



# Bí Cineálta Policy to Prevent and Address Bullying Behaviour St Vincent de Paul Senior School

## Bí Cineálta Policy to Prevent and Address Bullying Behaviour

### School Ethos and Mission

St Vincent de Paul Senior School is a Catholic School under the patronage of the Archbishop of Dublin.

We seek to provide a sound academic education for each pupil, whilst developing the moral, emotional, spiritual, aesthetic and creative faculties of each pupil. We aim to develop and promote human and Christian values. We acknowledge the individuality of each pupil and we aim to nurture self-esteem, self-confidence and a positive self-image. Our school promotes co-operation and a strong sense of community so that all children experience acceptance. Every effort is made to allow children the opportunity to express their individuality so that each child experiences success and satisfaction in what they do. We promote an atmosphere of openness and friendliness, encouraging all pupils to respect themselves, other members of our school community, personal belongings and school property.

### Rationale

The Board of Management of St Vincent de Paul Senior School 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.

It is very important to note that this policy is fully aligned with the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* and that it should be **read in**

*conjunction with the procedures.* Schools are required to follow the procedures fully, as set out by the Department of Education.

## 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.

## Types of Bullying Behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- **disablist bullying behaviour:** behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- **exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- **gender identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity
- **homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- **physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body
- **racist bullying:** behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community.
- Racism is defined in the National Action Plan Against Racism<sup>13</sup> as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”<sup>14</sup>
- **poverty bullying:** behaviour that intends to humiliate a student because of a lack of resources >
- **religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity
- **sexist bullying:** behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- **sexual harassment:** any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

## 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

### **Bullying behaviour that occurs outside of school**

As per the Bí Cineálta Procedures, a school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where bullying behaviour has an impact in school, schools are required to support the students involved. Examples of prohibited bullying behaviours that can occur outside of school (non-exhaustive list):

- Bullying behaviour that occurs in the area immediately outside the school, the local shops and the wider local area.
- Bullying behaviour that occurs on the journey to and from school.
- Bullying behaviour that occurs in organised clubs and groups outside of school such as sports clubs.
- Online bullying (cyberbullying) behaviour, along with other types of bullying behaviour can cause significant harm and have a lasting impact on students who experience this behaviour. Access to technology means that online bullying behaviour can happen any time and that the student's home is no longer a safe place. The nature of these technologies means that digital content can be shared and seen by a very wide audience almost instantly and the content is almost impossible to delete permanently.

## 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	March - April 2025	Staff Training Staff Consultation Online Questionnaire
Students	February 2025	Pupil Questionnaire (hardcopy)
Parents	March 2025	Online Questionnaire
Board of Management	June 23 <sup>rd</sup> 2025	BoM Meeting
Wider school community as appropriate, for example, bus drivers	n/a	
Date policy was approved: 23 <sup>rd</sup> June 2025		
Date policy was last reviewed: 23 <sup>rd</sup> June 2025		

## Section B: Preventing Bullying Behaviour

The Wellbeing Policy Statement and Framework for Practice provides four key areas that are essential for a holistic, whole-school approach to wellbeing promotion: Culture and Environment; Curriculum; Policy and Planning and Relationships and Partnerships. This section sets out the prevention strategies that will be used by the school under these four key areas. 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)

### Culture & Environment

At St Vincent de Paul Senior School, we strive to:

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour is adopted.
- Create a positive school culture which is welcoming to all and is based on inclusivity, encouraging all pupils to discuss and disclose incidents of bullying behaviours in a non-threatening environment.
- Model respectful behaviour to all members of the school community at all times.
- Establish clear expectations for respectful and acceptable behaviours and reinforce them consistently

- Promote positive reinforcement and encouragement for following class and school rules
- Foster and enhance the self-esteem of all pupils within and beyond the curriculum.
- Promote and celebrate kindness and respect for oneself and others, through positive and respectful interactions, visual displays such as 'Acts of Kindness Tree'
- Ensure that staff at St. Vincent de Paul Senior School reinforce the message that if anyone is the victim of bullying behaviour, they should not retaliate in any way, but they should tell an adult (see Trusted Adult Section below).
- Encourage a **culture of telling**, in that way pupils will gain confidence in 'telling'. 'Telling' is not considered to be telling tales but behaving responsibly.

