

Scoil Chaitríona Cailíní

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Scoil Chaitríona Cailíní 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 Child¹ 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 targeted behaviour, online or offline, that causes harm.
- The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

The harm can be :

- Physical (eg: personal injury, damage to or loss of property)

- Social: (eg: withdrawal, loneliness, exclusion)
- Emotional: (eg: low self-esteem, depression, anxiety)
- A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Behaviour that is not bullying behaviour:

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but importantly, must be addressed under the school's code of behaviour.
- Some students with 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.

Types of Bullying:

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

Bullying can be :

Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, 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

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, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This can include:

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

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	September/October 2024	Stage 1: Principal Imelda Whelan and postholder AP2 Alice Hutchinson attended Bí Cineálta training provided by Oide. Feedback to staff provided at next staff meeting
	26 th March 2025	Half day closure to enable all staff to complete Bí Cineálta training

	April 2025	Initiatives introduced to promote kindness in the school: ▪ Whole school assembly on kindness ▪ Bí Cineálta notice board in the main reception area each class will be assigned a month throughout the year to reflect on kindness in our school and to create a display for the board ▪ Gradam Cineáltais to be awarded by any staff member who witnesses a random act of kindness and the recipients will be announced at each school assembly ▪ Blathnaid Nash Caring and Sharing Award
	May 2025	Croke Park hours used to invite staff input into the drafting of the Bí Cineálta Policy
Students	April 2025	Invited to whole school assembly to initiate our thoughts and discussions around promoting kindness in our school
	May 2025	▪ Lesson plan devised for all class levels to facilitate a brainstorming session around creating our child friendly Bí Cineálta policy ▪ Steering committee of pupils from each class level to provide input on the child-friendly Bí Cineálta policy

Parents	May 2025	Feedback sought from parents information of a Child Friendly Anti Bullying policy. Policy created with this information and sent out to parents to review together with information on same in terms of how to contact the school if needed. Attention drawn to our policy and Child Friendly policy, resources and initiatives in the school and sent out via school website and Aladdin. BÍ Cineálta policy draft shared with parent body and Parents' Association for feedback.
Board of Management	June 2025	Policy Reviewed by the Board of Management, leading to consultation and final ratification after amendments made where necessary.
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

Culture and Environment: We strive to :

- To create a school-wide approach to the fostering of respect for all members of the school community.
- 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.
- 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. Also available on school shared drive
- Staff are particularly vigilant in monitoring pupils at risk of bullying or being bullied.
- All reported incidents of bullying are investigated thoroughly, following correct procedures, and recorded on Aladdin using the provided template.
- Ongoing school-wide awareness raising of all aspects of bullying.
- Anti Bullying/Wellbeing week activities such as Poster making, slogan making, etc
- Internet safety day
- Use of picture books that showcase different types of families, with different books for each class level in May
- Use of wellbeing picture books which include integrated lesson plans at each class level throughout the year exploring social emotional wellbeing topics
- Playground helpers – students in higher classes volunteer to support younger classes on yard to help with games and positive interactions.
- Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
- Parents receive information at times regarding useful information on Anti Bullying.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils in classrooms, corridors, school grounds, school tours, and extracurricular activities.

- Class and School Charter development as well as notice board to promote kindness and build responsibility amongst pupils.
- Bí Cineálta notice board in the main reception area each class will be assigned a month throughout the year to reflect on kindness in our school and to create a display for the board
- Whole school assembly on kindness
- Gradam Cineáltais to be awarded by any staff member who witnesses a random act of kindness and the recipients will be announced at each school assembly
- Blathnaid Nash Caring and Sharing Award
- The Acceptable Use Policy in the school includes the necessary steps to ensure that the access to technology within the school is strictly monitored. Mobile phones are not permitted in school.
- Participation in the Amber Flag initiative which promotes positive mental health, encourages student voice, and raises awareness of wellbeing—helping to prevent bullying by fostering a respectful, supportive school culture.
- Shared Microsoft Teams folder with bullying prevention resources, including lessons from websites like:
 - ❖ www.tacklebullying.ie
 - ❖ www.antibullyingcentre.ie/fuse
 - ❖ www.webwise.ie

Preventing cyberbullying (see Section 5.5/p.39 of the Bí Cineálta Procedures):

- Our SPHE Plan promotes learning about responsible online behaviour and digital citizenship.
- An Acceptable Use Policy (AUP) has been developed for technology use in our school.
- Refer to appropriate online behaviour when using devices and in SPHE lessons.
- Promote online safety events or distribute material for parents.
- Ensure that pupils know who to tell and how to tell.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

Preventing homophobic/transphobic bullying behaviour (see Section 5.6/p.40 of the Bí Cineálta Procedures):

- Raise awareness of the impact of homophobic bullying and encourage students to speak up when they witness such behaviour.
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Maintaining an inclusive physical environment such as by displaying relevant posters. Different Family Books
- Challenge gender stereotypes – promote equal participation and recognition of all.
- Ensure all students have the same opportunities to engage in school activities irrespective of gender or sexual identity.
- Encouraging students to speak up when they witness homophobic behaviour

Strategies to prevent racist bullying behaviour include the following (see Section 5.7/p.40 of the BÍ Cineálta Procedures):

- Fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment
- Having the cultural diversity of the school visible and on display
- Encouraging peer support such as peer mentoring and empathy building activities
- Encouraging bystanders to report when they witness racist behaviour
- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- Providing supports to school staff to support students from ethnic minorities, including Traveller students, and to encourage communication with their parents
- Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds
- Model respectful behaviour by all staff members toward all students, regardless of their background.

