



Greenmount N.S **Bí Cineálta Policy** **to Prevent and Address Bullying Behaviour**

The Board of Management of Greenmount NS 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.

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 each person in our school is treated with respect and care.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be diminished or devalued, and all have an indispensable part to play in the school community, regardless of difference.

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/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.

Stakeholder	Date consulted	Method of consultation
School Staff	March 2025	Stage 1: Staff Meeting – staff provided with the opportunity to discuss the new Bí Cineálta action plan and stemming from this discussion, staff were informed of the important points in dealing with an incidence or report of bullying. Staff familiarised themselves with the anti-bullying campaign and discussed sample scenarios and worked together through the necessary Bí Cineálta incident documents. Staff were given time to discuss and relay feedback. Monthly emails are issued to remind staff to carry out ‘regular class survey’.
	June 2025	A draft policy was shared with staff to discuss/consult and make any amendments.
Students	March 2025	Students were given a google survey carried out on the school tablets. Feedback from the results shared with staff and informed policy development.
Parents	February 2025	Feedback sought from parents through google survey and attention drawn to our policy and anti-bullying campaign procedures. Feedback was incorporated into the policy development
	August 2025	Bí Cineálta policy shared with parent body and Parents’ Association.
Board of Management	August 2025	Reviewed policy and final ratification after amendments made where necessary.
Wider school community as appropriate, for example, bus drivers	June 2025	Verbal feedback sought from ancillary staff.
Date policy was approved: 28 th August, 2025		
Date policy was last reviewed: 28 th August, 2025		

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):

Culture and Environment

We are committed to fostering a school culture where bullying is not accepted and where every member of our community feels safe, respected, and included. To achieve this, we aim to:

- Establish a consistent, whole-school approach to preventing and responding to bullying behaviour.
- Actively involve parents as partners in creating a school environment where bullying is not tolerated.
- Promote a “telling school” ethos where students feel encouraged and supported to speak up about concerns.
- Highlight the importance of having trusted adults that students can approach when they feel unsafe.
- Design and maintain safe, visible spaces throughout our school building and playgrounds.
- Use artwork, signage, and creative displays to promote our core values and develop a school charter that reflects rights, equality, inclusion, and respect.
- Foster a sense of belonging by encouraging students to take ownership of their environment through creative expression.
- Build a positive school climate that:
 - Welcomes and celebrates diversity and difference through multi-cultural events.
 - Supports open, non-threatening dialogue about bullying behaviours; and
 - Nurtures respectful, inclusive relationships within the school community.

How We Work to Achieve These Goals

We implement a range of strategies to promote a safe, inclusive, and respectful school environment. These include:

- **Staff Training and Consistency:** All staff are briefed on a unified approach to handling reports of bullying. This guidance is shared in print and displayed on the staffroom noticeboard for easy reference.
- **Bí Cineálta Week Activities:** Events such as “Random Acts of Kindness” homework, poster-making, and slogan competitions encourage positive behaviour and raise awareness.
- **Playground Helpers:** Older students volunteer as yard helpers, supporting younger pupils in games and encouraging positive social interaction. Lunchtime “minders” are also in place to assist.
- **Child-Friendly Bí Cineálta Policy:** Developed with input from pupils and parents, this policy is shared with all families and staff. It clearly outlines different ways for children to speak up and seek help. This is displayed around the school.
- **Parental Engagement:** Parents receive updates and resources related to anti-bullying strategies and how they can support their children.

- **Curriculum Integration:** Positive behaviour, safety, and empathy are taught through the *Stay Safe* programme and SPHE (Social, Personal and Health Education) lessons across all class levels.
- **Supervision and Monitoring:** Pupils are actively supervised throughout the school day to ensure safety and appropriate behaviour.
- **Charter and Displays:** Class and school-wide charters are created with student input to promote kindness and shared responsibility. Dedicated notice boards help reinforce these values throughout the school.

Curriculum – Teaching and Learning

We are committed to providing an educational experience that promotes respect, inclusion, and understanding. Our goals are to:

- Deliver teaching and learning experiences that are collaborative and respectful, supporting inclusion and appreciation of diversity.
- Foster a shared understanding across the school community of what bullying is and the impact it has on individuals.

