

BÍ CINEÁLTA POLICY
PREVENTING AND ADDRESSING
BULLYING BEHAVIOUR
AGHAMORE N.S.



The Board of Management of Aghamore N.S. 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.

Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992. In doing this we committed to promote, protect and fulfil the rights of children. Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30)

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 *Cineálta: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as follows:

- 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)

Behaviour that is not bullying behaviour:

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

Outside School

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact on school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools deal with it in accordance with their Bí Cineálta policy.

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 and destruction of personal property.
- **Verbal:** continual name calling which insults, humiliates the student – this may refer to physical appearance, size, 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, chat rooms 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.

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.

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	September 2024	<ul style="list-style-type: none"> • Staff Meeting – staff were given introductory information on the new Bí Cineálta procedures.
	September 2024	<ul style="list-style-type: none"> • AP2 post holder - SSE Wellbeing Webinar
	December 2024	<ul style="list-style-type: none"> • Principal and AP2 post holder took part in the Bí Cineálta training in MEC.
	May 2025	<ul style="list-style-type: none"> • AP2 post holder - SSE Wellbeing Webinar
	May 2025	<ul style="list-style-type: none"> • Staff completed Bí Cineálta Half day Training in school.
	June 2025	<ul style="list-style-type: none"> • Staff were given questionnaires in order to provide input to our new Bí Cineálta policy.
Students	September 2025	<ul style="list-style-type: none"> • Questionnaire for students so they could provide input into Bí Cineálta policy. • Student Friendly Policy drafted.
Parents and Guardians	September 2025	<ul style="list-style-type: none"> • Feedback received from parents in the form of a questionnaire.
Board of Management	September 2025	<ul style="list-style-type: none"> • Updates on policy development. • Review of draft Bí Cineálta Policy for implementation.

Date policy was ratified	9th October 2025
Date of policy review	September 2026

Section B: Preventing Bullying Behaviour

The *Wellbeing Policy Statement and Framework for Practice* provides the following four key areas that are essential for a holistic, whole-school approach to wellbeing promotion: Culture and Environment, Curriculum, Policy and Planning and Relationships and Partnerships. This section sets out the prevention strategies that will be used by the school to address all forms of bullying behaviour. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.

Culture and Environment

We strive to:

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- 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 – creation of a school charter promoting rights – equality, inclusion and respect.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Provide the children with opportunities to build their confidence and know their worth – teachings of affirmations and celebrating their individual talents.
- 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.
- Bí Cineálta - Wellbeing Week / Anti-Bullying week activities such as Random Acts of Kindness homework, Affirmation poster making, slogan making, etc.
- Safer Internet Safety workshops are provided for senior classes and parents.
- Playground helpers – students in higher classes are encouraged to support younger classes at break-time to help with games and positive interactions.
- Child Friendly Bí Cineálta Policy 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 useful information on Anti Bullying.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.
- Visual celebration of children's work throughout the school.

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.
- Opportunities for the children to speak about bullying.
- The children know that they are in a safe environment throughout their day.
- Plan and prepare engaging lessons for the children.

Ways in which we work to achieve this:

- Teach SPHE and RSE content which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours.
- Model respectful behaviour towards colleagues, pupils and visitors in our school.

- Curricular and extracurricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
- Prepare engaging lessons in which children will enjoy partaking.
- 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 increasingly 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.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
- On-going evaluation of the effectiveness of the Bí Cineálta policy.

Policy and Planning

The aim of Aghamore National School's Bí Cineálta policy is:

- 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 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.
- Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP and all middle management focused on supporting the implementation of this policy.

Relationships and Partnerships

The dignity and the wellbeing of the individual person is of paramount concern to all members of the school community. The school will listen to and communicate with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

We strive to:

- Recognise the importance of positive relationships across the whole education community to promote empathy, understanding and respect.
- Meaningfully involve the Board of Management, staff, students, their parents/guardians in the development, implementation and review of our Bí Cineálta policy and student-friendly version is essential to prevent and address bullying behaviour.

Ways in which we work to achieve this:

- Interpersonal connections are supported through a range of formal and informal structures such our daily 'Laps of Concentration' walks, our monthly staff wellbeing breaktimes, our student council and various other groups.
- 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.
- Providing information to all students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support in classes and around the school.
- Supporting active participation of students in school life, active participation of parents in school life and the involvement of community members and groups with our school.
- Engaging parents and students in actively contributing to the formation of a Child Friendly Bí Cineálta 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:

- Acceptable Usage Policy
- Code of Behaviour
- Special Education Policy

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

- Staff at all times endeavour to encourage pupils to show respect for each other.
- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Digital Media Policy includes learning about responsible online behaviour and digital citizenship. Acceptable Use Policy also developed for technology in our school.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded using the template for this.
- School wide raising awareness of all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- Involvement of pupils in contributing to a safe school environment e.g. Wellbeing Week/ anti-bullying week, Internet Safety, Childline workshops, Wellbeing visitors and other activities that can help pupils and encourage a culture of peer respect and support.
- Ensuring that pupils know who to tell and how to tell if they are feeling isolated or a victim of bullying behaviour.
- Refer to appropriate online behaviour when using devices during SPHE.
- Promote online safety events or material for parents – eg: Internet Safety talk.

