



Coláiste Clavin,

Bí Cinealta Policy To Prevent And Address Bullying Behaviour.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Coláiste Clavin 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.

This policy applies in class, between classes and while on the school premises. This policy also applies to school - based activities such as school tours.

2. Vision

Our vision is to build a school culture rooted in kindness, empathy, and respect, where students and staff can achieve their full potential in a safe and inclusive community. Our school is committing to comprehensive monitoring and robust implementation, Coláiste Clavin ensures that its Anti-Bullying Policy aligns with the principles of **Prevention, Support, Oversight, and Community** as outlined in **Bí Cineálta**. We believe all members of our community are entitled to attend a school which is free from bullying and the fear of bullying. All members of the school community will be encouraged to support a “telling environment”.

3. Aims

1. To prevent bullying through proactive, inclusive, and evidence-based strategies.
2. To promote kindness, empathy, and respect among all members of the school community
3. To use restorative practices as a first response to relationship breakdowns and conflict to promote a reform **not** blame approach.
4. To ensure clear, accessible reporting and intervention procedures.
5. To provide targeted support to both victims and those engaging in bullying behaviours.
6. To collaborate with all stakeholders to ensure clear and fair anti-bullying policy that reflects the school ethos and values.
7. To monitor and evaluate the effectiveness of anti-bullying measures annually.
8. To capture, analyse and report bullying based data to the Department of Education as per BÍ Cineálta guidelines.

4. Key Principles

1. A **whole-school approach** involving students, staff, parents, and the wider community.
2. Evidence-based prevention strategies integrated into the curriculum and school ethos.
3. Clear and consistent reporting, recording, and intervention mechanisms.
4. Ongoing training and professional development for staff to address bullying effectively.

Definition of bullying

Bullying is defined in *Cinealta: Action Plan on Bullying* and *Bí Cineaelta: 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.

Forms of Bullying:

Bullying may take one or more of the following forms:

- **Physical:** Hitting, pushing, shoving, kicking, poking or in some cases severe physical assault,
- **Verbal:** Name-calling, teasing, or making offensive remarks which hurts, insults or humiliates a student, sexual harassment.
- **Social/Relational:** Excluding someone from a group, spreading rumours, or public humiliation.
- **Cyberbullying:** Using digital platforms to intimidate, harass, impersonate or spread harmful content.
- **Written:** includes writing insulting remarks in public places, passing notes about students or drawings of a student.
- **Extortion:** where something is obtained through force or threats.
- **Identity-Based:** Targeting someone based on their race, gender, sexual orientation, disability, or other personal characteristics.
- **Exclusion:** Bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or groups of students.
- **Relational:** When a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined or the deliberate manipulation of friendship groups to make someone popular.

Criminal Behaviour: Criminal Behaviour and Bullying

In line with Section 2.3 of the **Bí Cineálta guidelines**, Coláiste Clavin recognises that certain bullying behaviours may constitute criminal offences. When bullying involves actions that violate the law, the school has a responsibility to report such incidents to the appropriate authorities and ensure that students involved receive the necessary support and guidance.

Identifying Criminal Behaviour

Bullying behaviour that may constitute criminal offences includes, but is not limited to:

1. **Assault:** Physical harm inflicted intentionally on another person.
2. **Harassment:** Repeated, unwanted contact or behaviour causing fear or distress, including stalking or identity-based harassment.
3. **Intimidation:** Threatening or coercive behaviour intended to cause fear or force compliance.
4. **Hate Crimes:** Actions targeting an individual or group based on race, religion, sexual orientation, disability, or other protected characteristics.
5. **Defamation:** Spreading false information to damage a person's reputation, particularly in online environments.
6. **Sharing of Explicit Content:** Distributing or threat to distribute images or videos without consent, particularly those of a sexual nature, which may also constitute child exploitation offences.

Legal Basis: The Children First Act 2015;

This places a statutory obligation on schools to ensure, as far as practicable, that each child attending the school is safe from harm while attending a school or otherwise participating in school

activities.

The Harassment, Harmful Communications and Related Offences Act 2020;

Is also known as CoCos law provides that a person who distributes, publishes or threatens to distribute an intimate image of another person (a) without that person's consent and (b) with the intent to cause harm to, or being reckless as to whether or not harm is caused to, the other person is guilty of an offence.

