

Bí Cineálta

Policy

**To Prevent and Address Bullying Behaviour
in Belmayne Educate Together N.S.**

Introduction

The Board of Management of Belmayne 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 well-being 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 and nurturing a culture of mutual respect.

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.

Oide has collated numerous resources to help schools implement the Bí Cineálta Policy. These resources can be viewed [here](#).

Definition of Bullying

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, online or offline, that causes harm.

The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

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

Section A: Development of our Bí Cineálta Policy to Prevent and Address Bullying Behaviour

All members of our school community were given the opportunity to contribute to the development of this policy.

	Date Consulted	Method of Consultation
School Staff	December 2024 21st May 2025	Training day attended by Gearóid and Rachel. Update given at the December staff meeting. Bí Cineálta Staff Training
Students	September 2024 September - December 2024	Senior end completed a Bullying survey Senior classes presented weekly whole school assemblies on Anti-Bullying. Students created anti-bullying posters.
Parents	September 2025	Parents were given the opportunity to complete a Bullying survey.
Board of Management		
Date Policy was Approved:		
Date Policy was Last Reviewed:		

Section B: Preventing Bullying Behaviour

This section outlines the prevention strategies that the school will implement. 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

Culture and Environment

A positive and inclusive school culture and environment are essential to prevent and address bullying behaviour. At Belmayne ETNS, we strive to achieve this by:

- Fostering respect, dignity, openness and approachability among staff and students.
- Ensuring an inclusive environment where diversity in gender, race, religion, culture, sexuality, and background is embraced and visibly reflected through whole-school assemblies (e.g., assemblies on bullying, cyberbullying, neurodiversity, etc.), school displays, and information boards. Parents and students regularly share and discuss their religious practices with one another.
- Establishing clear expectations for behaviour and positively enforcing them consistently.
- Creating a strong sense of community through:
 - Classroom seating arrangements that encourage connection. Seating arrangements are changed regularly.
 - Classroom contracts and agreed behaviour expectations and reward systems.
 - Team Teaching groups are mixed between classes.
 - Buddy reading – students from the senior classes work with and support students from the junior classes.
 - School-wide events such as Student Council initiatives (movie nights, school disco), assemblies, Happiness Day, Family Fun evenings and international week
 - Delivering curriculum-based lessons (SPHE, Stay Safe, Learn Together) promoting kindness, diversity, culture, inclusion and understanding of bullying behaviours
- Supporting the idea that our school is a telling environment.
- Promoting the concept of having '5 trusted adults'. This is encouraged and reinforced through the yearly teaching of the Stay Safe programme and Walk Tall Friendship and Bullying topics. Emphasis is placed on going to a teacher or ANA for support with bullying issues. When reported, the students know that action is taken as the adults follow up on disclosures.
- Involving parents as active partners in fostering an environment where bullying behaviours are not tolerated. Parents are made aware of our policies, and our Principal sends regular updates and notices.
- Engaging with parents through Seesaw updates, Aladdin notices, emails, and WhatsApp parent groups.
- Promoting mixing and collaboration among staff, and modelling respectful behaviours to students.
- Providing mentoring and clear reporting lines for staff (e.g., to BOM, ISM) to ensure dignity and respect in the workplace for all staff.
- Arranging regular staff events such as social nights, staff shout-out wall, and random

acts of kindness to help promote and build positive, respectful relationships among staff.

- Displaying inclusive materials on notice boards and providing information on available services.
- Challenging gender stereotypes, exploring gender diversity and various family structures through picture books and the Arts – Different Families/Same Love
- Ensuring that library reading material and textbooks represent the diverse lived experiences of students and adults from different national, ethnic, and cultural backgrounds.
- Encouraging bystanders to report when they witness any form of bullying.

Curriculum (Teaching and Learning)

To develop connections and a sense of belonging, respect and empathy among students and teachers, we encourage collaborative and respectful teaching and learning, e.g.

