St. Mary's Special School

Johnstown Educational Campus
Johnstown,
Navan,
Co. Meath
C15 PFK7

St Mary's Special School

Bi Cinealta Policy to Prevent and Address Bullying Behaviour.

2026

Introduction:

By the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St. Mary's school has adopted the following Bi Cinealta Policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements from Cinealtas: Action Plan on Bullying, which were published in June 2024. These procedures replace the 2013 Anti-Bullying Procedures for Primary and Post-Primary Schools. They apply to all recognised Primary and Post-Primary schools and to centres for education, as defined in the Education Act 1998, which are attended by students under the age of 18 years.

The Board of Management of St Mary's Special School has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of Bi Cinealta: 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 a set out in the United Nations Conventions 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 arm and that the wellbeing of our students is at the forefront of everything 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 on 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 persona in our school is treated with respect and care, in accordance with the Catholic Schedule.

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

Aims:

To prioritise student voice by developing each pupils communication skills, values and sense of self.

To develop pupils understanding and regulating of their own feelings and emotions.

To develop awareness of and empathy for others.

To create a school ethos which encourages students to communicate their experience of any negative behaviour.

To ensure students have the communication supports needed to enable them to disclose and discuss incidents of bullying behaviour.

To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, SNAs, students and parents/guardians.

To develop procedures for investigating and dealing with incidents of bullying behaviour.

To ensure that all members of the school community are enabled to act effectively in dealing with bullying behaviour.

To provide an environment where the health and safety of all school members is protected to the best of our ability.

Rationale:

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and staff. It is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

(a) A warm and welcoming environment where each pupil feels happy, safe and valued.

(b) A positive school culture and climate, which is welcoming of difference and diversity and is based on inclusivity.

(c) promotes respectful relationships across the school community.

(d) A culture of telling; where students are supported to disclose and discuss incidents of bullying behaviour in an open, listening and respectful environment.

(e) Creating a safe space in school, establishing trust.

(f) A school-wide approach; effective leadership and collaboration with all stakeholders.

(g) A shared understanding of what bullying is and its impact

(h) Implementation of education and prevention strategies (including awareness-raising measures) that- build empathy, respect and resilience in students and; explicitly address the issues of cyber-bullying and identity-based bullying, including in particular, homophobic and transphobic bullying;

(i) Adequate supervision and monitoring of students

(j) Curriculum (Teaching and Learning/SPHE Policy)

(k) Policy and Planning (Code of Behaviour)

(l) Relationships and Partnerships (Friendship Week)

(m) Support for staff

(n) Preventing cyberbullying behaviour (online safety training for parents and pupils)

(o) Preventing homophobic/transphobic bullying behaviour (display relevant posters)

(p) Preventing racist bullying behaviour (workshops for parents and pupils to raise awareness)

(q) Preventing sexist bullying behaviour (acknowledging the contribution of all pupils, irrespective of their sex)

(r) Preventing sexual harassment (SPHE lesson)

(s) Consistent recording, investigation and follow-up of bullying behaviour (including use of established intervention strategies); and

(t) Ongoing evaluation of the effectiveness of the anti-bullying policy.

Definition of bullying behaviour as outlined in Cinealtas: Action Plan on Bullying

“Bullying is 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”.

Behaviour that is not bullying behaviour:

1. A one-off incident 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.

2. Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

3. Our pupils with Special Educational Needs have social & communication difficulties which may result in them communicating their needs through behaviours that can hurt themselves or others. These behaviours can be very distressing and while they are not considered bullying these behaviours will be addressed through individual support to all pupils involved, Behaviour support and Emotional Regulation plans where needed, Code of Behaviour and Incident reporting procedures.

4. Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experience the behaviour but unintended by the other student, this is not bullying. Where a repeated harmful behaviour has the appearance of bullying behaviour; this behaviour will be addressed promptly through Behaviour Support and Emotional Regulation Plans.

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

Direct bullying behaviour includes the following:

1. Physical bullying behaviour (pushing, shoving, punching, poking, and tripping pupils, physical assault, “mess fights” can sometimes be used to disguise physical harassment or inflicting pain. Personal property, damage to clothing, mobile phones, schoolbooks, pencil case, and school bag)

2. Verbal bullying behaviour (continual name calling, often commenting on size or clothes, gender or identity, accents, distinctive voice characteristics, academic ability, race or ethnic origin.

3. Written bullying behaviour (writing insulting remarks about a pupil in public places, passing around notes/drawings of a pupil)

4. Extortion (where something is obtained through force or treat).

Indirect bullying behaviour includes the following:

1. Exclusion (where a pupil is deliberately and repeatedly isolated, excluded or ignored by a student or group of students).