Equal Status Act 2000-2018:

Schools have an obligation under the equal status acts 2000-2018 to prevent discrimination (including sexual harassment) on the grounds of gender, marital status, family status, age, disability, sexual orientation, race, religion and membership of the travelling community.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

Behaviour That Is Not Considered Bullying

While certain behaviours can be hurtful, they may not meet the criteria to be classified as bullying. The **Bi Cinéaltas Action Plan** highlights the importance of distinguishing bullying from other interpersonal conflicts or issues to ensure an appropriate response.

Examples of Non-Bullying Behaviour:

1. One-Off Incidents:

A single act of aggression or argument, though inappropriate, does not constitute bullying unless it becomes repetitive or involves an imbalance of power.

2. Mutual Conflict:

Disputes or disagreements between individuals where both parties are equally involved and have the capacity to resolve the issue.

3. Friendship Dynamics:

Issues such as disagreements, fallouts, or the natural ebb and flow of friendships are not considered bullying unless they involve repeated targeted behavior with intent to harm.

4. Isolated Insults or Comments:

An isolated unkind remark or comment, while unacceptable, does not equate to bullying unless it becomes a pattern of repeated behaviour.

Addressing Non-Bullying Behaviour

Non-bullying behaviour is addressed through restorative conversations, conflict resolution strategies, and promoting positive peer relationships.

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	30th April 2025	Staff Meeting Microsoft Forms Survey
Students	March 2025 April 2025	Student Focus Group School wide survey on Microsoft forms
Parents	2nd – 11th April	Compass Communication Microsoft Forms Survey
Board of Management		
Wider school community as appropriate, for example, bus drivers	Local Garda 20th March Local GAA Coach 20th March Caretaker 20th March	In Person Meetings
Date policy was approved:		
Date policy was last reviewed:		

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.

By committing to comprehensive monitoring and robust implementation, Coláiste Clavin ensures that its Anti-Bullying Policy aligns with the principles of **Prevention, Support, Oversight, and Community** as outlined in **Bí Cineálta**.

Policy & Planning:

- **QR Code: All incidents must be reported through a QR code readily available to staff, parents, students online, posted around school, in school diaries.**
- Supervision Schedule
- Student voice in all policies through the student council.
- Our code of behaviour aligns strictly with the anti-bullying policy with clear sanctions outlined.
- Wellbeing Framework Cycle: Respect, Connect, Belong.
- New staff induction contains a specific Bí Cineálta procedure outline to all new staff.
- SPHE/ RSE: Bullying prevention strategies feature throughout the policy.
- Mobile Phone Policy: No phone zone to reduce risk of cyberbullying on school grounds
- iPad Acceptable Use Policy: Students iPads to be used appropriately as a learning tool.
- Child Protection & Safe Guarding Policy: Staff are trained on when bullying becomes a child protection issue.
- Whole school Guidance Policy.
- TY Programme Statement to include modules for bullying prevention.
- DEIS wellbeing targets.
- Attendance Officer to track attendance
- Planning for Regular Staff CPD on

Relationships & Partnerships

- Tutors are a first point of check in with victims and will liaise with the year head and anti- bullying co-ordinator.
- Partnerships with the local community – community Garda, local shops, GAA clubs, badminton club, etc
- Bonding trips for all groups with their tutors.
- Coffee mornings for parents, parents talks, first year information, Compass communication.
- Speakers brought in to speak to students about bullying and its impacts.
- Student Mentors/Peer Mentoring for each first year class.
- Students Council for student representation.
- Year Head as pastoral care lead.
- Year Head assemblies to address bullying when need arises, themes of respect & inclusion, etc.
- First Year Induction: Bullying prevention & procedures discussed with parents and students on information night.
- Behaviour for Learning Programme
- Home School Community Liaison
- Home School Community Liaison courses for parents.
- School Completion Programme.
- School Completion Transition Programme
- Partnerships with Local sports coaches.