How We Work to Achieve This:

- **SPHE and RSE Programmes:** We teach Social, Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) to support students' well-being, build self-confidence, and encourage personal responsibility for behaviour.
- **Staff Role-Modelling:** All staff consistently model respectful behaviour in interactions with students, colleagues, and visitors.
- **Curricular and Extra-Curricular Opportunities:** Activities inside and outside the classroom are used to develop students' self-worth, teamwork, inclusion, and mutual respect.
- **Collaborative Learning:** Students regularly participate in small group work to build relationships, promote empathy, and strengthen a sense of belonging.
- **Celebrating Diversity:** Our school actively recognises and celebrates cultural and individual diversity through artwork, displays, photographs, and events that reflect our inclusive ethos.
- **Education and Prevention Strategies:** We implement targeted initiatives to:
 - Develop empathy, resilience, and respect among pupils;
 - Directly address cyberbullying and identity-based bullying, including homophobic and transphobic bullying.
- **Staff Support:** Ongoing peer professional support and professional development, when available, are accessible to staff in the implementation of anti-bullying strategies.
- **Consistent Procedures:** Bullying behaviour is recorded, investigated, and followed up using clear and consistent approaches and evidence-based intervention strategies.
- **Continuous Evaluation:** The effectiveness of our Anti-Bullying Policy is regularly reviewed and updated to ensure it remains relevant and effective.

Policy and Planning

The aim of Greenmount National School's *Bí Cineálta* Policy is to foster a school environment where kindness, respect, and inclusion are at the core of daily interactions. The policy seeks to:

- Raise awareness among school management, staff, pupils, and parents/guardians that bullying is unacceptable and will not be tolerated.
- Promote a school ethos that encourages open dialogue, where pupils feel safe to disclose and discuss incidents of bullying.
- Ensure robust supervision and monitoring practices are in place, with all areas of school activity appropriately observed.
- Establish clear procedures for recording, investigating, and resolving bullying incidents in a consistent and timely manner.
- Provide structured support for both those affected by bullying and those who engage in bullying behaviour, helping all parties move forward positively.
- Collaborate with external agencies and services to address and prevent all forms of bullying and to promote respectful behaviour.

The implementation of the *Bí Cineálta* policy is supported by other key school policies, including:

- Acceptable Use Policy
- Supervision Policy
- Special Education Policy
- Code of Behaviour (Restorative Practices)

Strong and effective leadership is essential to the success of the policy. The Principal, Deputy Principal, Designated Liaison Person (DLP), Deputy DLP, and In-School Management Team are all actively engaged in supporting its implementation and ongoing evaluation.

Relationships and Partnerships

At Greenmount N.S., we place a strong emphasis on building positive relationships within our school community. We foster collaboration and connection through both formal and informal initiatives, including:

- **Family and Community Engagement:** Structures such as the Parents' Association, HSCL, School Completion Worker and the Student Council help strengthen school–home–community partnerships.
- **Student Awareness and Empowerment:** Age-appropriate activities during SPHE lessons empower students to reflect on their own behaviour and the importance of kindness, empathy, and peer support.
- **Workshops and Awareness Events:** School Completion and School staff led workshops for students, staff, and parents help raise awareness of the impact of bullying and equip the school community with practical tools to prevent and respond to it.
- **Peer Support Initiatives:** Programmes that encourage peer mentoring and peer support build stronger relationships and create a sense of shared responsibility among pupils.
- **Active Participation:** Students and parents are encouraged to play a meaningful role in school life, including contributing to the development of our Child-Friendly *Bí Cineálta* Policy. This helps ensure that both children and families are fully engaged in identifying, addressing, and preventing bullying behaviour.

In addition to our strategies to address general bullying behaviours, these prevention strategies include strategies aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as

appropriate:

In developing 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 the school in a real way.

This school 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 board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to, and in dialogue with parents, and thereby build a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will take as much time as is practicable listening to young persons and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement, by the school, young persons and parents, will be used to discern appropriate supports for young people in this school and will help inform future prevention strategies.