#### **Trusted Adult:**

- The concept of "a trusted adult" strategy is used in St. Vincent de Paul Senior School to encourage students to report if they or another student is experiencing bullying behaviour. Staff support this strategy by letting students know that they can talk to them.
- Students who witness bullying behaviour are supported and encouraged to report the behaviour to a trusted adult in the school so that the behaviour can be addressed.
- Students who witness bullying behaviour on social media have an important role in helping to address the behaviour by reporting the witnessed behaviour to a trusted adult
- The trusted adult reassures the student that they have done the right thing by reporting the behaviour. The trusted adult, without delay, informs the member of staff who has responsibility for addressing bullying behaviour (class teacher). If unsure who to inform, the trusted adult informs the principal or deputy principal. The trusted adult continues to support the student, as appropriate, while the behaviour is being addressed by the relevant member of staff.
- All pupils of St. Vincent de Paul Senior School are expected to contribute to the creation and maintenance of a safe environment in the school.

## **Curriculum (Teaching and Learning)**

### **Implementation of curricula**

#### *Outline of whole school Programmes (Anti-bullying Prevention Strategies)*

At St Vincent de Paul Senior School, we strive to:

- Ensure that collaborative, inclusive and respectful teaching and learning is promoted in our school.
- Facilitate our pupils having regular opportunities to work in small groups with their peers, which can help build a sense of connection, belonging and empathy among students.
- Implement the Social, Physical and Health Education Curriculum (SPHE) according to our Plean Scoile, including the Relationship and Sexuality Education (RSE), Stay Safe and Weaving Wellbeing Programmes.
- The anti-bullying modules of the SPHE evidence-based programmes (Webwise, Weaving Well-Being, Walk Tall and Stay Safe) are implemented during each school year, proactively explaining the nature and variety, causes, negative consequences and unacceptability of bullying. SPHE and Stay Safe Lessons are taught with a focus on "how to tell". There is school-wide delivery of lessons on Cyberbullying (Web Wise Primary teachers' resources).

Programme	Stay Safe	Walk Tall	Weaving Wellbeing	Webwise	RSE
Month:	<b>2nd:</b> January - May <b>3rd:</b> January - February (teachers will repeat 2nd StaySafe) <b>4th -</b> January - May <b>5th -</b> January <b>6th -</b> January - May	<b>All Classes</b> - September <i>'Anti Bullying'</i> <b>2nd:</b> May - June <b>3rd:</b> February - June <b>4th:</b> May - June <b>5th:</b> April - June <b>6th:</b> May - June	<b>All Classes</b> - September - November	<b>All Classes</b> - November - December/ January	<b>5th and 6th:</b> Term 2

- The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. Our school encourages opportunities for students to develop a sense of self worth through both curricular and extra curricular programmes. The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula fosters students' well-being, self confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions.

**Outline of whole school Initiatives (Anti-bullying Prevention Strategies)**

- Wellbeing Week
- Wellbeing Committee
- Student Council
- Buddy System
- Buddy Bench
- Friendship Week
- Multicultural Events
- Sensory Room/regulation breaks

### Policy and Planning

The wellbeing of the school community should be at the heart of school policies and plans. Policies are made available to the school community and are reviewed regularly. Policies are made available on our school website and homework journal. There are a range of policies such as:

- Child-friendly Bí Cineálta Policy
- Supervision Policy
- Acceptable Use Policy
- Use of Electronic Devices Policy
- Code of Behaviour
- Child Safeguarding Statement & Risk Assessment
- Special Education Teaching Policy

## Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as student councils, before and after school clubs and parents' associations.

