



SCOIL NAOMH CÁRTHACH
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Appendix A

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Ballyfinane N.S. have 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.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a part to play in the school community, regardless of difference. We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

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.



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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	31/01/2025	Training Staff Discussion Questionnaire SWOT Analysis Read, review & give feedback on draft policy.
Students	13/03/2025	Meeting with pupils and consultation re school display.
Parents	11/03/2025	Email to all parents seeking feedback
Board of Management	20/05/2025	BOM Meeting
Wider school community as appropriate, for example, bus drivers	April 2025	Published on Website
Date policy was approved: 20/05/2025 and 10/06/2025		
Date policy was last reviewed: N/A		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment. (see Chapter 5 of the Bí Cineálta procedures):

5.1 A positive school culture and environment which

- In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way.
- We acknowledge the right of each member of the school community to enjoy school in a secure environment.
- Has an environment where students and school staff experience a sense of belonging and feel safe, connected and supported.
- Create a school culture where bullying behaviour is unacceptable and as a school we will be consistent in our approach to address bullying behaviour.



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- Promote the concept of a trusted adult, stay safe linkage – who to tell
- Create safe spaces in our environment – visibility and supervision paramount.
- Open communication between patron, Board of Management, school staff and their parents to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.
- Support the idea our school is a telling environment.
- The school leadership team influences the school culture and expectations for the school community.
- Students promote kindness and inclusivity within peer group and parents are active partners in their education.
- Acknowledges that each member of school staff has a responsibility to address and report bullying behaviour and promoting effective leadership in relation to bullying.
- Parents as active partners in their child's education can help foster an environment where bullying behaviour is not tolerated to promote empathy and respect. See 5.1 p33 Bí Cineálta
- Create a positive and inclusive school culture and climate which is
- Welcoming of difference and diversity
- Encourage pupils to disclose and discuss incident of bullying behaviour and that all pupils are aware of the worry monster in the nurture room.
- Promotes respectful relationships across the school community

5.2 Curriculum Teaching and learning

- Ballyfinane N.S. takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.
- We strive to provide teaching and learning that is collaborative and respectful, fostering inclusion and respect for diversity.
- Through the curriculum and extra curriculum programmes that the pupils develop a sense of self-worth and a shared understanding of what bullying is and its impact.
- Teach SPHE and RSE content which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through awareness and appreciation of cultural festivities and celebrations.
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation and review of the effectiveness of the anti-bullying policy



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5.3 Policy and Planning

The aim of Ballyfinane N.S's Bí Cineálta policy is

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians and the wider school community.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.
- The Acceptable Use Policy, Supervision policy, Special Education Policy and Code of Behaviour in conjunction with SSE Wellbeing Framework, RSE/SPHE Policy, Child Safeguarding Statement and Student Friendly Bí Cineálta Policy are all to support the implementation of the Bí Cineálta policy.
- Effective leadership is a key component with Principal and Deputy Principal, with all management focused on supporting the implementation of this policy.
- That all staff are supported and encouraged to engage in CPD to support and address bullying behaviour
- That staff are encouraged to share experiences of best practice.
- The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.
- In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies

5.4 Relationships and Partnerships

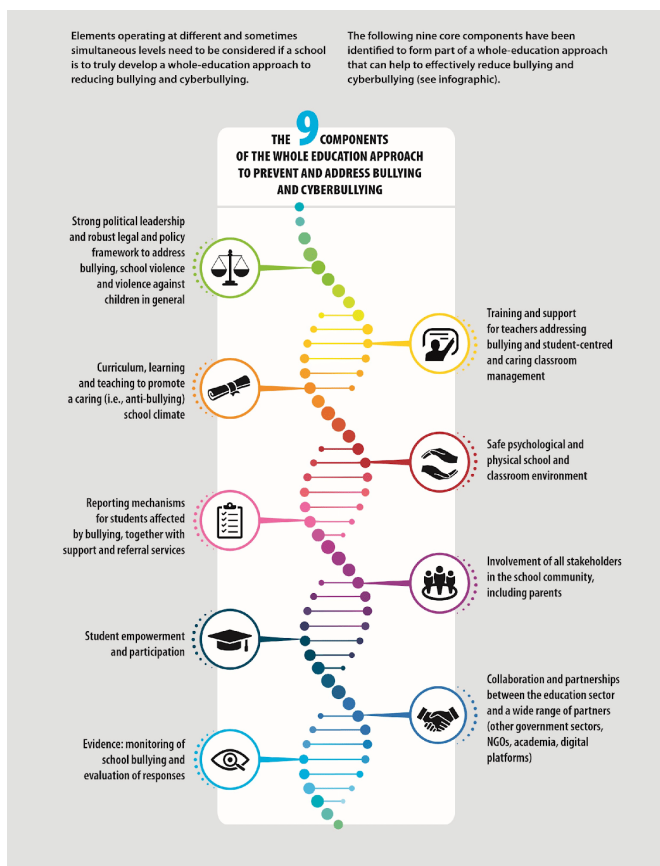
Strong interpersonal connections are supported through a range of formal and informal structures such as pupils voice, pupil's empowerment and participation, P.A., parent and student unit and Pastoral care team.