- Team Teaching (Whole school approach)
- Station Teaching
- Peer Groups, e.g. Peer Assisted Learning Strategies (PALS)
- Regular movement of groups
- Trails/Treasure hunts
- Seating Plans changed regularly
- Class integration between streams
- Student Council
- Green Schools Committee

Extra-Curricular

- Sports Teams – GAA, Athletics, Basketball
- Quiz Teams
- Choir
- After-school clubs – A variety of clubs with peers mixed through class levels
- After School Care
- School Tours – 6th Class overnight trip to Carlingford
- Sports Day

At Belmayne ETNS, we aim to:

- Explicitly teach students what respectful language and respectful behaviour look like, act like, sound like and feel like in class and around the school. Model respectful behaviour among staff, students and the school community.
- Implement the Social, Physical, and Health Education (SPHE) curriculum, as outlined in our school plan, including the Relationship and Sexuality Education (RSE) and Weaving Well-being and Stay Safe Programmes.
- Implement the Learn Together curriculum, which has a strong focus on morals, equality and justice.
- School-wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, programmes to teach about cyberbullying (e.g. Webwise teachers' resources, lessons from Common Sense Media and www.cybersafekids.ie)
- Explicitly teach students about the appropriate use of social media.
- Organise seminars/workshops given by relevant professionals to students from 3rd to 6th class for parents/guardians, focusing on educating students on appropriate online behaviour, how to stay safe while online and also on developing a culture of reporting

any concerns about cyber-bullying. The school-wide approach and the role of parents are of great importance in this regard.

- Celebrate Internet Safety Day annually to review previously taught internet safety lessons.
- Acknowledgement of our diverse school population – celebrating diversity and culture in our school through the teaching of the curriculum, themed weeks, assemblies, student council and parent council activities and displays.
- Support for staff, including access to CPD when and as required.

Policy and Planning

School Policies and Plans that will help support the implementation of our Bí Cineálta policy:

- Child Protection Policy
- Code of Behaviour policy
- SPHE: Stay Safe, Walk Tall and RSE
- Learn Together Curriculum
- Weaving Wellbeing Programme
- You Can Do It Programme
- Common Sense Media Plans
- Webwise Programme
- Acceptable Usage Programme
- Communication Policy
- Health and Safety Statement
- Restorative Practices
- Home School Community Liaison (HSCL)
- Attendance Strategy
- Anti-Bullying quick access 'What to do' when disclosures are made
- Appropriate Teacher Professional Development will be planned and organised to support the successful implementation of this policy.
- The Child-Friendly Bí Cineálta Policy will be prominently displayed around the school.
(Child Friendly Poster Competition in September 2025)

Examples and Experiences of Best Practice:

- Circle Time - restorative methods and language are used to guide these sessions.
- Morning Meetings with students.
- Temperature Checks - what number are you today?
- Zones of Regulation.
- Worry Boxes / Monsters.
- Class Rules / Class Contract.
- Anti-Bullying Quick Access Sheet: 'What to Do' When Disclosures Are Made.
- Open classroom, positive environment – positive reinforcement for good behaviour.
- Troubleshooting Scenarios - Integration into Drama Lessons.
- Emphasis on telling the teacher and trusted adults.
- Conferencing with students outside the classroom to solve issues.
- Resilience-based activities and discussion.
- Creation of a class contract signed and agreed upon by all class members to set the expectation for behaviour.
- Class Reward systems are developed by students and teachers for positive, inclusive, and empathetic behaviour.
- Appropriate and consistent consequences agreed upon by all.

Relationships and Partnerships

At Belmayne ETNS, interpersonal connections are fostered through a range of formal and informal structures, including our Parent Council, Student Council, committees, and groups.

We aim to:

- Actively promote the right of every member of the school community to be safe and secure in school. Every visitor must sign in at the office and wear a visitor lanyard.
- Support the active participation of students in school life through formal and informal structures, such as circle-time activities, assemblies, sports teams, student council, buddy benches, Random Acts of Kindness Day, themed weeks, and paired readers.
- Create a warm and welcoming atmosphere by fostering open communication between office staff and parents. Positive home-school links and relationships help parents to communicate with teachers at an early stage if they suspect their child is being bullied.
- Create and support positive home-school links created by HSCL, particularly for those parents/guardians at risk. This is essential in the implementation of our Bí Cineálta policy.
- Support the active participation of parents in school life, such as serving as a member of the Parents' Association, attending assemblies, family fun evenings, themed weeks, Reading for Fun, and Maths for Fun events, and participating in activities like coffee mornings, flower arranging, yoga, and violin classes.
- Hold parent information evenings in October each year to outline the year ahead and expectations.
- Hold parent-teacher meetings in February, and Continuum Support Plan meetings take place up to three times a year.
- Hold regular mentoring, ISM and BOM meetings to support the school community.
- Foster strong community involvement through regular visits from the Community Gardaí and local organisations throughout the year.
- Encourage the meaningful involvement of the board of management, staff, students, and their parents, school traffic wardens, and local businesses in the development, implementation, and review of the school's Bí Cineálta policy and student-friendly version through the regular use of discussion groups and surveys.