bullying related topics.	
<u>Teaching, Learning & Curriculum</u> • SPHE/RSE • CSPE • JCSP • LCA – Social Education • Whole School Guidance. • Religion – Morality • English – Debating, Poetry, Themes • Gaeilge: Fadhb an mBulaíocht • Digital Literacy Programmes – Eg. Staying Safe Online, FUSE workshops • My Friends Youth • IT – Cyber awareness • TY Becoming You Programme • LIFT – Leading Irelands Future Together Programme: Bullying Themes • Wellbeing tutor classes. • AEN/ Resource classes. • Team Teaching • SNA support	<u>Culture & Environment</u> • Tutors for each class group highlighting a trusted adult the students can go to for support • Supervised areas before the beginning of school, at breaktime and lunchtime with designated zones for year groups that allow for a space for students to socialise at breaktime. • Supervision on corridors at breaktime and lunchtime and closing off areas that may be considered blind spots during these times. • Library – quiet place to read and do work. • Attendance Initiatives. • School Trips. • Partnerships with local businesses for work experience. • Student Awards for subjects and acts of kindness. • Extra curricular programme covering a broad range of students interests • Themed Awareness Weeks – Stand Up Week, Red for Racism Week, Safer Internet Day, Sports Day etc • Positive classroom environment, monitored group work, strategic seating planning, • Apple classroom and Wriggle to monitor ipad usage • Restorative approaches as a first line approach to behaviours • Visible Materials & Antibullying Signage around the school building • Respect, Connect, Belong campaign. • It's <u>Not</u> Banter Campaign • School Expectations printed in student friendly version in every classroom and along corridors
New Enhancements from Bí Cineálta:	

1. **Digital Literacy Workshops:** Focused on navigating online spaces safely and combating cyberbullying.
2. **Empathy Training for Students:** Classroom sessions to understand the impact of bullying on others during our structured tutor tutorials and assemblies.
3. **Restorative Circles:** Implemented schoolwide to resolve conflicts and rebuild relationships.
4. **Cineáltas Charter:** Co-developed by students, staff, parents, local partnerships and the Board of Management to emphasise the shared values of kindness and inclusion.
5. **Fostering of a telling environment:** QR code and the fostering of positive relationships with teachers and staff allows for students to feel able to report bullying towards them or another student in the classroom or corridor. Parents can also access this through the school website or in their child's school journal.
6. **Whole-school Guidance:** The Whole-School Guidance Policy at Coláiste Clavin plays a critical role in preventing bullying by fostering an inclusive, supportive, and empathetic school environment. It provides a structured framework for supporting students' personal, social, educational, and career development while emphasizing the promotion of respect and kindness.

How the Guidance Policy Supports Bullying Prevention:

The school's Guidance Policy plays a central role in supporting bullying prevention by promoting a safe, respectful, and inclusive school culture. The policy is implemented through both structured programmes and informal support systems designed to foster student wellbeing from the very beginning of their school journey.

1. Supporting Transition and Induction:

The Guidance Department contributes to a smooth transition into secondary school through events like induction days and coffee mornings with parents. These opportunities allow parents to connect with staff and receive key information about student wellbeing, supports available, and the importance of early intervention in cases of bullying or emotional distress.

2. First Year Mentor Programme:

Led by the Guidance Counsellor, this programme assigns trained senior students as mentors to first years, offering them a familiar face and point of contact from their very first day. These mentors promote a positive, bully-free environment by fostering inclusivity, modelling respectful behaviour, and helping new students navigate social and academic challenges. The presence of supportive older peers significantly reduces the risk of isolation and exclusion.

3. Promoting Emotional Literacy:

Guidance classes help students develop the language and tools to understand and express their emotions in healthy ways. When students are better equipped to manage emotional responses, the potential for conflicts escalating into bullying is reduced.

4. Building Positive Peer Relationships:

Classroom activities and team-based projects encourage collaboration and mutual respect, helping to create a culture where bullying and social exclusion are less likely to thrive.

5. Providing Individual Support:

Through one-on-one counselling, the Guidance Counsellor offers a confidential space for students to share concerns, including experiences of bullying. Students involved in bullying—whether as victims or aggressors—are supported in understanding behaviour patterns, developing empathy, and learning more effective ways to interact with others.

6. Early Identification and Intervention:

The Guidance team regularly monitors student wellbeing and liaises with class tutors, Year Heads, and other support staff to identify any patterns of behaviour that may signal bullying. Early action ensures that issues are addressed before they escalate.

7. Fostering Resilience and Self-Esteem:

Wellbeing lessons within the Guidance programme aim to build student confidence, assertiveness, and problem-solving skills, which help them handle interpersonal challenges with greater resilience.

8. Career and Life Skills Development:

Guidance education includes modules on leadership, empathy, digital citizenship, and respect for diversity, all of which contribute to a culture of kindness and accountability both online and in person.