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):

Preventing Cyber Bullying, Homophobic/Transphobic bullying, Racist bullying, Preventing sexual harassment.

In addition to above mentioned strategies, the school has the following in place to prevent and address bullying:

Whole-School Approach to Preventing and Addressing Bullying Behaviour

At the heart of our school's mission is the commitment to providing a safe, respectful, and inclusive learning environment for every pupil. Our approach to preventing and addressing bullying is proactive, educational, and firmly embedded in the whole-school ethos.

1. Promoting a Culture of Respect and Inclusion

We actively foster a positive school culture that values diversity, inclusion, and mutual respect. Our preventative strategies include:

- Promoting mutual respect among pupils and staff.
- Celebrating individual differences to build positive self-esteem.
- Acknowledging and rewarding good behaviour.
- Providing regular opportunities for pupil success across a variety of domains.
- Staff consistently model respectful behaviour, irrespective of sex, background, or identity.
- Challenging gender stereotypes and celebrating cultural and individual diversity.
- Enforcing a zero-tolerance approach to sexual harassment, explicitly reflected in our Code of Behaviour.

Equal participation and recognition are promoted to ensure every pupil feels seen, valued, and supported in all aspects of school life.

2. Curricular Supports and Awareness-Raising

Our curriculum is a key driver in preventing bullying behaviour. Education and prevention strategies include:

- Full implementation of the **SPHE (Social, Personal and Health Education)** curriculum, including the **Stay Safe** and **RSE and Anti-bullying Campaign** programmes.
- Anti-bullying themes are integrated across multiple curricular areas where relevant.
- Targeted lessons and discussions focusing on:
 - The nature, causes, and impact of bullying.
 - Online safety and responsible digital behaviour.
 - Diversity, empathy, and inclusion.
 - Understanding and rejecting racist, sexist, homophobic, and transphobic bullying, and sexual harassment.

Through a combination of monthly SPHE lessons and short awareness-raising activities from the Anti-Bullying Campaign programme, pupils from 2nd class up engage with at least 10 targeted bullying prevention exercises per year. These activities help pupils:

- Examine bullying calmly and rationally, outside the pressure of real-time incidents.
- Recognise the negative consequences of bullying.
- Understand how to report concerns—either directly or via regular anonymous pupil surveys.

An **annual Anti-Bullying/Friendship Week** highlights and reinforces key messages through themed activities and school-wide engagement.

3. Digital Citizenship and Online Safety

Given the growing role of digital interactions, we prioritise online safety through:

- A comprehensive **Acceptable Use Policy (AUP)**.
- Dedicated SPHE lessons on digital citizenship and responsible online behaviour.
- Teaching pupils about their **digital footprint** and respectful online interactions.
- Annual participation in **Safer Internet Day** and other online safety initiatives.
- Parent and staff information events to increase awareness of cyberbullying risks and online behaviour norms.

4. Anti-Bullying Procedures and Monitoring

Our **Anti-Bullying Policy** is a living document, regularly reviewed and shared with staff, pupils, and parents. Key procedures include:

- Clear and consistent investigation of all reports of bullying (including anonymous ones).
- Record reports via the “Alleged Bullying Behaviour Report” template.
- Follow-up procedures in line with policy, ensuring each case is addressed appropriately.
- Ongoing supervision and monitoring in all school areas, including:
 - Classrooms
 - Corridors
 - Playgrounds
 - School tours and extracurricular settings
 - Homework/Breakfast Club
- Staff are alert to the needs of pupils at risk of bullying and maintain open lines of communication with families.

5. Student Empowerment and Participation

We empower pupils to take an active role in creating a positive school culture by:

- Participating in initiatives such as **Kindness Week**, **Anti-Bullying Week**, and classroom-based peer support projects.
- Developing pupil voice through class discussions and feedback mechanisms.
- Teaching students:
 - **Who** to report bullying to.
 - **How** to report it (verbally, written, or anonymously).

- **Why** being an active bystander can help stop bullying.

Pupils are regularly encouraged to speak out against inappropriate behaviour and are reassured that “telling” is a responsible and brave action—not tattling.