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

Supervision and Monitoring

Staff always endeavour to encourage students to show respect to one another.

- A yard supervision rota is devised at the beginning of each fortnight to ensure adequate and appropriate supervision is provided for both yard and classroom activities.
- An Acceptable Use Policy has been developed and will be regularly reviewed to ensure that students are aware of their responsibilities when accessing the internet in

school and when using school devices.

- Staff are particularly vigilant in monitoring students who are considered at risk of being bullied or who may bully others.
- All disclosed incidents of bullying are thoroughly and consistently investigated, following the correct procedure as outlined to staff and recorded on specific school templates. Reports on bullying are stored on Aladdin.
- School-wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours/trips and extracurricular activities.
- The Acceptable Use Policy, Supervision policy, Code of Behaviour, RSE Policy and Child Safeguarding Statement all support the implementation of the Bí Cineálta policy.
- The students are actively involved in contributing to a safe and inclusive school environment. These messages are reinforced during our school assemblies and student poster displays.
- Ensuring that students know who to contact and how to do so. The school actively encourages the concept of a 'trusted adult' by letting students know regularly that they can talk to them.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Promote online safety events or materials for parents. The school regularly invites outside speakers to address parents and students about the importance of online safety.

Section C: Addressing Bullying Behaviour

All teachers have a responsibility for addressing bullying behaviour. The following staff members will provide teachers with support and guidance:

- Sinéad O'Meara (Principal)
- Gearóid Ó Flatharta (Deputy Principal)
- Viv Gaynor and Aoife McDonnell (Assistant Principal 1)
- Joe Kavanagh, Geni Fallon, Rachel Flynn, Karen Boyle (Assistant Principal 2)

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

Addressing Allegations and Incidents in the Senior Classes (2nd to 6th Class)

The steps that the school will take to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour, and to review progress are as follows:

Step 1a - Incident Report Form (Appendix 1)

The Incident Report Form is always used when suspected bullying is reported to a staff member. The reporting person, if a staff member, is asked to complete this form and give it to the relevant class teacher. If the reporting person is a student, parent, or other individual, the appropriate class teacher will complete this form on their behalf. The Incident Report Form is freely available to all staff members on the school's drive. For every Incident Report Form completed, a thorough investigation must be conducted.

Step 1b - Action Taken Form (Appendix 1)

The Action Taken Form is a part of the Incident Report Form. The progress of an investigation is briefly recorded here, preferably as it happens. When the investigation is over and the matter is fully resolved, this form will be completed and attached to the relevant student(s) Aladdin profile.

Step 2 - Information Before Class Survey (Appendix 2)

This information is always used before carrying out a survey, whether concerning bullying in general or specific incidents. It outlines the context of all the activities that collectively comprise the ongoing Anti-Bullying Campaign in Belmayne ETNS. It highlights respect as central to proper behaviour towards others.

Step 3 - Class Survey (Appendix 3)

This questionnaire is designed for use with a whole class. It can be used as a part of an investigation or as a 'regular' check-in. It is not used as evidence. It is used by the teacher to gather the opinions of the students and to inform them of whom to talk to and why. In this questionnaire, students have the opportunity to indicate whether they or others are being bullied and to identify any students displaying bullying behaviour. They can also identify other students who are aware of what is going on, and, if necessary, anyone named here can be asked for corroboration later. Any students taking part in bullying behaviour are given a chance to admit their behaviour, knowing that the primary aim is for the behaviour to stop.

Step 4 - Individual Student Interview (Appendix 4)

This is used to gather further information about an incident from students who were named, possibly in one of the other surveys, as being present when bullying behaviours were happening. These interview reports are used to corroborate what has already been reported or indicated in a survey. This form may be customised to reflect behaviours mentioned in the

whole class survey.

Step 5 - Alleged Bullying Student Interview (Appendix 5)

This is used when interviewing a student who has allegedly been displaying bullying behaviour. Usually, when this interview happens, the interviewing teacher already has a lot of information. The interviewing teacher will maintain an open mind, however, as things are not always what they seem. The student is withdrawn from class for the interview, which is formal but positive. It is usually a one-to-one interaction, but a second person may be present if deemed necessary. This form may be customised to reflect behaviours mentioned in the class survey and individual student interviews.