Strategies to prevent sexist bullying behaviour include the following (see Section 5.8/p.40 of the BÍ Cineálta Procedures):

- Ensuring all members of our school community model respectful behaviour and treat everyone equally irrespective of their sex.
- Ensuring all students have the same opportunities to engage in school activities
- Celebrating diversity at school and acknowledging the contributions of all students
- Organising awareness campaigns, workshops and presentations on gender equality and respect
- Encouraging parents to reinforce these values of respect at home

Strategies to prevent sexual harassment include the following (see Section 5.9/p.41 of the BÍ Cineálta Procedures):

- Make clear that our school has a **zero tolerance approach** to sexual harassment of any kind – see Code of Behaviour
- Promoting positive role models within the school community
- Challenging gender stereotypes that can contribute to sexual harassment

Curriculum (teaching and learning)

We strive to :

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

Ways in which we work to achieve this:

- Teach SPHE and RSE content which fosters student's well-being and self confidence as well as promoting personal responsibility for their own behaviours and actions.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and Extra-curricular activities can help to develop a sense of self worth, working together, inclusion and respect.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, International Culture Day , All Kind of Families Books, wellbeing books
- The HSCL teacher fosters strong links between home and school, supports family engagement, and promotes inclusion through home visits, parent talks and classes, school events, coffee mornings, and targeted parent supports.
- Implementation of education and prevention strategies (including awareness raising measures) that: build empathy, respect and resilience in pupils
- Explicitly address the issues of cyber-bullying and identity-based bullying including in particular homophobic and transphobic bullying.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- Delivery of talks by the local Garda. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- Transition program for 6th class transitioning to secondary school delivered by HSCL and School Completion
- Roots of Empathy program Delivered by School Completion Officer

Supports for staff

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.

Policy and planning

The aim of Scoil Chaitríona Cailíní'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.
- The Acceptable Use Policy, Supervision policy, Special Education Policy, SPHE policy, Code of Behaviour, Attendance Policy, RSE Policy, Critical Incident Policy, Dignity in the Workplace policy and Code of Behaviour all support the implementation of the Bí Cineálta policy.
- Effective leadership is a key component with Principal, Deputy Principal, DLP, DDL, and all middle management focused on supporting the implementation of this policy.

Relationships and Partnerships

- Interpersonal connections are supported through a range of formal and informal structures such as our HSCL Parents' Association, assemblies, our colour-code cross class group approach to events such as Sports Day, School Committees
- Age-appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.
- Using Check -Ins, Circle Time, Class Contracts to support the development of positive relationships/partnerships

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bi Cineálta 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 areas and playgrounds during break times.
- Student supervision: Class teachers should supervise students during class time and break times. They should be aware of what is happening in their classrooms and on the playground.

Monitoring

- Incident reporting: The class teacher investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and records on an incident report 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 was allegedly bullied, and any witnesses.
- Follow-up: The school should take appropriate action to address the bullying behaviour.

By implementing these policies, Scoil Chaitríona Cailíní can create a safer and more positive school environment for all students.

Section C: Addressing Bullying Behaviour

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

- 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 on Aladdin. The Principal will be notified of all recorded incidents by the class teacher
- The Principal will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.
- The Deputy Principal and the Anti-Bullying Policy co-ordinator are available to provide up to date information and supports if needed to assist class teacher in addressing concern

When bullying behaviour occurs, the school will:

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

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 and Appendix C of the Bí Cineálta procedures):

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

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

Note: One off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

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.

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

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- If a group of students is involved, each student should first be engaged with individually.
- After individual meetings, all students involved should be brought together for a group meeting.
- During the group meeting, each student should be asked to share their account of what happened to ensure clarity and understanding of each other's perspectives.
- Each student should be supported appropriately following the group meeting.
- It may be helpful to ask the students involved to write down their account of the incident(s) to support reflection and clarity.
- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation 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 other's 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 interview by the teacher.
- Where the 'Relevant Teacher(s)' has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to the child how they are in breach of the school's anti-bullying policy and efforts should be made to help them to see the perspective of the pupil being bullied.

- The “¹⁵Relevant Teacher” does not apportion blame but should make an effort to try to get

them to see the situation from the perspective of the pupil being bullied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying 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.

- When an investigation is completed and/or a bullying situation is resolved the "Relevant Teacher" 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. This may be recorded on Aladdin under the Bí Cineálta tab, and uploading a file "Alleged Bullying Behaviour Report".
- If a pupil chooses to continue the bullying behaviour, this can then no longer be considered a once off occurrence. In this event parent(s)/guardian(s) will be contacted. The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for the pupil.
- 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.
- Depending on the seriousness of the bullying some or all of Level 2 Supportive Interventions will be implemented (See School Code of Behaviour)
- 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.
- The School will maintain care for the victim over time. This will be done by speaking to the child a number of weeks after the incident to check on their continuing welfare. The child's parents will also be consulted.
- If a child makes a report of bullying, 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 will be notified. If a parent does so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 - Section 5.7/p.46 of the Bí Cineálta procedures):

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

Supporting pupils experiencing bullying behaviour:

- Ending the bullying behaviour,
- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes,
- Indicating clearly that the bullying 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).
- Use of the Nurture Room as a safe, supportive space for pupils to rebuild confidence, develop emotional regulation, and receive tailored support following bullying experiences.
- Continued contact with parents
- Continued monitoring of particular situations

Supporting pupils engaging in bullying behaviour:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
- Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others, (subject to available funding)
- 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 with a 'clean sheet' and no blame in return for keeping a promise to reform.
- Continued contact with parents
- Continued monitoring of particular situations

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

Section D: Oversight

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

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

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

Signed: *Elaine Hughes* Date: 10th April 2025
(Chairperson of board of management)

Signed: *Imelda Whelan* Date: 10th April 2025
(Principal)