The following, which is not an exhaustive list, are the ways that we strengthen relationships and partnerships between members of the school community:

- Encourage and foster positive home-school links
- Encourage and promote open communication between staff, pupils and parents
- Encourage and promote active involvement of parents and pupils in school life.
- Promoting acts of kindness and positive interactions
- Promote School/Community Initiatives, such as:
  - Hosting events and initiatives between local schools, e.g. annual quiz
  - Promoting community care through neighbourhood clean ups.
  - Links with local sports clubs
  - Parish Church
- Conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying - cyberbullying zoom for parents
- Ensure all stakeholder actively monitor and review the implementation of Bí Cineálta policy and pupil friendly version.

### Preventing Cyberbullying Behaviour

**Implementation of education and prevention strategies (including awareness-raising measures) that:**

The school addresses cyber-bullying and identity-based bullying, including homophobic and transphobic bullying, through lessons using the Web Wise Primary teachers' resources. Special attention is given to the needs of SEN pupils to ensure they develop skills to respond appropriately. Programmes such as Weaving Well Being, Walk Tall, Stay Safe, etc. focus on building self-esteem and helping students cope with bullying.

**Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list: (These strategies help create a safer digital environment and reduce the risk of cyberbullying).**

- Implementing the SPHE curriculum- *Stay Safe Cyberbullying*
- Implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship- *HTML Heroes (Web Wise)*
- Having regular conversations with students about developing respectful and kind relationships online
- Guest speakers to facilitate talks around online safety and digital citizenship
- 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.
- Holding an internet safety week to reinforce awareness around appropriate online behaviour.

## **Preventing Homophobic and Transphobic Bullying Behaviour**

Implementation of education and prevention strategies:

- Implementation of education and prevention strategies particular, homophobic and transphobic bullying.

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

Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- Create a safe and inclusive environment for all students, regardless of their sexual orientation or gender identity
- Encourage peer support such as peer mentoring and empathy building activities
- Challenge gender stereotypes
- Encourage students to speak up when they witness homophobic behaviour

## **Preventing Racist/ Bullying Behaviour**

Implementation of education and prevention strategies:

- explicitly address the issues of cyber-bullying and identity-based bullying, including in particular, homophobic and transphobic bullying.
  - 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 to promote different cultures ie. multicultural day
  - encouraging empathy building activities (Weaving Wellbeing)
  - 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
  - ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds
  - Implementing the SPHE curriculum - Stay Safe: Other Types of Bullying - T2 L3

## **Preventing sexist and bullying behaviour**

Our school focuses on gender equality as part of the school’s measures to create a supportive and respectful environment.

**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 and presentations on gender equality and respect
- encouraging parents to reinforce these values of respect at home

## **Preventing Sexual Harassment**

### **Prevention of Harassment**

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

### **Preventing sexual harassment**

At St Vincent de Paul Senior School, we have a zero tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter.

**Strategies to prevent sexual harassment include the following, which is not an exhaustive list:**

- Using the updated SPHE specifications at 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

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

**Supervision:**

- Appropriate supervision is an important measure to help prevent and address bullying behaviour. St Vincent de Paul Senior School takes all reasonable measures to ensure the safety of our students and to supervise students when students are attending school or attending school activities, as per the school's Supervision Policy and Break-time Supervision Rota
- Students can feel a greater sense of belonging to a school community when they are given ownership of their own school environment. This helps students to identify and to feel a sense of responsibility for their school. The inclusion of spaces within schools for collaborative learning can also play a part in fostering a sense of belonging. It is important that the school grounds are well maintained to promote a sense of ownership and respect in the school community.

**Monitoring:**

- Staff takes particular care of 'at risk' pupils, and uses its monitoring systems to facilitate early intervention where necessary, and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities is ongoing, as per the school's Supervision and Monitoring Policy. The school's **Acceptable Use Policy** includes the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones. Non-teaching and ancillary staff are also required to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

## Section C: Addressing Bullying Behaviour

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

- Mainstream class teachers and SETs (where appropriate).
- The Principal/Deputy Principal will provide support and advice and will become involved where appropriate.

