St. Peter's National School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of St. Peter's National School has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* 2024.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

Bullying 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

Definition of bullying

- Bullying is targeted behaviour, online or offline, that causes harm.
- The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour .

The harm can be :

- Physical (eg: personal injury, damage to or loss of property)
- Social: (eg: withdrawal, loneliness, exclusion)
- Emotional: (eg: low self esteem, depression, anxiety)

- A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Behaviour that is not bullying behaviour:

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but , importantly, must be addressed under the school 's code of behaviour.
- Some students with additional educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying **unless** it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Types of Bullying:

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

Bullying can be : Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, sixe, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or

threats Bullying can be :Indirect:

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

Online bullying behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e- mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

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	6th December 2024 28th April 2025	Whole staff meeting- half day closure for training, reviewing and planning of the Bi Cinealta procedures. Draft policy shared with staff seeking feedback
Students	January 2025	Online and paper survey. Students were given a questionnaire to seek their input in developing an Anti-Bullying policy in Child Friendly Format – their wording, examples and suggestions were all taken into account when drafting this Policy. All households and children were given the homework of designing a child friendly policy with parents.
Parents	January 2025 May 2025	Online Survey Feedback sought from parents and children in formation of a Child Friendly Anti Bullying policy during Anti- Bullying month. Bi Cinealta policy draft shared with parent body and parent teacher association for feedback.
Board of Management	September 2025	Review new policy draft – leading to consultation and final ratification after amendments made where necessary
Wider school community as appropriate, for example, bus drivers	September 2025	Consultation as deemed necessary. Policy published on website. Distributed to wider school community via Newsletter
Date policy was approved: 25/09/2025		
Date policy was last reviewed: 10/09/2026		

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:

This school uses the KiVa Anti Bullying Programme as its primary mechanism for preventing bullying. KiVa is an anti-bullying programme that has been developed in the University of Turku, Finland, with funding from the Ministry of Education and Culture. This school has been trained in the KiVa anti bullying programme by Archways, who are licenced to deliver the KiVa programme to schools in Ireland. As a KiVa school, we use several universal actions as part of a whole school, participatory approach, with a focus on preventing bullying . All school staff (including admin and auxiliary staff) have been trained in the KiVa Anti Bullying Programme and the KiVa screening process for bullying. KiVa utilises a variety of strategies to prevent bullying behaviour, listed below.

1. Staff meeting:

Each year, a staff meeting is held at the beginning of the school year to ensure that everyone working at the school knows that we are a KiVa school. At the staff meeting, we reiterate what this means in practice:

- ✓ Delivering KiVa lessons to specific classes
- ✓ Having a KiVa team to deal with cases of bullying
- ✓ Hanging posters on walls and wearing high-visibility vests

2. KiVa Kick Off event:

The KiVa kick-off event at the start of the school year is a whole school event (often during assembly) whereby the message that 'we are a KiVa school' is reiterated. It helps to create a participatory culture as students are involved through displays of art, music, poetry with an anti-bullying message.

3. Posters and High Vis vests:

KiVa posters are displayed in a prominent place in the school (for example at the entrance and on corridors) to remind students that we are a KiVa school and do not tolerate bullying. School staff wear the high-visibility vests during yard duty to have visibility of the KiVa logo during break times. The logo is recognisable to all children and reminds them that school staff are there to ensure the safety of all students; along with reducing opportunities for bullying.

4. Guide for Parents:

All parents are provided with a copy of the KiVa Parents' Guide (in electronic or printed format). The guide provides basic information about bullying and how parents can help to prevent it. The materials inform parents about how to discuss bullying at home and how to deal with situations where they find out that their child has taken part in bullying.

5. Delivery of KiVa lessons in classrooms:

We deliver KiVa lessons throughout the year to students. The lessons are a key part of the universal actions of the KiVa anti-bullying programme. Unit 1 Lessons are for students from 1st to 3rd class and Unit 2 lessons are for students from 4th to 6th class. The aim is to increase socio-emotional skills and to promote the children's awareness of the importance of the group and bystanders in bullying and stopping bullying. The lessons strive to inspire empathy towards bullied students and provide safe ways to help and support the students who are treated badly. Within the lessons, bullying prevention is based on inspiring a shared sense of responsibility and changes in the norms of the whole group.

Kiva lessons are delivered approximately once a month and involve discussions, group assignments and videos, as well as active exercises, involving games and assignments. See below the themes of each lesson.

Unit 1

1. **Let's get to know each other!**
2. **Emotions**
3. **Our class – everyone is included**
4. **Difference is richness**
5. **We say NO to bullying**
6. **We will not join in on bullying**
7. **The bullied child needs your support**
8. **I will not be bullied**
9. **Literature lesson**
10. **The KiVa contract**

Unit 2

1. **Respect is for everyone**
2. **In a group**
3. **Recognise bullying**
4. **Hidden forms of bullying**
5. **Responsibly online**
6. **Consequences of bullying**
7. **The group and bullying**
8. **Communicating support**
9. **Stick up for yourself**
10. **KiVa school – let's do it together!**

6. KiVa Online Games:

Students play online games which allow them to practice and revise what has been learned in KiVa lessons.

