Scoil Chríost Rí
Bí Cineálta Policy

July 2025

Principal: Hugh Connolly

Chairperson: Sarah Barnes

Appendix A
School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of 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 recognize 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.

We confirm that we will take all such steps that are reasonably practicable to prevent the bullying or harassment of our students in whatever form and however motivated. 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 person 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.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour

that is not bullying behaviour are provided for within the school's Code of Behaviour.

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:

- Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault

- Verbal bullying behavior

- Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, schoolbooks and other learning material or interference with a student's possessions.

- Written bullying behaviour: Continual, directed at a student, which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour.

- Extortion bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

Indirect bullying behaviour:

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

- Relational bullying behaviour occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined "; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.

Online bullying behaviour

This form of bullying behaviour can include:

- sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps

- posting information considered to be personal, private and sensitive without consent

- making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students

- 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.

Outside School

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy. See Section 6.2

Behaviour that is not bullying behavior

A one off instance of negative behaviour towards another 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. Disagreement between students, or instances where students do not 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. Some students with special educational needs may have social communication difficulties, which may make them communicate their needs through behaviour that can hurt themselves or others. It is important to note that this behaviour is not deliberate or planned but, in certain situations, they are an automatic response, which they cannot control. Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. This behaviour, while not defined, as bullying can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour

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

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

	Date consulted	Method of consultation
School Staff	January 2025	Principal and AP2 postholder attended an Oide Bí Cineálta professional learning day in Clare Education Centre.
	April 2025	School half day closure AP2 postholder presented the webinar to staff. Bí Cineálta document was distributed and important appendices highlighted for all staff. Staff had the opportunity to discuss the important points and how bullying is and should be dealt with in our school. Staff given time to discuss and relay feedback.
	June 2025	Electronic survey of questions distributed to staff and findings collated. Sharing of draft policy with staff to discuss / consult and make any amendments
Students	March 2025 & May 2025	Survey distributed to students group as part of WSE surveys distributed to student council. All information collated and used to inform development of SCR policy.
Parents		Digital survey distributed to parents. All information collated and used to inform development of SCR policy Policy sent out to parents/children to review together with information on it in terms of how to contact the school if needed.
Board of Management	June 2025	Review new policy draft – leading to consultation and final ratification after amendments made where necessary.

Wider school community as appropriate, for example, bus drivers		New policy draft shared with ancillary staff.

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 (see Chapter 5 of the Bí Cineálta procedures)

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 in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

Culture and Environment

In Scoil Chríost Rí we will endeavour to

- Foster a **culture of prevention**, grounded in **respect, inclusion, and wellbeing** for all.
- Promote a **restorative, relationship-centred approach** to behaviour and discipline.

- Create a **safe, predictable and supportive school environment**, with clear behavioural expectations.
- Ensure a **shared understanding of bullying** and anti-bullying practices among all stakeholders.
- Apply **consistent supervision and visibility** in key areas (e.g., yard, corridors, and hall).
- Establish and reinforce a **shared language of kindness and empathy**, including *Bí Cineálta* values across all settings.
- Create a **telling environment** where all pupils feel safe, heard, and encouraged to speak to a **trusted adult**.
- Establish and maintain **structured, open communication channels** between the **patron, board of management, school staff, students, and parents**, to promote a **collaborative, whole-school approach** to preventing and addressing bullying behaviour.

Ways we will do this:

- SPHE
- Circle time
- Assemblies
- Awards, achievements and celebrations
- HSCL
- Student council
- Classes and activities with parents and students
- Student Friendly Bí Cineálta posters displayed in our school
- Using resources that celebrate diversity in our classroom and school
- "David McMahon" Good Citizen Award
- Adequate supervision
- Kind stories from yard
- Consequences of bullying readily identifiable
- Opportunity to make amends
- Culture of support for bully and person who is bullied
- Cultural day each year
- Positive staff environment

Curriculum (Teaching and Learning)

In Scoil Chríost Rí we will endeavour to

- Integrate SPHE lessons focused on empathy, respect, and emotional regulation.
- Use storytelling and role-play to explore the impact of bullying and promote pro-social behaviour.

