



New Ross Educate Together National School

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Roll no 20458m

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of New Ross Educate Together National 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.

Definition of bullying

Bullying Behaviour

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. It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

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 Positive Behaviour Policy.

A one-off instance of negative behaviour towards a 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.

Behaviour that is not 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 be addressed under the school's Code of Behaviour.
- Some students with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Types of Bullying

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+ , physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

- Bullying can be Direct
 - Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
 - Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, clothes, gender, accent, academic ability, race or ethnic origin.
 - Written: Writing insulting remarks in public places, passing notes or drawings about the student.
 - Extortion: where something is obtained through force or threats Bullying can be
- Indirect
 - Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
 - Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc. can all form relational bullying for a student.

Online Bullying Behaviour

- Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.
- This can include:
 - Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
 - Posting information which is personal, private or sensitive without consent.
 - Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
 - Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

Criminal Behaviour

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

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images.

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.

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 Sta	20/11/2024 22/01/2025 16/05/2025 19/05/2025	<ul style="list-style-type: none"> Principal and one mainstream class teacher attended training in Wexford Education Centre Discussion at Staff Meeting and review of current practice. Half Day Training for Staff Survey filled out by teachers.
Students	May 2025	<ul style="list-style-type: none"> Discussion with Student Council Survey completed with 4th, 5th and 6th Class
Parents	May 2025	<ul style="list-style-type: none"> Survey completed with parents
Board of Management		
Wider school community as appropriate, for example, bus drivers		
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

1. Cultural and Environmental: School Wide Approach

We strive to create a school culture where bullying behaviour is unacceptable and ensure a consistent approach to addressing it.

- Involve parents as active partners in fostering a positive school environment where bullying is not tolerated.
- Encourage a telling & listening culture, where bystanders understand the importance of speaking up.
- Promote the concept of a trusted adult (linked to the Stay Safe programme) so pupils know who to turn to.
- Ensure safe spaces throughout our school, both in classrooms and the yard, by increasing visibility and supervision.

- Foster a sense of belonging by encouraging pupils to take ownership of their learning environment through art and creativity.
- Create a positive school culture and climate that:
 - Welcomes difference and diversity and promotes inclusivity.
 - Encourages pupils to disclose and discuss incidents in a non-threatening environment.
 - Promotes respectful relationships across the school community.
- Implement education and prevention strategies, including:
 - Building empathy, respect, and resilience in pupils.
 - Explicitly addressing cyber-bullying and identity-based bullying.
 - Staff CPD – specific focus on the training of the relevant teachers.

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

- Consistent Staff Approach: All staff are briefed on the uniform approach to handling bullying allegations/reports.
- Bí Céineálta (Anti-Bullying) Week: Activities include Random Acts of Kindness homework, poster-making & slogan creation.
- Wellbeing Week in June: Focuses on well-being, inclusion, and positive social interactions.
- Pupil Involvement in a Safe School Environment:
 - Playground Leaders: Older pupils support younger pupils in games and positive interactions.
 - Student Council: Supports activities that promote respect and inclusion.
- Child-Friendly Anti-Bullying Policy: Distributed to parents, children, and staff and displayed in classrooms and common areas.
- Incredible Years Training for different teachers each year
- Parental Involvement: Parents receive relevant anti-bullying information & resources throughout the year.
- Parents are an integral and valued part of the school community and are invited into the school for a variety of school events.
 - Stay and Play/Stay and Build
 - To run the School Library
 - Parent Gardening Club
 - Winter Assembly
 - Food Tasting Event during International Week
- Active Supervision
 - Effective monitoring of classrooms, corridors, school grounds, school tours, and extra-curricular activities.
 - Non-teaching and ancillary staff are encouraged to be vigilant and report concerns.
 - Supervision also extends to student use of communication technology in school.
- Visual Reinforcement: Artwork and signage promote school values, inclusion, and equality.
- Encouraging Pupils to Speak Up: Pupils are encouraged to report bullying through multiple channels:
 - Speaking directly to a teacher at an appropriate time (e.g., after class).
 - What would I like my teacher to know about Box for anonymous reporting.
 - Asking a parent, guardian, or friend to report on their behalf.
 - Bystander awareness: Pupils are taught that witnessing bullying and not reporting it allows it to continue.
- Celebrating Diversity
 - Participation in School of Sanctuary
 - Celebrate International Week
 - Flags and Languages from our children's home country are displayed in the school corridor.
 - 5th and 6th Class Participate in Show Racism the Red Card Workshop
- Weekly Assembly – Regular and consistent promotion of our Bí Céineálta procedures and the ethos of the school.