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

- A supervision rota is in place for morning, break and lunchtimes.
- Locker areas are supervised after school.
- Extra - curricular activities are scheduled in designated supervised areas.
- Bullying hotspots have been identified by students and staff in the consultation process and are included in the supervision rota.
- All absences of staff supervision are covered.
- Supervision guidelines have been sent to all staff to ensure they are aware of their role in active supervision.
- Supervising staff whether in class or on supervision duty in any capacity are the responsible staff member for reporting bullying to the QR code.
- Student supervision ratio guidelines are followed with regards to school trips and visits, and all school policies, including Bí Cinéalta, are applicable.

Section C: Addressing Bullying Behaviour

Staff, Student & Parents all play a role in Prevention, Addressing & Reporting as outlined below.

• Staff (Teachers, Deputy Principal & Principal)	• Colaiste Clavin promotes a whole-school based approach to bullying whereby all staff members can report any bullying they have seen or heard of through the school QR code. • Teachers play an integral role in fostering an environment whereby positive relationships can be built both within the classroom and outside of it, for example through various school based extra curricular activities. • All staff will have participated in the Bi Cineálta training which focuses on the guidelines set out by the Department of Education that further enhances the knowledge teacher's need to identify and deal with bullying that occurs within the school environment. • Staff must ensure that the student experiencing bullying behaviour feels listened to and reassured • Staff must seek to ensure the privacy of those involved. • Staff must conduct all conversations with sensitivity - consider the age and ability of those involved. • Staff must listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation. • Staff must take action in a timely manner. • Staff must inform parents of those involved. • Staff must complete compass reporting under relevant Bí Cineálta chronicle entries. • Staff must refer bullying cases to the next phase if necessary.
• Parents	• Parents are responsible for reporting bullying in a timely manner via phone or via QR code, as soon as they are made aware of it. • Attendance will be encouraged at parents evenings and/or webinars on safe iPad use, cyber-safety etc. • Parent questionnaires will be distributed at the end of an academic year in order to review measures in place and identify improvements that need to be made. • Support resources will be shared with parents via Compass throughout the year, for example;

	material on awareness of signs of bullying etc. • Parents are obliged to monitor children's online use and ensure their child are using age appropriate social media and engaging in appropriate communication apps.
• Students	• Students play an important role by supporting their peers by reporting incidents of bullying behaviour and working in partnership with their school community. • Students are encouraged to foster positive relationships with their peers and build relationships of mutual respect to allow for a restorative approach to any conflict be used if the need occurs. • Student voice is important in implementing this Anti Bullying policy, therefore students should engage in surveys to improve strategies to deal with bullying behaviour and the monitoring of bullying in the school.

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.

Reporting Bullying Incidents

Bullying incidents can be reported through:

- **Anonymous QR Code System:** Allows for confidential reporting of incidents. Antibullying Co-Ordinator monitors this systematically and refers cases on to appropriate staff member as per table below.
- **Direct Communication:** Speaking with a trusted adult in the school, who will then report to the QR code on the students behalf.
- **Parent/Guardian Communication:** Students can report to their parent or guardian who can also use the same QR code to make an official report. Parents can make calls to Year Heads to report, but Year Heads will also encourage a written QR report as a follow- up.
- Parents are an integral part of the school community and play an important role, in partnership with the school, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta policy. *In circumstances where a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and for how their parents will be informed.*
- **The Antibullying Co-Ordinator monitors the QR Reporting System and informs the relevant staff member of the details of the report to prompt investigation as per the phase system below. The antibullying Co-Ordinators role also includes proactive oversight and evaluation.**

Stage/Phase	Staff Member Accountable & Role	Recommended Actions as Per Code of Behaviour & Cineáltas Guidelines
<u>Phase 1:</u> <u>Tutors/Class Teachers/ Supervising Teachers</u> • Initial Report of Minor Bullying of any kind outlined in this policy.	• Supervising Teacher Responsible for Investigation & Action if bullying occurred before school, after school, on a school tour or during lunch breaks • Class teacher is responsible for Investigation & Actioning if bullying occurred within their class • Class teacher and class tutor responsible for support of the victimised student as part of schools' pastoral care ladder. • Antibullying Co-Ordinator responsible for informing Class Teacher/Tutor/Supervisin	• Compass Investigation Record • Student Interviews or Questionnaires based on restorative questioning style (aids provided to all staff) • Education Piece during Tutor Time for Target group • Phone calls to parents/ Guardians • Promise Contract • Parents updated on progress and/or closure of case • Class Teacher/Supervising Teacher or Class Tutor can refer case to Year Head if additional support needed. • Student checked in with again within 21 school says to see if bullying has ceased.