- Embed kindness and inclusion themes across all subjects (e.g. literacy, drama, art).
- Encourage critical thinking about peer pressure, online safety, and respectful communication.
- Provide differentiated instruction to meet diverse social and emotional needs.

Ways we will do this

- SPHE School Plan and RSE School plan
- Circle time
- Friends for Life Programmes as per SPHE School Plan
- Stay Safe
- Walk Tall
- Making the Links Document

- Community Garda relationship
- Multicultural celebration
- Extra-curricular activities
- Social stories
- Circle time
- Dino School
- Coping strategies
- Direct teaching and modelling
- Incredible years
- Reward systems
- Nurture activities
- Using a Selection of age appropriate resources which can be used as required:

(See examples below from https://www.gov.ie/en/department-of-education/publications/b%c3%ad-cine%c3%a1lta-resources-for-primary-schools-post-primary-schools-and-parents/)

SPHE/RSE Toolkit for Primary Schools
https://www.curriculumonline.ie/primary/curriculum-areas/social-personal-and-health-education/sphe-rse-toolkit/

Stay Safe https://www.staysafe.ie/

Walk Tall *: https://www.pdst.ie/walktall*

Tacklebullying.ie   https://tacklebullying.ie/

FUSE   https://antibullyingcentre.ie/fuse/

Web wise Resources - Helping school families keep children safe online

https://www.webwise.ie/

Show Racism the Red Card
https://www.immigrantcouncil.ie/training/show%C2%ADracism%C2%ADred%C2%ADcard

Restorative Practice- Oide
https://pdst.ie/post-primary/health-wellbeing/restorative-practice

Catalogue of Wellbeing Resources Primary available at
https://assets.gov.ie/static/documents/primary-cpd-directory.pdf

Policy and Planning

In Scoil Chríost Rí we will endeavour to

- Ensure that the **wellbeing of the entire school community** is at the core of all school policies and strategic planning.
- Make wellbeing a guiding principle when reviewing or developing any policy
- Embed a **Bí Cineálta policy** that clearly outlines the school's approach to **preventing and addressing bullying**.
- Include both a standard policy and a **student-friendly version** to ensure accessibility and understanding for all students.
- Align and coordinate the **Acceptable Use Policy**, **Supervision Policy**, **Special Education Teaching Policy**, and the **Code of Behaviour** to support and reinforce the Bí Cineálta policy.
- Actively **engage students** in the creation, review, and implementation of anti-bullying policies.
- Use student input to ensure policies are **relevant, understandable, and effective** in practice.
- Provide opportunities for **teacher professional development** in bullying prevention, inclusive practices, and restorative approaches.
- Encourage staff to **share best practices and experiences** to strengthen collective knowledge and responses.
- Incorporate training and planning that focus on **promoting inclusion and celebrating diversity** as a proactive way to reduce the risk of bullying.
- Use policy as a tool to create an environment where **differences are respected and valued**.

We will do this by;

- Utilising a universal, consistent approach to dealing with bullying
- All staff will understand their defined role and commit to fulfilling it
- Needs to be rolled out for pupils/parents and staff- including voices and concerns of all
- CPD training
- User-friendly document and paperwork

- Including student voice
- Using the input of all stakeholders to inform policy and planning

Relationships and partnerships

In Scoil Chríost Rí we will endeavour to

- Prioritise **positive relationships** between staff, students, and parents as a protective factor against bullying.
- Use both **formal structures** (e.g. student councils, parent associations) and **informal opportunities** (e.g. check-ins, social time) to foster connection.
- Deliver workshops or activities focused on **navigating friendships and Promote Age-Appropriate Awareness Initiatives**, **identity-based bullying**, **racism**, **homophobia/transphobia**, **sexism**, and **sexual harassment**.
- Help students understand the **impact of bullying** on individuals and the school environment.
- Involve students in **student council** or buddy classes.
- Ensure pupils contribute meaningfully to the **development and review** of the school's *Bí Cineálta* policy and its **student-friendly version**.
- Actively engage parents through events, feedback opportunities, and policy consultation.
- Address barriers such as **language, unfamiliarity with the education system**, or **cultural differences** by providing accessible information and translation where needed.
- Organise **anti-bullying information sessions** for staff, parents, and students on topics like empathy, digital safety, and respectful communication.
- Acknowledge and celebrate **pro-social behaviours** during school assemblies or in class.
- Empower students with tools to **de-escalate conflict** and seek help when needed.
- Host **group discussions** on relevant topics such as fairness, inclusion, and peer relationships.
- Use these as opportunities to develop **critical thinking**, **empathy**, and **understanding of difference**.