- 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 , www.webwise.ie
- Challenge gender- stereotypes – equal participation of all. Equal recognition.
- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Ensuring the library has material which reflects our increasingly diverse school population from different national, ethnic and cultural backgrounds.
- Making clear that our school has a zero-tolerance approach to sexual harassment of any kind with enforceable policy - See Code of Behaviour.

Section C: Addressing Bullying Behaviour

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.
- The DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- The principal will inform the Board of Management of incidents of bullying at each meeting.
- The deputy principal is available to provide up to date information and support if needed to assist class teachers in addressing concerns.

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.
- ensure action is taken in a timely manner.
- inform parents of those involved.

The following steps 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:

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

- a. While all reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her professional judgement in relation to the records to be kept of these, the actions taken and any discussions with those involved regarding same.
- b. If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- c. The 'Relevant Teacher(s)' must record the bullying incident on the Bullying Report Form. The 'Relevant Teacher' must inform the Principal.

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved (rather than to apportion blame). With this in mind the school's procedures are as follows:

Stage 1 - Identifying if Bullying Behaviour has occurred:

- Investigating and dealing with bullying behaviour, the teacher(s) will exercise his/her/ judgement to determine whether bullying behaviour has occurred, what type if it has and how best the situation might be resolved.

We will use the three identifying factors as outlined by the Department of Education to determine whether bullying behaviour has occurred.

1. Is the behaviour **targeted** as 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 is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

- All reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. In that way pupils will gain confidence in telling. This confidence factor is of vital importance. It should be made clear to all pupils that when they report instances of bullying they are not considered to be telling tales but are behaving responsibly.
- Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- On being informed of an alleged incident of bullying behaviour, the teacher dealing with the report will first speak with the pupil experiencing the bullying behaviour.
- Where one student is reported to be engaging in the alleged bullying behaviour, the teacher should then speak to this student.

- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom to ensure the privacy of all involved.
- When analysing incidents of bullying behaviour the 'Relevant Teacher(s)' should seek answers to questions of what, where, who, when and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about the others' statements.
- Each member of a group should be supported through the possible pressures that they may face from the other members of the group after the group meeting.

Stage 2 - Where Bullying Behaviour has occurred:

- Where the 'Relevant Teacher(s)' has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Bí Cineálta policy and efforts should be made to try to get him/her to see the perspective of the pupil experiencing the bullying behaviour.
- The 'Relevant Teacher' does not apportion blame but should try to get him/her to see the situation from the perspective of the pupil experiencing the bullying behaviour. S/he emphasises that the intention is not to punish the pupil displaying bullying behaviour but to talk to them, to explain how harmful and hurtful bullying behaviour is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.

- Parents are an integral part of the school community and play an important role in the 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 discuss with them the actions to be taken to address the bullying behaviour.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- All bullying behaviour will be recorded on our *Recording Incidents of Bullying Behaviour* form. This will include the form and type of bullying behaviour if known (see page 20-24, Section 2.5 and Section 2.7 of the Bí Cineálta procedures for descriptions/examples of the forms and types of bullying behaviour), where and when it took place, and the date of the engagement with the students and parents. The actions and supports agreed to address bullying behaviour will be documented, as well as any other.
- The *Recording Incidents of Bullying Behaviour* form will be shared with the Deputy Principal/Principal.
- 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*.
- The record should also be shared with the Principal.

Stage 3 - Follow up where Bullying Behaviour has occurred:

- In order to determine if bullying behaviour has ceased, the teacher must engage with the student and parents/guardians involved no more than 20 days after the initial discussion.
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

- 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.
- Ongoing supervision and support may be needed for the students involved, even when 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 the further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then consideration 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.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred to the school's complaints procedure.
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their rights to make a complaint to the Ombudsman for Children.
- If a child makes a report of alleged 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 makes a report of alleged bullying behaviour, 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.

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 behaviour involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

We take all instances of bullying behaviour on a case-by-case basis, but we may use the following approaches generally:

- All students involved will be checked-in with regularly and behaviour will be monitored carefully.
- The teacher will check-in with parents too and will look for their ongoing support to monitor their child at home and to communicate with the school if needed.
- We will use resources, as appropriate – including those developed by NEPS (National Educational Psychological Service), Oide (support service for schools) and from programmes/sites such as Webwise and FUSE.

Supporting children experiencing bullying behaviour:

- Acting promptly and following the steps in ending the bullying behaviour,
- Fostering respect for students experiencing bullying behaviour and all pupils,
- Fostering greater empathy towards and support for students experiencing bullying behaviour,
- Ensuring the pupils feel safe and comfortable in their environment,
- Provide a 'Safe Space' for the child/children,
- 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 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).

Supporting the pupils who are carrying out the bullying behaviour:

- Making it clear that bullying pupils who reform are not blamed or punished.
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem 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,
- 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 and no blame in return for keeping a promise to reform.

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.

This policy will be available to our school community on the school's website and a copy has been sent to parents with the October School Newsletter. A student friendly version of this policy is displayed in the school. It has also been emailed to parents and will be 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: Seamus Teghe
(Chairperson of Board of Management)

Date: 09/10/25

Signed: Darlene Blacker
(Principal)

Date: 09/10/25