	g teacher that report has been made and can advise on next steps if staff member unsure. • Class Teacher/ Tutor will investigate if behaviour is repeated, targeted and have caused harm to be considered Phase 1 actions in the next column.	
• <u>Phase 2:</u> <u>Year Head & Antibullying Co-Ordinator</u> <u>Intervention</u> • Repeated bullying offenses after Phase 1 actions • Bullying of a violent, sexual or racist nature • Severe breaches of Code of Behaviour	• Antibullying Co-Ordinator to investigate and obtain a written account from victim, bystanders, witnesses, parents. • Antibullying co-ordinator supports the victimised student and refers to Care Team, Guidance if required. • Antibullying Co-Ordinator contact Home of Victimised Student. • Year Head (alongside antibullying co-ordinator) to investigate and obtain a written account from accused student and provide support if necessary. • Year Head to follow code of behaviour for appropriate sanctions and actions. • Year Head to Contact Home of student engaged in bullying behaviour.	• Further investigation Interviews • Further adjudication through CCTV/confiscation and searching of devices used on school property • Restorative Meeting with YH and antibullying co-ordinator present • Year Head could request member of Restorative Practice Team to also attend restorative meeting depending on schedules or student relationship dynamics. • Educational Intervention – Whole year group/ target group education e.g Cyberbullying Assembly • Potential meeting with parents via phone or in person. • Victim referral to SST • Victim receives ongoing support from Anti-bullying co-ordinator and regular check ins. • Parents updated on progress and/or closure of case • Further Compass Reporting • Referral to Behaviour for Learning Teacher • Behaviour Improvement Plan (Report Card) • Wednesday Detentions • Exclusion from Extra Curricular/School Events/Trips • In house suspension and potential external suspension • Follow Up Completed within

		21days.
Phase 3: Referral to Management and or Board of Management - Physical Assault - Sexual Assault - Harassment - Hate Crime - Severe ongoing repeated bullying behaviour despite Phase 1 & Phase 2 Actions being taken.	- Principal - Deputy Principal - Board of Management	- Further investigation - Parental contact - Contact outside agencies if necessary – TUSLA, An Garda Síochána, etc - BOM referral - Suspension - Possible Expulsion

Investigation/ Determining if Bullying Behaviour Has Occurred:

- When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?
- The investigating staff member should determine the following:
 - Is the behaviour targeted?
 - Is the behaviour repeated?
 - Is the behaviour intending to cause harm or an imbalance of power?
- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved should be met as a group, (if appropriate).
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views.
- Each student should be supported as appropriate, following the group meeting.
- It may be helpful to ask the students involved to write down their account of the incidents.
- Witness accounts may further validate the investigations.

Recording incidents of bullying:

- Compass Reporting/Recording: Coláiste Clavin staff have decided that Compass is an agreed means of reporting and recording for bullying investigations. Staff must choose the appropriate Phase 1 or Phase 2 compass chronicle template to input any investigation findings, details of actions taken, details of parental contact and information gathered on type of bullying, location of bullying, witnesses, etc. This same compass chronicle can then be edited by the same staff member following the review of the bullying case to confirm closure of the case.***
- 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*.
- Optional Interview Aids/Scripts are available to tutors/year heads to aid investigations and meetings in appendices.**
- Requests to take no action** A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than “look out” for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling

someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe. Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers.

- The QR code form has included opportunity for the parent/student to request no action be taken in writing.
- However, while acknowledging the parent's and students request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

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

- Those who experience bullying at phase 1 are supported by their class teacher and may be referred to their tutor for additional pastoral support.
- Those who experience phase 2/3 bullying are primarily supported by the Antibullying co-ordinator and year head who will refer the student to the School Support Team and/or Guidance Team. School Completion Programme or Home School Community Liaison can be further supports if student attendance is affected.
- The student engaging in the bullying behaviour will be supported by the Year Head. Referrals may be made to the Behaviour for Learning teacher or additional school supports.
- Witnesses of bullying behaviour will be supported by their Tutor and can be referred onto their Year Head or School Support Team if further support required.

Procedures to Prevent and Address Bullying Behaviour 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, in April of each school year or as soon as practicable after there has been a material change in any matter to which this policy refers.

• Signed: _____ Date: _____
(Chairperson of board of management)

• Signed: _____ Date: _____
(Principal)