- Age and stage appropriate awareness initiatives that engage the students in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons, Friendship Week and Well-Being week.
- Encouraging participation and support activities for students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging with the school community in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.
- This will be encouraged through ;

Whole Education Approach to Prevent an Address Bullying (Oide/UNESCO)



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When implementing a prevention strategy, Ballyfinane N.S. will engage with members of the wider school community

- School Bus Drivers
- EWO
- Local Businesses close to the school
- Extra-curricular teachers/coaches
- External School Support Staff
- And any others that may apply see 5.4 page 37

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):

5.5 Preventing cyber-bullying behaviour

With the increase in use of technology it has led to students becoming increasingly vulnerable to cyber-bullying and unacceptable online behaviour. Ballyfinane N.S. will proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour in Ballyfinane N.S. will include the following, which is not an exhaustive list:

- implementing the SPHE curriculum



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- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online
- 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
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online*
- holding an Internet safety day to reinforce awareness around appropriate online behaviour

The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16.²²

For the purposes of data collection, students between the age of 13 and 16 years old must have parental permission to sign up to social media services where companies use the legal basis of consent to collect process and store users' data. Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old. Therefore technically, children under the age of 13 should not have a social media account.

It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

5.6 Preventing Homophobic/transphobic Bullying Behaviour

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

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

- maintaining an inclusive physical environment such as by displaying relevant posters
- encouraging peer support such as peer mentoring and empathy building activities
- challenging gender stereotypes
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- encouraging students to speak up when they witness homophobic behaviour

5.7 Preventing racist bullying behaviour

Schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to 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
- conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- encouraging peer support such as peer mentoring and empathy building activities
- encouraging bystanders to report when they witness racist behaviour



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- 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
- inviting speakers from diverse ethnic backgrounds²³
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

5.8 Preventing sexist bullying behaviour

Schools should 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 & 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, workshops and presentations on gender equality and respect
- encouraging parents to reinforce these values of respect at home

5.9 Preventing sexual harassment

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. Schools must make it clear that there is 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 post 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
- Encouraging parents to reinforce these values of respect at home

Section C: Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, BOM, staff, students and their parents to develop and implement their Bí Cineálta Policy

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

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form on Aladdin
- The DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.

When bullying behaviour occurs, the school will:

- > ensure that the student experiencing bullying behaviour is heard and reassured



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- > 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

Identifying if Bullying Behaviour has occurred

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. 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.

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.

If the answer to any of these questions is No, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Positive Behaviour. When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- if a group of students is involved, each student should be engaged with individually at first
- thereafter, all students involved should be met as a group
- at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each student should be supported as appropriate, following the group meeting
- it may be helpful to ask the students involved to write down their account of the incident(s)

Where Bullying Behaviour Has Occurred

- parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- the school is obliged to fully investigate any alleged incidents of bullying which are reported by parents.
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how



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best to address the situation

- a record should be kept of the engagement with all involved including the initial 'Bullying Incident Report Form' (Appendix 1).
- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bí Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behavior

Follow-Up Where Bullying Behaviour Has Occurred

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- the date that it has been determined that the bullying behaviour has ceased should also be recorded
- any engagement with external services/supports should also be noted
- ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Positive Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they should be referred to the school's complaints procedures
- if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

6.3 Requests to take no action

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. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together 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.