6. Staff and Parent Engagement

Staff and parents are central to our prevention strategy:

- Staff receive training on identifying, reporting, and responding to bullying behaviour from senior management, in-school management team and experienced members of staff.
- Parents are made aware of signs of bullying and are encouraged to communicate any concerns to the school.
- Regular communication through newsletters, parent meetings, and the school website keeps the wider community informed of anti-bullying initiatives.

7. Support and Resources

To support implementation and consistency:

Activities and resources used throughout the school can be viewed and accessed at

- <https://www.staysafe.ie/>
- www.antibullyingcahttps://www.antibullyingcampaign.ie/
- www.tacklebullying.ie
- www.antibullyingcentre.ie/fuse
- www.webwise.ie

The school library is curated to reflect the diverse cultural, national, and ethnic backgrounds of our student body, helping pupils see themselves represented in school life.

8. Promoting Equity and Diversity

All pupils are given equal access to school activities, regardless of their identity or background. Our commitment to equity and inclusion is evident through:

- Ongoing efforts to raise awareness about homophobic, transphobic, and racist bullying.
- Creating learning environments that reflect and affirm the identities of all children.
- Promoting a sense of **belonging** for every pupil by ensuring they feel respected, represented, and valued.

This comprehensive, proactive, and inclusive approach ensures that bullying is not tolerated and that every pupil in our school feels **safe, respected, and empowered**.

Section C: Addressing Bullying Behaviour

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

- The class teacher with the support of the SET 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 behavior. Appendix B 'Handbook, how to use tools provided to resolve bullying situations and restore relationships without apportioning blame.
- The SET/Class teacher 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.
- Deputy principal /SENCO
- Anti-Bullying Policy Co-ordinator is available to provide up to date information and supports if needed to assist class teacher in addressing concerns.

When bullying behaviour occurs, the school will:

- Follow the handbook guidelines 'how to use tools provided to resolve bullying situations and restore relationships without apportioning blame.
- 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 as per steps outlined below

The school is committed to thoroughly investigating, recording, and addressing incidents of bullying in line with best practice. The primary aim is to resolve issues and, as far as possible, restore relationships between the parties involved, rather than to assign blame.

Uncovering, Investigating and Resolving Bullying Situations

1. This school's procedures for uncovering, investigation, follow-up and recording of bullying behaviour, and the established intervention strategies used by the school for dealing with cases of bullying behaviour, (e.g. the "Four Essential Steps" approach available from the 'Resolving Bullying Situations' section of the *Anti-Bullying Campaign* website) are as follows:
 - The 'Class Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it but with an impact within it, with a view to establishing the facts and bringing any bullying behaviour to an end.
 - Since bullying is often hidden from teachers and not reported, but pupils "see everything," special surveys are regularly used (e.g. every half-term and whenever a particular concern arises) to help uncover possible bullying situations. These surveys allow pupils to suggest who they think their teacher should talk to in relation to these situations. The surveys have then completed their work – it is the teacher who decides if the behaviour is really bullying.
 - It is made clear to pupils that if they report possible bullying behaviour in surveys they are not getting others "in trouble" with anyone but rather enabling them to get out of trouble into which they may ultimately get if the behaviour turned out to be bullying and if it continued. With this approach, the well documented reluctance of pupils to report bullying behaviour is significantly reduced or even disappears altogether bringing to an end the "no ratting" culture, which is so common in other schools. This is necessary to empower pupils who observe bullying behaviour to report it without fear of a bad outcome for themselves or anyone else and without fear of any backlash by anyone against anyone involved. This is the approach that enables this school, with the help of its now-well-informed and highly aware pupils, to uncover hidden bullying (and the majority of all bullying that takes place is hidden) so it can be quickly and calmly brought to an end.