2. Relational (when a pupil attempts to socialise and form relationships with peers are repeatedly rejected or undermined.

Online bullying behaviour:

1. Sending or sharing nasty, insulting, offensive and or intimidating messages or images via text messages emails direct messages or other websites or apps.

2. Posting information considered to be personal, private and sensitive without consent.

3. Making and or participating in fake profiles on a social network to impersonate and or humiliate other students

4. Excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game.

Even though a message may be posted online just once by a student, it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases, online bullying can relate to an offline experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the non-consensual sharing of intimate images. The sharing or threatening sharing of images without consent is a criminal offence.

Types of bullying behaviour include:

1. Disablist behaviour
2. Exceptionally able bullying
3. Gender identity bullying
4. Homophobic/transphobic bullying
5. Physical appearance bullying
6. Racist bullying
7. Poverty bullying
8. Religious bullying
9. Sexist bullying
10. Sexual harassment

Dealing with Bullying:

The relevant teacher(s) for investigating and dealing with bullying in St. Mary's are:

The class teachers initially, "while every staff member has a responsibility to implement their school's Bi Cinealta policy, the school's Bi Cinealta policy must clearly indicate the teachers in the school who are responsible for addressing bullying behaviour" followed by the principal, deputy principal and assistant principal.

Principal:	Maria Jose Corredor Saiz
Deputy Principal:	Gemma Corr
Assistant Principals:	William Priest, Mary Jarret Kitt, Alana O Donnell, Siobhan Mc Kernan.

All staff members, teachers, SNA's and ancillary staff are required to be vigilant at all times and have a duty to report suspected and potentially bullying behaviour.

Review of our Bi Cinealta policy.

All members of our school community were provided with the opportunity to have input and review of this policy.

	Method of Consultation	Date
Pupils	Pupils engaged in class lessons and whole school assemblies relating to Inclusion, respect for diversity, friendship and awareness of bullying.	April – June 2026
Parents	Parents were consulted and all parents given opportunity to contribute to the review prior to BOM approval.	June 2026
Staff	Staff were consulted and given opportunity to contribute to the review. Bi Cinealta teaching resources were shared with teaching staff.	May – June 2026
Board of Management	Board of Management were consulted and contributed to review prior to BOM approval.	May – June 2026

Education and Prevention Bullying Behaviour:

One of the main aims of St. Mary's School as identified in our mission statement is the development of positive behaviours, social skills, respect and self-esteem. This is integral to our ethos and daily work and activities. In so doing, we will promote an affirmative school culture in which good behaviour is encouraged and bullying behaviour is discouraged.

This section sets out the prevention strategies that may be used by the school. These include strategies specifically aimed at preventing online bullying , homophobic and transphobic bullying behaviour, racist

bullying behaviour, sexist bullying behaviour and sexual harassment. (see Chapter 5 Bi Cinealta Procedures)

Prevention Strategies

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. Our school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue, we ensure that prevention and inclusive strategies are given priority and discussed regularly with all stakeholders; pupils, parents, staff and Management.

The dignity and wellbeing of the individual person is of paramount concern in our Christian response. We listen closely to and dialogue with parents, building a relationship of mutual respect, trust and confidence. In continuing to develop our prevention strategies we will listen to pupils, parents and all stakeholders. We will include all our annual reflection on the effectiveness of our strategies and implementation of future strategies.

Culture & Environment

Create a positive school climate where all pupils fee safe, respected and valued

Promote diversity and inclusion i all aspects of school life.

Using Circle time and Restorative practice to build positive relationships.

Encourage open communication between pupils, staff and parents.

Establish clear expectations for behaviour and model consistently.

Promote respectful relationships across the school community.

Supported consistent daily routines and transitions.

Anti bullying signs and visual displays around the school.

Promote and display positive message of Friendship, Kindness and Respect.

Curriculum (Teaching & Learning)

Programmes are followed in the school that help develop positive behaviours and social skills as well as attitudes such as empathy, respect, resilience, self worth and self esteem, thereby developing an awareness of aspects of bullying and providing pupils with strategies to deal with bullying behaviour. These include:

Integration of antibullying messages into the curricula

SPHE methodologies

Provide opportunities for students to develop social and emotional skills

Incorporate lessons on respect, empathy and diversity into the curricula

Annual anti-bullying/friendship day/week

The Stay Safe Programme

Positive Reinforcement Strategies

Buddy Benches located in Indoor and Outdoor areas

Explicit teaching of appropriate communication, respect and emotional literacy.