6.4 Determining if Bullying Behaviour has ceased

- 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 & support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour.
- It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.
- 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 should consider 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.

6.5 Recording Bullying Behaviour

All incidents of bullying behaviour should be recorded.

- The record should document the form (Section 2.5) and type (See Section 2.7) of bullying behaviour, if known, where and when it took place
- the date of the initial engagement with the students and their parents.
- the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. (only in relation to their own child)
- It should document the review with students & their parents to determine if the bullying behaviour has ceased
- the views of students and their parents in relation to this.
- It is important to document the date of each of these engagements & the date that it has been determined that the bullying behaviour has ceased.
- Any engagement with external services/supports should also be noted.
- These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations.
- Where a Student Support File exists for a student, schools are encouraged to place a copy of the record on the student's support file.

6.6 Complaint Process

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school's complaints procedure. Please see the schools' complaint procedures are available at the following link:

<https://www.gov.ie/en/policy-information/parental-complaints/>



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In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent may make a complaint to the Ombudsman for Children

6.7 Supports

- NEPS
- Oide
- Webwise
- National Parents Council
- DCU Anti Bullying Centre
- Tulsa
- SPHE Curriculum
- Teaching Resources
- Stay Safe

Section C: Addressing Bullying Behaviour

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- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.

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- > 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

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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.

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.

If the answer to any of these questions is No, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Positive Behaviour. When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- ✓ if a group of students is involved, each student should be engaged with individually at first
- ✓ thereafter, all students involved should be met as a group
- ✓ at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- ✓ each student should be supported as appropriate, following the group meeting
- ✓ it may be helpful to ask the students involved to write down their account of the incident(s)

Where Bullying Behaviour has occurred

- ✓ parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- ✓ the school is obliged to fully investigate any alleged incidents of bullying which are reported by parents.
- ✓ it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- ✓ a record should be kept of the engagement with all involved including the initial 'Bullying Incident Report Form' (Appendix 1).
- ✓ this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bí Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- ✓ the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behavior

Follow-Up Where Bullying Behaviour has Occurred

- ✓ the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- ✓ important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- ✓ the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this



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- ✓ the date that it has been determined that the bullying behaviour has ceased should also be recorded
- ✓ any engagement with external services/supports should also be noted
- ✓ ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- ✓ if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- ✓ if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Positive Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- ✓ if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they should be referred to the school's complaints procedures
- ✓ if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

6.3 Requests to take no action

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. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together 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.

6.4 Determining if Bullying Behaviour has ceased

- 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 as well as the student who has displayed the behaviour.
- It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.
- 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.



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- Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider 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.

6.5 Recording Bullying Behaviour

All incidents of bullying behaviour should be recorded.

- The record should document the form (Section 2.5) and type (See Section 2.7) of bullying behaviour,
- if known, where and when it took place
- the date of the initial engagement with the students and their parents.
- the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. (only in relation to their own child)
- It should document the review with students and their parents to determine if the bullying behaviour has ceased
- the views of students and their parents in relation to this.
- It is important to document the date of each of these engagements
- the date that it has been determined that the bullying behaviour has ceased.
- Any engagement with external services/supports should also be noted.
- These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations.
- Where a Student Support File exists for a student, schools are encouraged to place a copy of the record on the student's support file.

6.6 Complaint Process

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school's complaints procedure.

Please see the schools' complaint procedures are available at the following link:

<https://www.gov.ie/en/policy-information/parental-complaints/>

In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent may make a complaint to the Ombudsman for Children.

6.7 Supports

- NEPS
- Oide
- Webwise
- National Parents Council
- DCU Anti Bullying Centre
- Tulsa
- SPHE Curriculum
- Teaching Resources
- Stay Safe



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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.

RATIFICATION

This policy was ratified by the Board of Management on 20/05/2025 and 10/06/2025 (following St. Senan's additions)

This policy will be reviewed on May 2026

Date of Review	Date of Review	Date of Review	Date of review
20/05/2025			

Signed: Mike Carroll

Mike Carroll
Chairperson of B.O.M.

Signed: Catherine O'Shea

Catherine O'Shea
Principal