2. Curriculum – Teaching and Learning

We strive to provide high-quality teaching and learning that is collaborative, respectful, and inclusive, fostering a culture of belonging and diversity. Ensure a shared understanding among staff, pupils, and parents about what bullying is and its impact.

Ways in which we work to achieve this:

- Implementation of the SPHE Curriculum
 - Stay Safe and RSE are taught on alternate years.
 - These programmes support pupil well-being, self-confidence, and personal responsibility for behaviour.
 - Lessons promote empathy, conflict resolution, and respectful interactions.
- Implementation of the Learn Together Curriculum
- Continuous Professional Development (CPD) for Staff:
 - Ongoing training ensures effective delivery of SPHE, RSE, and anti-bullying strategies / Relate / Behaviours of Concern/Incredible Years/Friends for Life.
- Modelling Respectful Behaviour:
 - Staff model positive interactions with colleagues, pupils, and visitors, setting a standard for respect within the school.
- Curricular & Extra-Curricular Activities:
 - Activities promote teamwork, self-worth, inclusion, and respect.
 - Group work opportunities help pupils develop connections, empathy, and cooperation skills.
- Cyber-Bullying Awareness & Prevention:
 - School-wide delivery of age-appropriate cyber-bullying programmes.
- Celebrating Diversity
 - 5th and 6th Class participate in Show Racism the Red Card Workshop.
 - Wear Red to Show Racism the Red Card
 - Black History Month taught in Learn Together in the senior classes.
 - International Mother Language Day is celebrated
- Supporting Pupils with Additional Educational Needs:
 - Programmes are adapted to support the individual needs of pupils with additional learning needs.
 - Strategies are developed to help all pupils respond appropriately to challenging social situations.

3. Policy and Planning

We strive to raise awareness that bullying is unacceptable among school management, teachers, pupils, and parents/guardians. Foster a school ethos that encourages open discussion and empowers pupils to disclose and address bullying behaviour. Provide support for both those affected by bullying and those involved in bullying behaviour, helping all pupils develop positive social interactions.

- Our Bí Cineálta Policy is reinforced by the:
 - Acceptable Use Policy (AUP) – Ensuring responsible and safe use of technology.
 - Health & Safety Policy – Outlining procedures for active supervision in all school areas.
 - Continuum of Support Policy – Supporting inclusive strategies for pupils with additional needs.
 - Positive Behaviour – Promoting respectful interactions and positive behaviour management.
 - Child Protection Policy
- Strong leadership plays a key role in policy implementation, with the Principal, Deputy Principal, DLP, DDLP, and middle management overseeing and supporting anti-bullying initiatives.

Ways in which we work to achieve this

- Implementation of the Acceptable Use Policy (AUP)

- Ensuring that technology use is strictly monitored to prevent cyberbullying and inappropriate online behaviour.
- Effective Supervision & Monitoring
 - Maintaining clear observation of all school activities, ensuring a safe and supportive environment.
 - Particular attention needs to be paid to the bathrooms in the corridor as they are shared amongst three classrooms.
- Collaboration with External Agencies
 - Engaging with relevant professionals and organisations (NEPS/NCSE) to strengthen anti-bullying efforts.
- Consistent Procedures for Reporting & Investigation
 - A clear, structured approach to recording, investigating, and addressing incidents of bullying.
- Ongoing Policy Review & Evaluation
 - Regularly assessing the effectiveness of anti-bullying strategies to ensure continued improvement.

4. Relationships and Partnerships

We strive to foster strong relationships between students, staff, and parents to create a supportive, inclusive school community. Encourage open communication and active participation from students and parents in promoting kindness, respect, and anti-bullying initiatives. Provide opportunities for students to reflect on their own behaviours and the impact of bullying. Ensure that all students feel valued, included, and represented in school life.

- Building connections within the school community:
 - Supporting formal and informal structures, such as the Parents' Association and Student Council, to encourage engagement and collaboration.
 - Providing opportunities for students and parents to actively contribute to school life through Active Schools, Green Schools and School of Sanctuary Committees.
- Raising awareness and promoting positive behaviours
 - Implementing age-appropriate initiatives that promote kindness, empathy, and inclusion during SPHE lessons.
 - Conducting sessions for students, staff, and parents to raise awareness of bullying and its effects.
 - Anti-Bullying Week to be celebrated in January
 - A different value is focused on each month to be awarded at our weekly assembly for example, kindness
- Encouraging peer support
 - Giving students opportunities to work collaboratively, fostering a sense of belonging.
- Creating an inclusive and respectful school environment
 - Ensuring that all students "see themselves" reflected in the school environment.
 - Ensuring the school library collection includes diverse books that represent different nationalities, ethnicities, and cultures.
 - Modelling respectful behaviour towards all students regardless of gender.
 - Ensuring all students have equal opportunities to engage in school activities, leadership roles, and extracurricular programmes.
- Monitoring and addressing bullying behaviour
 - Staff are vigilant in observing students who may be at risk of bullying or being bullied.
 - School-wide supervision and monitoring of classrooms, corridors, school grounds, school tours, and extracurricular activities.
 - Making clear that the school has a zero-tolerance approach to sexual harassment, with clear policies and enforceable consequences.