7. Student and Staff Surveys:

Each year, students complete a KiVa survey online, which provides information to us about the prevalence of bullying in the school and what students feel the school is like. There is a separate survey for staff members with questions about implementing the programme. We use the survey responses to monitor the implementation of the programme and its impact.

Culture and Environment: We strive to :

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour is in place.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Promote open communication between students, staff and parents. Encourage pupils to disclose and discuss incidents of bullying behaviour.
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility
- Incorporate artwork and signs to promote our school values – equality, inclusion and respect.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Create a positive school culture and climate which-
    - is welcoming of difference and diversity and is based on inclusivity;
    - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - promotes respectful relationships across the school community;

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

- Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed on the Staff Room notice board for ease of access also.
- Anti Bullying week activities such as Random acts of Kindness homework, Poster making, slogan making, etc
- Playground helpers – students in higher classes volunteer to support younger classes on yard to help with games and positive interactions. Minders at lunchtime also.
- Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
- Parents receive information at times regarding useful information on Anti Bullying.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Soft start to every morning in the classroom to promote a positive culture and environment.
- Effective supervision and monitoring of pupils.

- Bí Cineálta notice board to promote kindness and build responsibility amongst pupils.
- Effective support during transitions.
- Foster a culture where diversity is celebrated and students "see themselves" in the school environment.
- Challenge gender- stereotypes – equal participation for all. Equal recognition.
- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.
- Ensuring all students have the same opportunities to engage in school activities irrespective of sex.
- Ensuring the library has material which reflects our diverse school population from different national, ethnic and cultural backgrounds.

Curriculum (teaching and learning)

We strive to :

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.

Ways in which we work to achieve this:

- Teach SPHE and RSE content which fosters students' well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.
- Annual Anti-bullying/ Friendship week.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and Extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
- 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 art, displays, photographs, international events.
- 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.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. www.tacklebullying.ie, www.antibullyingcentre.ie>fuse, www.webwise.ie

- Shared folder of resources for teaching of bullying including lessons from above websites – shared Google drive for all teachers to access.
- Explicit teaching and appropriate communication and emotional literacy.
- Access to the Sensory Room, where deemed appropriate.
- Access to the Nurture Room in small age-appropriate Nurture groups, where deemed appropriate.
- Movement breaks / sensory walks for emotional regulation.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the Bí Cineálta policy.

Policy and planning

The aim of St. Peter's National School's Bi Cineálta policy is

- To develop an anti-bullying policy that is clear and consistent and enforced by all staff members.
- To establish clear procedures for reporting and responding to bullying incidents.
- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To include the pupil voice in policies that affect pupils.
- 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.
- The school's approach to tackling and preventing bullying will take particular account of the needs of pupils with disabilities or Additional Educational Needs, will join up with other relevant school policies and supports and will endeavour to ensure that all the services that provide for such students work together.
- Approaches to decreasing the likelihood of bullying for pupils with AEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating an inclusive school

culture which has respect for all and helping one another as central.

- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.
- The Acceptable Use policy, Child Safeguarding Statement, Supervision policy, Attendance policy, Additional Educational Needs policy and Code of Behaviour as well as the Integration and Inclusion policy all support the implementation of the Bi Cineálta policy.
- Effective leadership is a key component with Principal, Deputy Principal, and the In School Leadership focused on supporting the implementation of this policy.

Relationships and Partnerships

- Interpersonal connections are supported through a range of formal and informal structures such as our parent teacher association, our extra-curricular activities and our various and multiple student committees and groups. Open communication between students, staff and parents is encouraged.
- Age and stage appropriate awareness initiatives that engage the student body 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.
- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying. Guest speakers may be invited in to address staff and/or parent groups in relation to various types of bullying behaviour
- Teacher Professional Learning (TPL)
- Encouraging peer mentoring and peer support
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students 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.

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

All staff in the school have been trained in the Kiva anti-bullying programme, including the screening process for bullying . This means that all staff members can screen for potential bullying before passing suspected cases to the KiVa team. The KiVa Team are a group of 3-4 school staff who investigate cases of bullying. The KiVa programme includes documentation for each part of the screening and investigation process, which ensures clear documentation of suspected bullying cases

Supervision

Student Supervision: Class teachers supervise students during class times and at break times. Class teachers are aware of what is happening in their classrooms and on the playground.

Staff Supervision: All staff members are able to recognise and respond to bullying behaviour. Staff are present and visible in common areas and playgrounds during break times.

Visitor Supervision: Visitors to the school are supervised at all times. They are not left alone with students.

Monitoring

Incident Reporting: The class teacher investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and records on Aladdin.

Incident Investigation: All reports of bullying behaviour are to be investigated promptly and thoroughly. The investigation should include interviews with the student who reported the incident, the student who was allegedly bullied, and any witnesses.

Follow-up: The school will take appropriate action to address the bullying behaviour.

By implementing these policies, St. Peter's National School can create a safer and more positive school environment for all students.