AT THIS STAGE, IT MUST BE DETERMINED IF BULLYING BEHAVIOUR IS OCCURRING OR NOT. IF THE ANSWER TO ALL THREE OF THE FOLLOWING QUESTIONS IS 'YES', BULLYING BEHAVIOUR HAS BEEN TAKING PLACE AND YOU MUST PROCEED TO STEP 6 AND BEYOND. IF ANY OF THE ANSWERS TO THE FOLLOWING THREE QUESTIONS IS 'NO', BULLYING BEHAVIOUR HAS NOT HAPPENED AND THE TEACHER WILL REVERT TO HIS / HER BEHAVIOURAL MANAGEMENT CONTRACT AND RELATED STRATEGIES.

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 REPEATED BEHAVIOUR.

Three Crucial 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?

Step 6 - Contacting Parents

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

Step 7 - Promise Form (Two Variations Depending on the Situation)

Student Promise Form (Appendix 6a)

The student(s) displaying bullying behaviour are asked to sign a solemn, formal written promise, which will be countersigned by the class teacher, committing them to treating the targeted student fairly and respectfully in future.

or

Student and Parent Promise Form (Appendix 6b)

This is for second-time or severe bullying behaviours. This is a similar promise form, but it includes a space for a parent's or guardian's signature. When an interview is completed, this promise form may be used instead of the previous one. This could happen...

- A. If the bullying was particularly serious.
- B. If the student was less than fully cooperative during the interview (e.g. trying to avoid blame or deny the facts)
- C. If the student had previously bullied the same or another student.

Step 8 - Bullied Student Staff Alert (Appendix 7)

This is a precomposed notice that can be used to notify school staff of what has been happening, asking them to be extra vigilant when in contact with or supervising the bullied student's class.

Step 9 - Supporting All Involved (Appendix 9)

In collaboration with other staff members (e.g., SET teacher, Principal, HSCL), parents, and children, a support plan will be developed and implemented to meet the needs of all students involved. Depending on the level of support required, this may be a Level 1 or Level 2 Continuum of Support Plan.

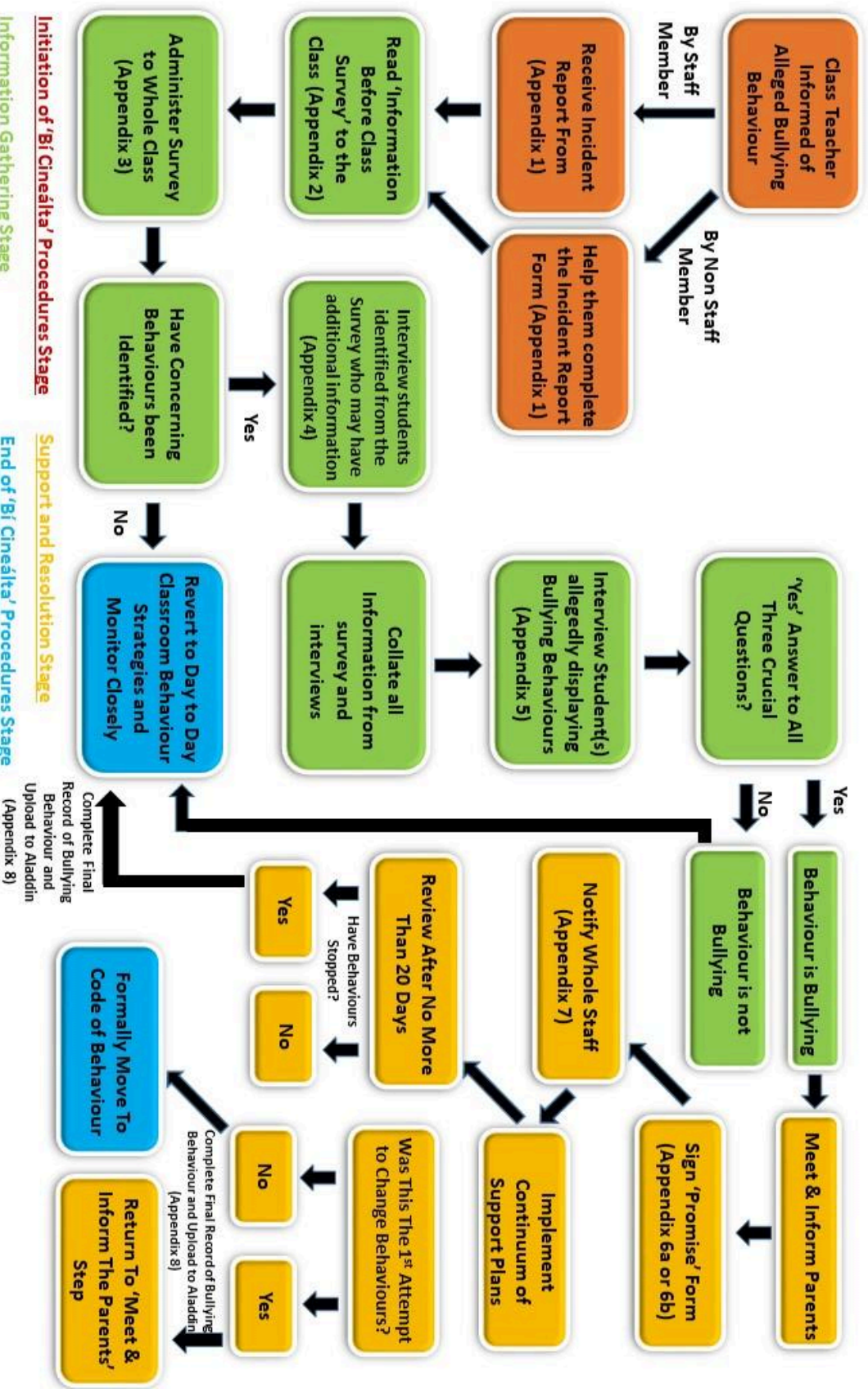
Step 10 - Determining Whether Bullying Behaviour has Ceased or Not (Appendix 8)