5. Preventing Cyber Bullying Behaviour

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour. New Ross ETNS strives to proactively address

these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments.

- Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list
 - Implementing the SPHE curriculum in accordance with our school plan to include implementation of the Stay Safe Programme
 - Having regular conversations with students about developing respectful and kind relationships online
 - Implementation of Acceptable Use Policy for technology
 - Promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online
- 6. Preventing homophobic/ transphobic bullying behaviour

All 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:
 - Maintaining an inclusive physical environment
 - Encouraging peer support such as peer mentoring and empathy building activities
 - Challenging gender stereotypes
 - Learn Together Curriculum
 - Same Love Different Families Competition
 - Encourage children to speak up when they witness homophobic behaviour
7. Preventing Racist Bullying Behaviour

In New Ross ETNS we strive to prevent potential racist bullying behaviour.

- Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list
 - Fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
 - Having the cultural diversity of the school visible and on display
 - Encouraging peer support such as peer mentoring and empathy building activities
 - Encouraging bystanders to report when they witness racist behaviour
 - Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
 - Providing supports to school staff to support students from ethnic minorities
 - Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds
 - Participation in School of Sanctuary
 - Wear Red Day (show racism the red card)
 - Celebrating International Mother Language Day and Intercultural Week
8. Preventing Sexist Bullying Behaviour

In New Ross ETNS will focus 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 gender
 - Ensuring all student have the same opportunities to engage in school activities irrespective of their gender
 - Celebrating diversity at school and acknowledging the contribution of all students
9. Preventing Sexual Harassment

New Ross ETNS implements a zero-tolerance approach to sexual harassment. It strives to support this through a focus on education, awareness and clear enforceable policies.

- Strategies to prevent sexual harassment include the following, which is not an exhaustive list:
- Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy
- 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 (see Chapter 5 of the Bí Cineálta procedures):

- Positive Behaviour Policy
- Child Safeguarding Statement and Risk Assessment
- Acceptable Use Policy
- SPHE & RSE Policy
- Health and Safety Policy Statement

Section C: Addressing Bullying Behaviour

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

- All staff are responsible for monitoring and reporting bullying behaviour
- Mainstream class teacher will take the role of Relevant Teacher
- The Principal/Deputy Principal/SETs will provide support and advice and will become involved where appropriate

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):

Procedures for Investigating, Following Up, and Recording Bullying Behaviour

The school's procedures for investigating and responding to bullying incidents, as well as the established intervention strategies, are as follows:

Investigation and Recording of Bullying Behaviour

- All reports of bullying, including anonymous ones, must be investigated and addressed by the child's class teacher. The class teacher will be the relevant teacher.
- The child's class teacher will use their professional judgment in determining the records to be kept, the actions taken, and any discussions with those involved.

To determine whether bullying has occurred, the following three key questions should be considered

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 all three questions above is Yes, the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta procedures. If the answer to any of these questions is No, then the behaviour is not classified as bullying.

Incidents can occur where behaviour is unacceptable and hurtful but is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Positive Behaviour Policy.

Note: One-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.