Group Work/Collaboration

Sensory experience and Emotional Regulation Support

Policy & Planning

Develop a clear and consistent anti-bullying policy that is enforced by all members of the school community.

Review an update the anti-bullying policy annually.

Provide training for staff on how to recognise and respond to bullying

Establish clear procedures for reporting and responding to bullying incidents.

The Acceptable Use Policy was developed in the school to include necessary steps to sensory that access to technology within the school is strictly monitored.

School Policies: the following policies, practices and activities that are particularly relevant to bullying include Code of Behaviour, Child Safeguarding Statement, Risk Assessment, Acceptable Use Policy, Communication & Language Policy, SPHE, RSE, PE & Wellbeing.

The school's approach to tackling and preventing bullying will take particular account of the needs of our pupils.

Approaches to decreasing the likelihood of bullying for pupils include improving inclusion, focusing on developing social skills, paying attention to key moments such as settling in, transition, new situations, coping with change etc, fostering a culture of understanding and support.

Relationships & Partnerships

Encourage open communication between all members of the school community.

Build positive relationships with pupils and their families.

Implementation of education and prevention strategies including awareness raising measures that build empathy, respect and resilience in pupils.

Teacher Professional Learning (TPL)

Collaborate with community organizations to provide additional support and resources

Guest speakers may be invited in to address staff and parent groups in relation to various types of bullying

Clear protocols are in place to encourage parents/guardians to approach the school if they suspect their child is being bullied.

Preventing Cyber-Bullying Behaviour

Teach the issues of cyber-bullying and safe use of technology.

Monitor student use of technology in the classroom and school grounds.

Work with parents and students to educate them on the dangers of cyber-bullying by facilitating outside speakers/agencies.e.g. Digiwise.

Preventing Homophobic/Transphobic Bullying Behaviour

Create a safe and inclusive environment for all pupils, regardless of their sexual orientation or gender identity.

Educate students about the importance of respecting all people, regardless of their sexual orientation or identity.

Preventing Racist Bullying Behaviour

Promote diversity and inclusion in the classroom and through displays in throughout the school environment.

Ensure the library has resources which reflect lived experiences from diverse national, ethnic and cultural backgrounds.

Celebrate Cultural Diversity through whole school events

Provide support for any pupil who has experienced racist bullying.

Preventing Sexist Bullying Behaviour

Teach the importance of gender equality.

Celebrate diversity at school and acknowledge the contribution of all pupils.

Supervision & Monitoring (see Chapter 5 Bi Cinealta procedures)

SUPERVISION

Staff Supervision: All staff members should be trained to recognise and respond to bullying behaviour. They should be present and visible in common area and playgrounds during break times.

Student Supervision: Class teachers should supervise students during class times and break times. They should be aware of what is happening in their classrooms and while using all facilities within the school grounds and on Educational Outings.

Visitor Supervision: Visitors to the school should be supervised at all times. They should not be left alone with pupils.

MONITORING

Incident reporting: The class teacher investigates all incidents of reported or suspected bullying behaviour with a view to establishing the facts and records and incident form.

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

Follow up: the school should the appropriate action to address the bullying behaviour.

By implementing these policies, St Mary's Special School can create a safe and more positive school environment.

Continuous Professional Development:

Staff are qualified to deliver the SPHE programme and develop positive behaviours and aspects of bullying. Members of staff have been trained in additional programmes including:

- Incredible Years (NEPS)
- Oide Stay Safe and RSE (Department of Education)
- Nurture

The Staff at St Mary's are committed to supporting all students affected by bullying. The school has a strong pastoral care system that includes all teachers and SNA's. Where incidents of bullying are observed and reported, all staff working with the students involved will be briefed and a plan will be put in place to monitor behaviour and offer support.

The school's ethos is embedded in the development of each pupils self esteem, friendships and social skills. Opportunities will be provided in school to enable pupils to develop resilience, positive relationships and social interaction. These include circle time, PE, art, Music, PE, sensory breaks and Nurture programme.

Students will be taught that reporting bullying behaviour is responsible behaviour and that they should always report it to a trusted adult. If necessary, the school will liaise with agencies to obtain additional support and help for students impacted by bullying These include NEPs, CAMHS, Enable Ireland, the 6-18 Disability Team, Oide, Webwise, National Parents Council (Education Act 1998) DCU Anti-Bullying Centre and Tusla.