Section C: Addressing Bullying Behaviour

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

KiVa Team and Class Teacher/s

When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

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

- As we use the KiVa anti-bullying programme, members of the KiVa team address cases of bullying in cooperation with the class teacher. Below is a step-by-step description of the process that is followed when bullying is suspected or known to be taking place.

- The KiVa programme materials include a specific form for each step of the process for documenting the cases. The forms can be completed on paper or electronically.
- 1. Screening: Is this bullying?

  All school staff have been trained in the KiVa programme and can screen for cases of bullying. Incidents that meet the criteria of systematic bullying are directed to the KiVa team.

- 2. Discussion with the bullied student

  One or two KiVa team members tackle each case of bullying. One KiVa team member meets with the bullied student, as a conversation between two people promotes a confidential atmosphere and connection. In the meeting, the KiVa team member finds out what happened, how long the bullying has continued, and which students have taken part in the bullying. The conversation is intended to increase the bullied student's sense of safety and let them know that adults are on their side and intend to stop the bullying. The bullied student is also asked to identify classmates who may support them.

- It is agreed that there will be a follow-up discussion to ensure that the bullying has stopped. After the discussion the bullied student's class teacher is informed.

- 3. Individual discussions with students who have taken part in bullying

  Next, two KiVa team members have separate individual discussions with the students who have taken part in the bullying. The students are called in for a discussion the same day and, if possible, during the same lesson so that they do not have the chance to speak with each other between the discussions. The individual discussions are short (5–10 minutes). The focus of this meeting is simply to highlight that bullying has happened and that it must stop. One of two approaches may be used: confronting or non-confronting.

  The confronting method is direct and lets the student know that school staff are aware of the bullying and that it must end immediately. The student must commit to changing their behaviour .

  The non confronting method involves creating a shared concern for the child who has been bullied. Students are asked what they can do to improve the bullied child's situation.

- 4. Group discussion with the students who have taken part in bullying

  A group meeting takes place with all the students who have taken part in the bullying as soon as possible after the individual discussions. The aim of this brief meeting is to reinforce the decisions that the individual students have already agreed on with the KiVa team. In this group discussion:

  What each student has committed to do is reviewed

The date and time of a follow-up discussion with the same group is agreed on

- 5. Discussion between the class teacher and a few classmates

  Where bullying is investigated by the KiVa team, the class teacher arranges a situation where they can calmly discuss with a few select students how they can help support the bullied student. For this discussion, the class teacher either talks to students identified by the bullied student, or if none have been identified the teacher picks prosocial students with good social skills. The class teacher talks to these students about how they can support the bullied student.

- 6. Follow up discussion with the bullied student

  The follow-up discussion is held at the time and date agreed during the initial discussion. The purpose is to ensure that the bullying has stopped. The student is also encouraged to immediately report if the bullying keeps happening.

- 7. Follow up discussion with the student/ students who have taken part in bullying

  Finally, there is a group meeting with the students who have taken part in bullying to check if they have done what they agreed. If they have, they are praised. If the bullied student wants to attend this discussion, this is accommodated.

- 8. Informing parents

  As recommended by the KiVa programme, cases of bullying are first tackled in discussions between the KiVa team and the students. Parents are always informed of cases of bullying after the KiVa team has met both the bullied student and students taking part in the bullying. We have informed all parents of the procedure for cases of bullying in advance, both through the parent's event and providing them with the KiVa parents' guide.

- Where a parent/guardian has concerns that their child may be experiencing bullying, they should contact the class teacher or a member of the KiVa team at the earliest opportunity.
- Parents/guardians must not approach other pupils directly or contact the families of pupils suspected of involvement.
- The school will manage all enquiries, fact-finding and follow-up in line with this policy and related policies (e.g., Code of Behaviour).
- If a child makes a report of bullying behaviour but asks that nothing is to be done about it, the relevant teacher will support the child appropriately to explore how it will be handled sensitively and how parents may be notified. If a parent does so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.
- A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal in accordance with their Bí Cineálta policy.
- It must also be made clear to all involved (each set of pupils and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter (under GDPR) between the pupil being disciplined, his or her parents/guardians and the school.

- Behaviour reflection sheets filled out by pupils to be kept in pupil's folders which will be passed onto the next class teacher(s).
- The incident will be recorded on Aladdin under the heading: Log of Actions. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.
- Staff will fill out an incident report on Aladdin.
- 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 Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- If a parent(s)/guardian(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 School, 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.

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

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

- Addressing the bullying behaviour with a view to ending it.
- Fostering respect for pupils experiencing bullying behaviour and all pupils,
- Fostering greater empathy towards and support for pupils experiencing bullying behaviour
- Indicating clearly that the bullying behaviour is not the fault of the targeted pupil through annual awareness-raising programmes,
- Indicating clearly that the bullying behaviour is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding)
- Helping 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)
- 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.
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

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

Signed: Rev. Damon Date: 25/9/25.

(Chairperson of board of management)

Signed: Laura McGovern Date: 25/9/25

(Principal)

Review: Laura McGovern 10/09/2026

Clement MINZIA 10/09/2026