The teacher must engage with the students involved and their parents again, no more than 20 school days after the initial engagement, to determine if the bullying behaviour has ceased. If it is deemed that the bullying behaviour has ceased, 'regular' class support will resume. If the bullying behaviour has not stopped, all involved will restart the process at Step 7 in one final attempt to stop the bullying behaviour.

Step 11 - Implementation of the Code of Behaviour

If Steps 7 to 10 have been repeated without cessation of bullying behaviours, the Code of Behaviour will be enacted.

Addressing Allegations and Incidents of Bullying Behaviour (2nd to 6th Class)



Addressing Allegations and Incidents of Bullying in the Junior Classes (Junior Infants to 1st Class)

The steps that the school will take to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour, and to review progress are as follows:

We recognise the severe nature of bullying and the negative impact it can have on the lives of students. We are therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour. While bullying is reported significantly less frequently in Junior Classes (Junior Infants – 1st), we have procedures in place for dealing with suspected and reported cases of bullying in these Classes, which differ slightly from those for Senior Classes (2nd-6th).

In Belmayne ETNS, the children learn about bullying from Junior Infants onwards as part of the Stay Safe programme. We aim to prevent bullying by raising awareness from the very beginning.

Kindness and compassion are taught through our Learn Together lessons and Golden Rules. In cases where bullying behaviours are exhibited by a child towards one or more children, as suspected/noticed by/reported to the class teacher, the following steps will be used:

Step 1

- Another member of staff will supervise the class. The class teacher will withdraw the children involved from the classroom. Children discuss incidents from their perspective, talking one at a time using a Talking Teddy to ensure children are listening to each other and giving each other a fair chance to speak. Children discuss their desired outcome from the situation.

Step 2

- Parents are informed about why their child was withdrawn from class and are encouraged to check in with their child about the incident and report any developments to the class teacher. All details given are to be factual and non-speculative. Details are logged on Aladdin.

Step 3

- ANAs and other staff are informed of the situation and are asked to closely monitor it during lunch and yard times.

Step 4

- Children are brought back together after a week to review the situation and see if the conflict has been resolved.
 - If so, no further action is required; however, the children will still be closely monitored.
 - If not, the children discuss what is not working and seek an alternative solution. The teacher may decide to meet with both sets of parents separately to seek support and advice on what to do next, ensuring that both parties are kept happy and safe.