Partnership/Communication with Parents/Guardians:

The following forms of communication with parents are used:

1. Newsletters from school
2. Communication notebooks/ notes in homework journals
3. Parent-teacher meetings
4. Student Support meeting including Behaviour support & Emotional Regulation meetings.
5. Relevant homework
6. Information meetings
7. Parent Association activities
8. Publication of Bi Cinealta Policy on the school website
9. All parents/guardians are given a copy of the school's Code of Behaviour and Bi Cinealta Policy upon their child's enrolment.
10. Parents/guardians are advised to read and discuss the Code of Behaviour with their children at the beginning of each school year and term.
11. Parents/guardians should contact the class teacher, principal/deputy principal if they suspect that their child is being bullied.
12. The school has an Acceptable Use and Mobile Phone Policy and strictly monitors and supervises access to technology and the Internet. Mobile phones are not permitted in the school.

Links to other School Policies:

The following policies link to the Anti-Bullying policy and are reviewed in light of the need to prevent and address bullying issues.

1. Code of Behaviour
2. Child Protection Policy
3, Acceptable Use Policy
4, Attendance Policy

5. Mobile Phone Policy

6. SPHE Policy

When Bullying Behaviour occurs the school will:

Ensure the student experiencing bullying behaviour is heard and reassured

Seek to ensure 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 they bullying behaviour and to review progress are as follows (see Chapter 6 of the Bi Cinealta procedures)

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

Class teacher(s) investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and managing the behaviour.

In investigating and dealing with bullying, the class teacher(s) will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. Class teacher(s) should consider the following: *what, where and when?*

Class teacher(s) will be fair and consistent in their approach when addressing bullying behaviour reported by pupils, staff or parents. Interviews will be conducted outside the classroom in a fair and consistent way. If a group has been involved, each member will be interviewed individually first and thereafter, as a group when each child will be asked for his/her account of what happened.

The following principles must be adhered to when addressing bullying behaviour:

- Ensure that the student experiencing bullying behaviour feel listened to and reassured.
- Seek to ensure the privacy of those involved
- Consider the age and ability of those involved
- Listen to the views of the student who is experiencing the bullying behaviour as to how to address the situation.
- Take action in a timely manner.
- Inform parents of those involved.
- Non-teaching staff such as Special Needs Assistants (SNAs), caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a class teacher, management team or Principal.
- School staff should know what to do when bullying behaviour is reported to them.
- 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, the school are required to support the students involved. Where the bullying behaviour continues in school, schools should deal in accordance with Bi Cinealta policy.
- Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.
- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour.
- The primary aim of the class teacher(s) investigating bullying is to resolve issues and to restore relationships. Ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the bullying behaviour. In some cases, relationships may not be restored to how they were before.
- The parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents/guardian's the opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils.

- It must also b made clear to all involved (each set of pupils and parents/guardians that in ay 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.
- When an investigation is completed and/or a bullying situation is resolved the teacher(s) will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
- Behaviour reflection sheets filled out by the pupils (where applicable) should be kept in pupil's files and passed onto the next class teacher.
- The class teacher(s) must engage with the students and parents involved no more than 20 days after the initial discussion to review progress following the initial intervention.
- If the bullying behaviour has not ceased the class teacher(s) should review strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using strategies to deal with inappropriate behaviour as provided for with 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 Bi Cinealta Procedures to Prevent and Address Bullying Behaviour for Primary School, they should be referred to the school's complaints procedures.
- If a parent(s)/guardians(s) is dissatisfied with how the complaint has been handled, they can make a complaint t 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 (see Chapter 6 of the Bi Cinealta procedures):

- Manage the bullying behaviour.
- Supporting the pupils who have experienced bullying behaviour, displayed bullying behaviour and witnessed bullying behaviour.
- Raising awareness of the appropriate programmes and teacher training.

- Helping students 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, team activities, social skills training and educational trips.
- Making it clear that adopting the strategies the strategies is a positive step towards creating a more respectful and inclusive school environment.
- When dealing with behaviours which are challenging; encouraging parents and teachers to focus on positive reinforcement.
- Circle Time and Restorative Practice.

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 the School Safeguarding Policy and Procedures.

Recording Bullying Behaviour

The primary aim of St. Mary's School staff when investigating and dealing with bullying is to encourage all parties involved to reconcile and resolve the conflict as much as practicable. We also believe it is essential to enable students to understand what bullying behaviour looks and feels like and how it can negatively impact the other person. It is also necessary to allow all students to develop positive behaviours and social skills.