In Natural Justice – A Preliminary Step, Ideally the Only Step Needed

- Pupils who are alleged to have been involved in behaviour that may have been bullying behaviour are interviewed by the 'Class Teacher,' acting *in loco parentis* (as authorised by the D.E.S. and the Board of Management) to establish the facts and ascertain whether the behaviour was in fact bullying and if so, the nature and extent of it and any reasons for it.
- The School, through the 'Class Teacher'/SET reserves the right to ask any pupil, whether suggested in a survey or not, to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that any pupil is guilty of misbehaviour.
- *Positive Problem Solving Interview:* The 'Class Teacher' does not apportion blame but rather treats all bullying behaviour as something that can and must be remedied. S/he emphasises to the interviewed pupil that the intention is not to punish anyone but to explain how harmful and hurtful bullying is and then, in the event that the behaviour in question was bullying behaviour, asks the pupil to promise not to bully anyone again, on the basis that if/when s/he makes and keeps that promise s/he will not be punished and is not "in trouble" with anyone.
- *Giving a Pupil "One Chance" supported by a Triple Incentive – the Key to Resolution:* In the event that the interviewed pupil is found by the teacher to have been involved in bullying behaviour s/he is offered "one chance" – to sign and honour a Binding promise that s/he will stop bullying, regardless of what form it took, and treat all pupils fairly, equally and respectfully from then on, including any previously targeted pupil(s). If the pupil makes, and honours that promise then in natural justice s/he is given that "one chance" to make a fresh start (a) with no punishment, since the bullying is now over and (b) without being brought to the attention of the school

Principal (which pupils often equate with being “in trouble”) since the bullying is now over and (c) without being brought to the attention of parents (which pupils often equate with being “in trouble”) since the bullying is now over. This is the best possible outcome – the bullying situation is now fully resolved with no resentment, no risk of backlash, a “win-win” outcome for all concerned.

- *Final Report:* When an investigation is completed and/or a bullying situation is resolved the 'Class Teacher' will complete a report, to include the findings of the investigation, the “reform, not blame” strategy adopted and the outcome of the intervention, as well as any other relevant information. The results of a check-back, which in this school normally takes place about three weeks later, to revisit and reassess whether the bullying is really over, is added to the report at that stage.
- *The Best Possible Outcome:* If, using this efficient, low-key, restorative, child-friendly “reform, not blame” approach, the promise continues to be honoured, indicating that the resolution of the initial bullying situation was successful, this matter may never have to be revisited and everyone involved, with minimum fuss, can “live happily ever after.” In such cases the “preliminary step” detailed above is the only step needed. However, in the event of a breach of promise – a resumption of bullying behaviour (which is repeated, targeted, hurtful/harmful behaviour), whether against previously targeted pupil(s) or other(s), further action will follow at that still “early stage.”

If a First Promise to Stop Bullying is Broken, then (at this “early stage”) – the Next Steps

- If a pupil has signed such a promise but then chooses to break it, and subsequently bully either the same pupil(s) again or any other pupil(s), the Principal will be informed about what has taken place and parent(s)/guardian(s) will be immediately informed at that very “early stage” (Bí Cineálta 6.2 p. 44). Then, in accordance with the Bí Cineálta procedures, parent(s)/guardian(s) will be consulted by the ‘Class Teacher’ regarding the actions to be taken to address and monitor the pupil’s ongoing behaviour.
 - If the pupil is being asked to make a second solemn promise, which would constitute an attempt at resolution of that second bullying situation without blame or punishment, parent(s)/guardian(s) will be asked to countersign it, knowing that if this second promise is broken the pupil will be dealt with under the school’s wider Code of Behaviour. This may involve direct contact between parent(s)/guardian(s) and the school Principal and may involve imposition of sanctions on the pupil.
 - If the second promise, reinforced by parent(s)/guardian(s), is honoured then that bullying situation is regarded as resolved. The teacher’s final report then includes, in addition to all the details referred to in the ‘Final Report’ paragraph above, the details of the interactions with parent(s)/guardian(s) in this case. The results of a check-back, which in this school normally takes place about two weeks later, to revisit and reassess whether the bullying is really over, is added to the report at that stage. This will include input from parent(s)/guardian(s) as to whether they consider the bullying to be over and whether they are satisfied with the final outcome as well as any other relevant information.
 - Breach of this additional promise by further bullying behaviour would be regarded as a very grave matter and a sanction may be imposed by the school authorities in accordance with the school’s wider Code of Behaviour (See sanctions below).
 - All documentation regarding bullying situations and their resolution is retained securely in the principal’s office.
2. The principal will present an update on bullying behaviour at each Board of Management meeting. This update will include the number of investigations of possible bullying situations that have taken place since the last meeting, the number of current ongoing investigations, the total number of verified bullying situations since the beginning of the school year and the number of these that

were successfully resolved. Where bullying behaviour has 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.

3. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.
4. This policy was developed/reviewed as indicated in *Appendix D*, below, and adopted by the Board of Management on 28/08/2025.
5. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested.
6. A student friendly version of this policy Appendix A is displayed in the school and is also available on our website and in hard copy on request.
7. This policy and its implementation will be reviewed following input from our school community by the Board of Management once in every calendar year (or as soon as practicable after there has been any material change in any matter to which this policy refers). Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. Appendix E. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

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):

Support for Pupils who had been Involved in Bullying Situations

- Support for pupils who had been bullied:
 - Ending the bullying behaviour,
 - Changing the school culture through ongoing awareness-raising to (a) foster more respect for bullied pupils and for all pupils and (b) foster greater empathy towards, and support for, bullied pupils,
 - Indicating clearly that the bullying is not the fault of the targeted pupils (a reassurance bullied pupils often need), through ongoing awareness-raising and through the speedy identification of those involved in bullying and speedy resolution of bullying situations,
 - Two weeks after initial interventions in relation to possible bullying situations, (and periodically thereafter if appropriate) reviewing the outcomes with the bullied pupils and offering them the option to complete victim-impact statements,
 - Making adequate support and/or counseling facilities available to pupils who need them (who seem less resilient and are slower to recover, make friends and enjoy school life again), within or outside the school as applicable, in a timely manner,
 - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
 - Implementing a 'buddy system' in the school (*if applicable*).

- Support for pupils who had been bullying:
 - Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
 - Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
 - seeking other ways to "catch them doing the right thing" and giving appropriate praise,
 - Supporting them to overcome learning difficulties through Support Staff provision and to overcome emotional and/or social difficulties through class management and pastoral care within the school,
 - Helping those whose self-esteem is low by encouraging them to become involved in activities that develop 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 the curriculum to help enhance pupils' feelings of self-worth, including creating opportunities to use appropriate praise,
 - In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
 - In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
 - Making adequate support and/or counselling facilities available to help remedy underlying issues for those who need them, within or outside the school as applicable, and to help them learn to meet their needs without violating the rights of others.

Appendix B outlines the four essential steps to uncover and resolve possible bullying situations.

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*.

Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- For (first) breach of promise – i.e. a resumption of bullying behaviour – s/he may be required to sign another promise, this time countersigned by a parent/guardian;
- In the unlikely event of a further (second) breach of promise – i.e. a resumption of bullying behaviour – the ‘Class Teacher’ may contact parent(s)/guardian(s) to inform them of the nature and extent of the bullying behaviour, to discuss the matter with them with a view to coming to a better understanding the reasons for the bullying behaviour, to suggest actions to be taken to help meet their child’s needs and to agree a strategy whereby a promise to end the bullying behaviour would be honoured;
- In the highly unlikely event of a further (third) breach of promise – parent(s)/ guardian(s) may be invited to a meeting with the ‘Class Teacher’ and the Principal and a sanction may be imposed in accordance with the Code of Behaviour of the school.
- In the extremely unlikely event of a further (fourth) breach of promise – the case may be referred to the Board of Management and a further sanction may be imposed in accordance with the Code of Behaviour of the school.

Responsibility for Addressing Possible Bullying Situations – The Class Teacher

8. *“The primary aim in addressing bullying behaviour is to stop the bullying behaviour and to restore, as far as practicable, the relationships of the parties involved.”* (Bí Cineálta 1.4). The staff members who have responsibility for addressing possible bullying situations, which may arise this year are the Class Teachers.

Supervision and Monitoring of Pupils

9. The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and address bullying behaviour and to facilitate early intervention where possible.

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 C. 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: Michael Carey
(Chairperson of Board of Management)

Date: 28th August, 2025

Signed: Finbarr Hurley
(Principal)

Date: 28th August, 2025