Investigation Procedures

- The primary aim of investigating and addressing bullying is to resolve the issue and restore relationships (in so far as in practicable) rather than to apportion blame.
- The school follows these procedures:
 - The Relevant Teacher(s) will use professional judgment to determine:
 - Whether bullying has occurred.
 - The type of bullying involved.
 - The most appropriate course of action.
 - All reports (including anonymous ones) must be investigated so that pupils feel confident in reporting incidents. Pupils should understand that reporting bullying is a responsible action, not "telling tales."
 - Emphasis is placed on bystanders being upstanders.
- Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them to the class teacher
- Teachers will approach reports of bullying in a calm, unemotional, and problem-solving manner.
- Upon receiving an alleged bullying report, the Relevant Teacher will
 - Interview the victim(s) to understand their experience and feelings.
 - Conduct initial investigations in class where appropriate, but some incidents may be investigated outside the classroom for privacy.
 - Use a calm approach to gather details (who, what, where, when, why) and ensure that all involved understand the situation.
- If a group is involved
 - Each student will first be interviewed individually.
 - A group meeting may follow, where each member provides their account.
 - Support will be given to group members to mitigate peer pressure after interviews.
 - A written account by members of the group may be appropriate.
- If bullying behaviour is confirmed:
 - The Relevant Teacher will explain to the student(s) involved that their behaviour is a breach of the school's anti-bullying policy.
 - The teacher will encourage them to understand the impact of their actions from the victim's perspective.
 - The teacher does not assign blame but rather seeks to explain how harmful and hurtful bullying is.
 - Consequences in line with the Positive Behaviour Policy will be used.

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 will 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 will be kept of the engagement with all involved.

- This record will document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students involved and their parents.
- The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

Follow up where bullying behaviour has occurred

- The teacher will engage with the students involved and their parents again no more than 20 school days after the initial engagement
- Important factors will be considered 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 will 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 will 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 will 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 will be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour.
- If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- Disciplinary actions remain a private matter between the pupil, their parents/guardians, and the school

Parental Involvement & Appeals

- If a parent is not satisfied with how the school has handled a bullying case, they will be referred to the school's complaints procedure.
- If, after exhausting the complaints procedure, a parent remains dissatisfied, they may escalate the matter to the Ombudsman for Children.

Continued Care for the Victim

- The school will maintain ongoing support for the student who experienced bullying.
- The Relevant Teacher will check in with the student several weeks after the incident to ensure their continued well-being.
- Parents will also be consulted to monitor their child's well-being.

Handling Requests for No Further Action

- If a student or parent reports bullying but requests that no action be taken
 - The Relevant Teacher will offer support and explore sensitive ways to handle the situation.
 - If a parent requests no further action, they must submit this request in writing.
 - However, the school retains the right to investigate if it deems it necessary for the student's safety and well-being.

Where bullying behaviour has occurred outside of school

- 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 this bullying behaviour has an impact in school, the school is required to **support** the students involved. If the bullying behaviour continues within the school environment, it will be addressed in accordance with the Bí Cineálta policy.
- It is essential for staff to be fair and consistent in their approach when addressing bullying behaviour. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour require support. School staff should engage promptly with the student

who is experiencing bullying and identify the necessary supports for the student displaying bullying behaviour to help them manage relational difficulties more effectively.

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):

Supporting Pupils Who Have Been Bullied

- Ending the bullying behaviour.
- Fostering respect for all pupils, including those who have been bullied.
- Encouraging greater empathy and support for bullied pupils.
- Clearly indicating that bullying is not the fault of the targeted pupil through annual awareness raising programmes.
- Speedily identifying those responsible and resolving bullying situations promptly.
- Assisting bullied pupils in raising their self-esteem by encouraging involvement in activities that develop friendships and social skills (e.g. participation in group work in class and extracurricular group or team activities during or after school).

Supporting Pupils Who Engage in Bullying Behaviour

- Making it clear that pupils who reform are not blamed or punished and will receive a 'clean sheet.'
- Emphasising that pupils who choose to reform are making the right and honourable decision and offering praise for this positive change.
- Encouraging pupils who need to raise their self-esteem to participate in activities that promote friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Using learning strategies throughout the school and curriculum to help enhance pupils' feelings of self-worth.
- Encouraging teachers and parents to focus on, challenge, and correct negative behaviour while still supporting the child.
- Seeking resolution in instances of bullying behaviour and offering a fresh start with a 'clean sheet' in exchange for a commitment to positive change.

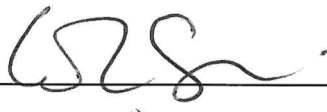
All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. This will be recorded on the template on Appendix 1. The actions and supports agreed to address bullying behaviour will be documented. 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*.

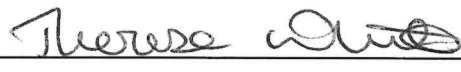
Section D: Oversight

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: 6-10-2025
(Chairperson of board of management)

Signed:  Date: 06/10/2025
(Principal)

Appendix 1: Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))

*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es)) *

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the bullying concern: _____

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

View of Student who was Bullied
View of Student engaging in Bullying Behaviour

View of Parent of the Child Being Bullied

View of Parent of the Child who engaged in Bullying Behaviour

Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal _____

* Note: These forms will be given to the school Principal and stored in the Principals office in a separate file.

