullying has occurred, what type it is and how best the situation might be resolved.
- All reports of bullying, including anonymous reports, will be investigated and dealt with by the teacher who first becomes aware of the allegation/concern or by the Principal/Deputy Principal.
- Alleged incidents of bullying will be investigated in a calm, unemotional problem-solving manner. They will be investigated outside of the classroom setting to ensure privacy of all those involved.
- Interviews will be conducted with sensitivity and with due regard to the rights of the students, irrespective of whether they are allegedly involved in the bullying behaviour or are in the position to provide information about an incident being investigated. Notes will be taken during this process and read back to the student to confirm accuracy.
- Those investigating a bullying behaviour will seek answers to questions pertaining to what/where/when/who/why.
- Where a group is allegedly involved in bullying behaviour, each student will be interviewed individually in the first instance. Thereafter, where appropriate, all involved may be met as a group and each member will be asked for their account to ensure all are clear about what each person is saying. Members of the group will be supported through the possible pressures they may face from other members during this process.
- Where deemed appropriate, those involved may be asked to write down their account of the alleged incident

Addressing Bullying Behaviours:

- Where the investigating teacher determines that bullying behaviour has occurred, the parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and to explain the procedures being followed.
- CCC reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the schools' code of conduct, against those who bully others.
- Where necessary, CCC will seek the assistance of NEPS, the HSE and/or the Gardaí, as appropriate, to combat bullying behaviours and support both the perpetrator and victim(s)
- In combatting bullying, CCC will take particular account of the needs of students with AEN to ensure capabilities to fully understand the process.

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

Dealing with those who display bullying behaviours:

- It will be made clear to them that they are in breach of the school's Bí Cineálta Policy.

- The relevant teacher does not apportion blame but should make an effort to try to get them to see the situation from the perspective of the student(s) being bullied. They should emphasise 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.
- Where appropriate, and where the students involved are open to it, RP strategies will be employed by trained and experienced teachers.
- Where CCC deems it necessary to impose a sanction, it will be made clear to all involved (both the bullied and bully and their parents/guardians) that it is a private matter between the student being disciplined, their parents/guardians and the school.

Supporting those who display bullying behaviours:

- It will be made clear that those displaying bullying behaviours who subsequently reform, are not blamed or punished and get a 'clean sheet'. It will be clear that they are doing the right and honourable thing and giving them praise for this.
- Students who have displayed bullying behaviours will be offered appropriate support via the school guidance counselor, the check and connect team and SCP.
- Students who have displayed bullying behaviors will be provided with supports to help them to learn other ways of meeting their needs without impinging on the rights of others.
- Students who have displayed bullying behaviours will be provided with appropriate opportunities to build their self-esteem and feelings of self-worth.

Supporting with those who experience Bullying Behaviours:

- Prompt ending the bullying behaviour will be prioritised.
- It will be highlighted to the student that the bullying is not their fault.
- Students who have experienced bullying behaviours will be offered appropriate support via the school guidance counselor, the check and connect team and SCP.
- If ready, the student who has experienced bullying behaviours towards them, will be offered the opportunity to engage in RP with the perpetrator(s).
- Students who have experienced bullying behaviours will be provided with the opportunities to participate in activities designed to raise their self-esteem, develop their social skills and build their resilience.
- The School will maintain care for the victim over time. This will be done by speaking to the student a number of weeks after the incident to check on their continuing welfare. The student's parents/guardians will also be consulted.

Supporting those who witness Bullying Behaviours:

- Students who observe incidents of bullying behaviour will be encouraged to discuss the incidents with their teachers and/or parents/guardians.
- They will be encouraged to avail of school supports where they feel it may assist them to cope effectively with what they have experienced.

Supporting those who report but request no action be taken:

- If a child makes a report of bullying, but asks that nothing is to be done about it, the relevant teacher will support the student appropriately to explore how it will be handled sensitively and how parents/guardians may be notified.
- If a parent/guardian 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.

Follow Up Procedures:

- 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 and the outcome of the interventions will be recorded.
- 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*.
- The relevant teacher will meet separately with the involved parties to review progress.
- In determining whether a bullying incident has been adequately dealt with, the relevant teacher must take into account whether the bullying behaviour has ceased, whether issues between parties has been resolved as far as is practicable, if relationships have been restored between parties and any feedback received from the involved parties, their parents/guardians and the school principal or Deputy Principal.
- Where a parent/guardian or student above the age of 18 years old is not satisfied that CCC has dealt with the bullying cases in accordance with the procedures outlined in this policy, they will be advised of their right to appeal to CCC's BOM. Appeals should be submitted in writing setting out the grounds for appeal and addressed to the Chair of the Board within 15 school days of the parent/guardian informing the Principal that CCC has not dealt it the bullying case in accordance with the procedures outlined in this policy.
- Where a parent/guardian having exercised their appeal to the BOM and is still not satisfied, they will be advised of their right to make a complaint to the Ombudsman for Children.
- Where CCC management deem t necessary, an investigated case of bullying may be referred to the school's BOM.

Section D

11. Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year.

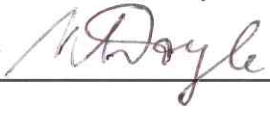
Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information.

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

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

Signed: 
(Chairperson of the BOM)

Date: 15/06/2026

Signed: 
(Principal)

Date: 15/06/2026

Appendix I