When a complaint of bullying is made or when bullying behaviour is observed, the procedures for investigation, follow-up, and documentation of the bullying behaviour are as follows:

All incidents of bullying behaviour will be recorded on our Bullying Incident Form

Any engagement with external services/supports will be noted.

Complaint Process:

If a parent is not satisfied with how the school has addressed bullying behaviour through these procedures, they can:

1. Refer to the school's complaint procedure (website)
2. Seek additional information www.gov.ie/en/policy-information/parental-complaint
3. Make a complaint to the Ombudsman for Children ococomplaint@oco.ie

Bullying Incident Form

St. Mary's Special School

19560T

1. **Names of Children Involved:**

Student(s) Experiencing Bullying _____

Student(s) Engaging in Bullying Behaviour: _____

2. **Other Witnesses (if any**) _____

3. Form of Bullying:

(Refer to Section 2.5 – Tick all that apply)

- [ ] Physical (e.g., hitting, kicking, pushing)
- [ ] Verbal (e.g., name-calling, teasing, insults)
- [ ] Psychological (e.g., intimidation, manipulation)
- [ ] Cyberbullying (e.g., harmful messages, social media misuse)
- [ ] Relational (e.g., exclusion, spreading rumours)
- [ ] Other: _____

4. Type of Bullying

(Refer to Section 2.7 – Tick all that apply)

- [ ] Peer-to-Peer
- [ ] Teacher-to-Student
- [ ] Group Bullying
- [ ] Prejudicial Bullying (e.g., based on race, religion, gender)

- [ ] Sexual Bullying (e.g., inappropriate comments, harassment)

- [ ] Other: _____

5. Where and When

(If known)

-Location:_____

-Date/Time:_____

6. Date of Initial Engagement

- With Student(s): _____

- With Parent(s): _____

7. Views of Student(s)/Parent(s)

(Regarding the actions to be taken to address bullying behaviour)

_____

_____

8. Date of Review

(To determine if bullying behaviour has ceased) (reminder - 20 days)

- Review Date: _____

-Outcome: _____

- Views of Student(s): _____

- Views of Parent(s): _____

9. Engagement with External Services/Supports

(If any)

- Services Contacted: _____

- Details of Engagement: _____

10. Recording Teacher

- Name: _____

- Date Recorded: _____

Rights and Responsibilities:

In school, the ways in which people interact with each other significantly affect each person's sense of self-worth, belonging, and well-being. Fostering high-quality interpersonal relationships among teachers, students, parents, and ancillary staff is a responsibility shared by everyone. All members of the school community have a role to play in preventing bullying.

Responsibilities of Board of Management:

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy, as well as proper supervision and monitoring to ensure that bullying does not occur.

Responsibilities of School Staff:

To acknowledge that bullying is a shared responsibility within the school

To implement prevention and intervention strategies which build and maintain a safe learning environment for the whole school community

To empower students to understand what bullying is, how it impacts on people and how to deal with bullying behaviour and conflict constructively.

To take all bullying reports seriously and report them to the Principal.

To document bullying incidents using the Bullying Incident Form.

Responsibilities of Pupils:

To show consideration, respect and support towards others

To be able to identify bullying behaviour

To not bully others

To tell if they are being bullied or if they see someone else being bullied

To engage in responsible reporting when witnessing or experiencing bullying behaviour

To feel empathy for targeted school community members and, as a result, take safe and sensible action as a bystander.

Responsibilities of Parents:

To support the school in the implementation of the policy

To watch out for signs that their child may be being bullied

To speak to the class teacher if their child is being bullied or they suspect that this is happening

To instruct their children to tell if they are bullied or if they have seen other students being bullied

To notify the school if they think that their child is displaying bullying behaviour, and to work with the school in addressing this problem

Never directly approach a student or the parent of a student at the school to intervene in behavioural issues.

Supervision and Monitoring of Pupils:

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

Prevention of Harassment:

The Board of Management confirms that the school will, by its obligations under equality legislation, take all such steps that 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. culture and environment, curriculum, policy and planning, relationships and partnerships, cyberbullying behaviour, homophobic/ transphobic behaviour, racist bullying, sexist bullying behaviour and sexual harassment.

The Board of Management adopted this policy on June 2026.

This policy has been made available to school personnel and parents and will be published on the school website in due time. It was provided all parents & the Parents Association in June 2026. A copy of this policy will be made available to the Department and the patron.

The Board of Management will review this policy and its implementation once every school year. Written notification that the review has been completed will be made available to school personnel, parents, and the Parents' Association. A record of the review and its outcome will be made available to the patron and the Department.

Signed: _____ Date: _____

Elizabeth Sheridan
Chairperson