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):

Steps taken to determine if bullying behaviour has occurred (adapted from Chapter 6 of the Bí Cineálta Procedures)

### **Stage 1 - Identifying if bullying behaviour has occurred (ref: Ch. 6.1)**

Teachers will investigate all instances of suspected or reported bullying behaviour with a view to establishing the facts and managing the behaviour. When identifying if bullying behaviour has occurred the teacher should consider the following: what, where, when and why? Teachers will be fair and consistent in their approach when addressing bullying behaviour.

To determine whether the behaviour reported is bullying behaviour you 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.

- Refer to the definition of bullying as per the Bí Cineálta procedures (chapter 2).
- Talk to the students involved individually at first.
- Thereafter, all students involved will be met as a group.
- Each student gives their account of what happened.
- Students are encouraged to write down their account of what happened
- Ensure everyone in the group is clear about each other's views
- Incidents that are unacceptable and hurtful but not deemed to be bullying behaviour, will be dealt with according to the school's Code of Behaviour.

### **Stage 2 - When bullying behaviour occurs (ref: Ch. 6.2), 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. Parents play an integral part in the school community and play an important role in partnership with the school. If an incident of bullying behaviour is being investigate, parents must be informed of the incident and consulted on the actions being taken to address the behaviour.

### **Requests to take no action (ref: Ch. 6.3)**

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.

- If a child requests that his/her parents will not be contacted in relation to the bullying, the member of staff should show empathy to the student and deal with the matter sensitively.
- The staff member should speak to the child and work out with the student 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.

### **Stage 3 - Determining if bullying behaviour has ceased (ref: Ch. 6.4)**

- The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.  
Important factors to consider as part of the review 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
- Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour and the student who has displayed the behaviour.
- If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
- Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school will consider using the strategies set out in our Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

### **Recording bullying behaviour (ref: Ch. 6.5)**

As per the Child Protection reporting requirements, the Board of Management will be notified of any cases of bullying.

As per Bí Cineálta guidelines:

- All incidents of bullying should be recorded.
- The record must document the form and type of bullying behaviour, if known.
- It will note when and where it took place, and the date of the initial engagement with the students and their parents.
- The views of the students and their parents will be included
- The date of each of these engagement parents and students will be recorded.

### **Complaint Process (ref: Ch. 6.6)**

- If parents are not satisfied with the action taken to address the bullying behaviour, they should be referred to the school's complaining procedure.
- If a student and/or parent is dissatisfied with how a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student (ococomplaint@oco.ie)

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

- The approach taken by the school will begin as a non-blame one and an investigation will take place using an agreed template.

- Parents/Guardians will be kept informed of developments.
- After the template has been completed follow up meetings with the children involved (*with a view to bringing them together at a later date*) will be arranged if all involved are ready and agreeable.
- Where appropriate, class lessons may be conducted to develop self-esteem and to create a harmonious atmosphere in the classroom and to prevent instances of bullying occurring. For example:
  - (a) SPHE Programme in the school
  - (b) Sensory Room
  - (c) Webwise: promotes safer, better internet use through awareness raising and education initiatives targeting teachers, students and parents.
  - (d) National Parents Council: Seeks to ensure all parents are supported and empowered through online and in-person courses.
  - (e) Rainbows
  - (f) Zones of Regulation
  - (g) Tusla: Advice in cases where it is considered that bullying behaviour is a child protection concern.
  - (h) National Educational Psychological Service (NEPS): Advice on the best practices to prevent and address bullying and provides training in preventative initiatives.
  - (i) Oide
- In cases of recurring bullying, specific support may be requested from outside agencies e.g. National Educational Psychological Service (NEPS). *Serious instances of bullying behaviour should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.*
- Where deemed necessary, the child in consultation with parents / guardians may be referred for counselling. Clinical referral and assessment may be necessary
- In cases where the safety of a child outside of school is deemed to be under threat, parents of the pupils concerned may be advised to contact the local gardaí.
- **The school cannot be responsible for disagreements between pupils or parents / guardians that happen outside the school.**

Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

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: \_\_\_\_\_

Chairperson, Board of Management

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Principal