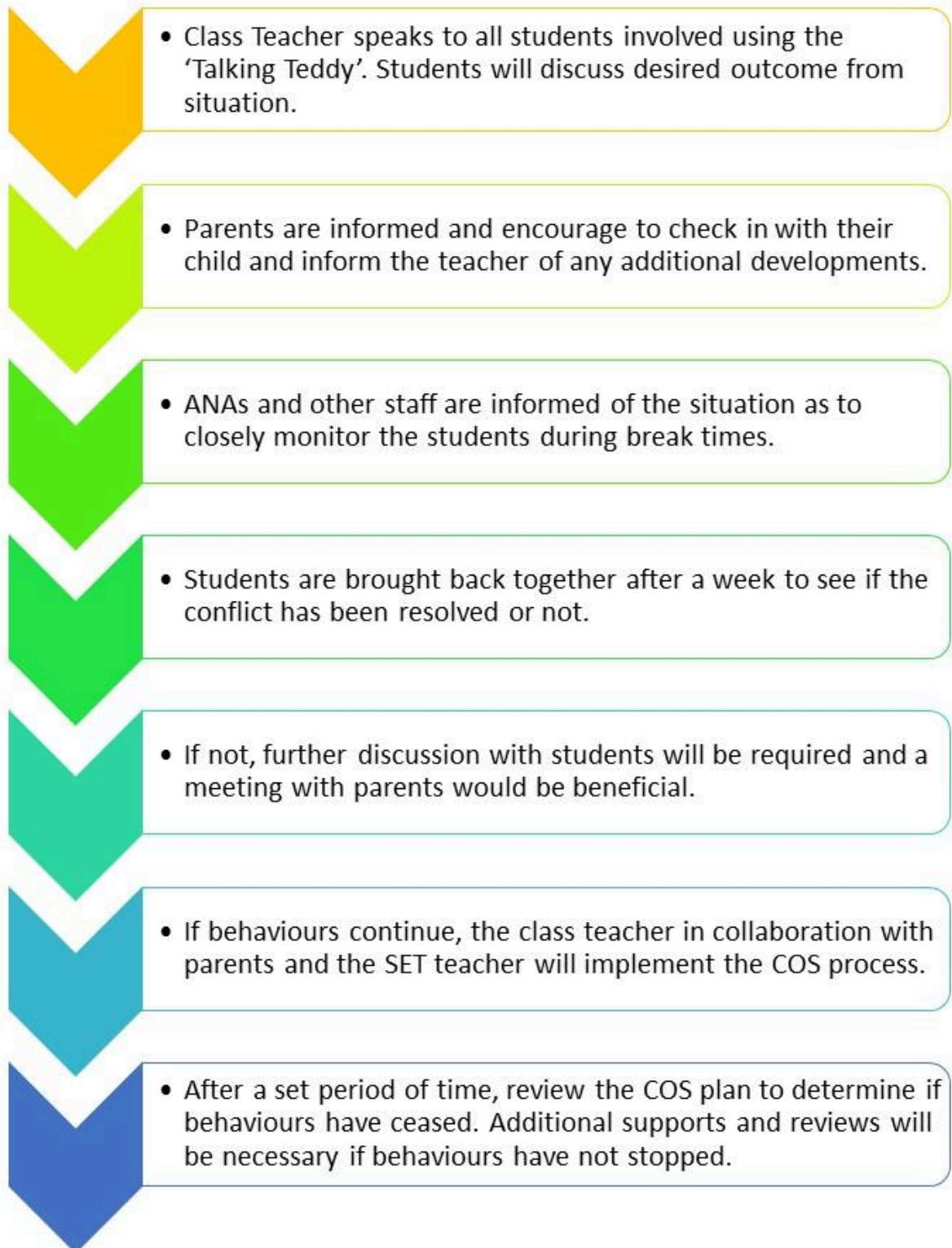
Step 5

- If the child who is exhibiting bullying behaviours continues to do so after these steps, the class teacher, in collaboration with their SET teacher, will implement the Continuum of Support process outlined below.

Step 6

- The student's progress and support plan will be reviewed after a set period to determine if the behaviours have ceased. Further support plans and reviews may be necessary.

Addressing Allegations and Incidents of Bullying Behaviour (Junior Infants to 1st Class)



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

What Is the Continuum of Support?

The Continuum of Support is a framework schools use to identify and respond to students' learning, emotional, or behavioural needs in a structured way.

It has three levels of support:

Stage 1 – Classroom Support

- The class teacher provides support in the classroom. This might include extra attention, short-term plans, or check-ins.

Stage 2 – School Support

- A team in the school collaborates to implement additional supports. This could include small-group work, extra teaching time, or assistance from the school mentor or special education teacher.

Stage 3 – School Support Plus (For more complex or ongoing needs)

- The school may involve outside professionals, such as NEPS (psychologists), CAMHS (mental health services), or Tusla (child and family services).

Stage 1: Classroom Support–Immediate Post-Incident Response

Student Who Engaged in Bullying

- The incident is formally documented in accordance with the school's Bí Cineálta policy.
- SET and class teacher develop a short-term Behaviour Support Plan with clear expectations and strategies..
- Restorative methods used (if appropriate), supported by Class Teacher, SET and/or Mentor.
- School Mentor: Individual reflection sessions (exploring impact, emotion regulation) may be used if appropriate.
- HSCL: Contact with family to support and promote early collaboration.

Student Who Was Bullied

- Immediate safety measures may include informed supervision, changed seating arrangements, and support.
- SET collaborates with the class teacher to create a short-term Wellbeing Support Plan.
- School Mentor: Sessions (if appropriate) to provide emotional reassurance and coping tools.
- HSCL: Contact with parents to explain supports, answer questions, and reassure.

Students Who Witnessed the Bullying

- Class teacher and/or SET address the incident sensitively in class circle time or restorative discussion:
 - Emphasise bystander responsibility.
 - Reaffirm school values of respect and safety.

- School Mentor available for students who express distress, fear, or confusion.
- Monitoring those who appear upset or are socially close to those involved.
- Parents are contacted if a witness appears emotionally affected.

Stage 2: School Support – Targeted Intervention

Student Who Engaged in Bullying

- SET and Class Teacher co-leads a School Support Plan:
 - Behaviour goals, triggers, and reinforcement strategies.
 - Individual or small-group sessions (e.g. social skills, empathy, self-monitoring).
- School Mentor: Weekly sessions focused on emotion regulation and relationships (if appropriate).
- HSCL: Supports consistent home-school collaboration.
- SCP (if appropriate): Begins engagement if there are signs of disengagement, school avoidance, or repeated incidents.

Student Who Was Bullied

- SET supports small-group or 1:1 sessions on confidence-building, peer safety, and emotional resilience.
- School Mentor: Weekly sessions for anxiety, confidence, or social re-engagement (if appropriate).
- HSCL: Ongoing contact with family; offering parenting supports and referrals if needed.
- SCP (if appropriate): Re-engagement activities, support with attendance or participation.

Stage 3: School Support Plus – Intensive & Individualised Intervention

(Entrenched behaviour, trauma, risk of school refusal, or complex needs)

Student Who Engaged in Bullying

- SET develops and monitors an Individual Behaviour Support Plan (IBP):
 - Functional assessment of behaviour.
 - Crisis plan and intensive in-school strategies.
- School Mentor: Weekly therapeutic-style sessions (if appropriate)
- HSCL: Home visits, wraparound planning with parent(s), referral for family support if needed.
- SCP (if appropriate): Full engagement plan — morning check-ins, attendance support, structured routines.

External Agencies Involved (if appropriate):

- NEPS: Psychological support or assessment.
- CAMHS: Referral if there are significant emotional/mental health concerns.
- Tusla: If there are child protection, welfare, or family instability issues.

Student Who Was Bullied

- SET leads a tailored Wellbeing Plan:
 - With NEPS support, if anxiety, trauma, or school refusal persists.
- School Mentor: Ongoing support for self-esteem, trauma recovery, and peer

relationships.

- HSCL: Supports family with mental health referrals, community services, and school planning.
- SCP (if applicable): 1:1 support, social groups, safe spaces, and reintegration planning.

External Agencies Involved:

- NEPS: Emotional needs assessment, staff consultation.
- CAMHS: Referral where clinical mental health support is needed.
- Tusla: If there are broader family welfare concerns.

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 (Appendix 10). 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 broader 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 will be displayed in the school and is also available on our website and in hard copy on request. A competition to design these posters will take place in September 2025.

This policy and its implementation will be reviewed (Appendix 11) following input from our school community each calendar year, or as soon as practicable after any material change in a matter to which this policy refers.

Signed: _____
(Chairperson of the Board of Management)

Date: _____

Signed: _____
(Principal)

Date: _____