We will do this by:

- Promoting acts of kindness
- Age appropriate initiatives
- Inclusion of parents
- Workshops and seminars

- Teaching problem solving and conflict resolution
- Teaching empathy, respecting resilience
- Partnerships should engage members of the wider community- traveller community education workers
- Restorative practice
- Circle time
- Informal chats
- Buddy systems young/old

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures)

- staff supervision in **hallways, stairwells, classroom, playgrounds, halla, and schoolyard**
- All staff members—including **teachers, SNAs, secretaries, caretakers, cleaners, and ancillary staff**—are **aware of and vigilant** in reporting any sign of bullying
- Report to the designated "relevant teacher" without delay, aiding timely intervention
- Staff with clear guidance on **where and how to report** incidents (e.g., verbally, written, via Aladdin).
- Every reported incident should be **recorded**, investigated, and monitored following established procedures
- **Student-Centred "Telling" Culture**
- Enable students to report incidents confidently through supported channels like:

  ➢ Approaching: "directly to a teacher/SNA"
  ➢ Indirect: "notes, worry-boxes, phone calls via parents, bystanders reporting

- Develop and **visibly display a child-friendly version** of the school's Bí Cineálta policy in classrooms, corridors, reception area, and student diaries
- **Follow-up Reviews**
- **Check in with bullied students and their parents after ~20 school days**, to measure effectiveness and ensure the behaviour has stopped **Annual Policy**
- **Review Involving All Stakeholders**
- Engage the **whole school community** (students, parents, staff, BoM) in the **annual review** of the Bí Cineálta policy.
- Collect feedback through surveys, focus groups, or consultations to inform policy effectiveness and updates.
- The **Principal reports verbally** to the Board of Management at each ordinary meeting, summarising **numbers of incidents** and **remedial measures**, preserving student confidentiality

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, recording bullying behaviour on the correct form on Aladdin and contacting parents

- The principal will be informed of any bullying behavior

- The Class Teacher will follow up with students and parents involved 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.

- Assistant Principal 2 Anti- Bullying Policy coordinator is 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 of the Bí Cineálta procedures)

Investigation & Determination of Bullying Behaviour

- **Investigation**: Engage with the students involved promptly to gather facts.
- Determine whether bullying has occurred based on official Cineálta definition Chapter 2—repetition, power imbalance, harm.
- Use questions in **Appendix C** 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?

- Determine the type of bullying: Direct bullying: Physical, verbal, written, extortion. Indirect bullying: Exclusion, Relational Online
- If a group of students is involved, each student will be engaged with individually at first. Thereafter, all students involved will be met as a group.
- At the group meeting, each student will be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. Each student will be supported, as appropriate, following the group meeting. It may also be helpful to ask the students involved to write down their account of the incident

Where Bullying has occurred

- the student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported 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
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behavior
- This record will be saved on Aladdin by the relevant class teacher

Follow up where bullying behaviour has occurred

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement

- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.
- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools.
- The date that it has been determined that the bullying behaviour has ceased should also be recorded.
- any engagement with external services/supports should also be noted
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for 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 consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools they should be referred to the school's complaints procedures.
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

Important Notes

- 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 student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.
- Requests to take no action a student reporting bullying behaviour may ask that a member of staff do nothing about the behaviour other than "look out" 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. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.
- 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.
- Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years. See Chapter 2.3 Bí Cinealta

Oversight, Reporting & Policy Review

- **Incident recording & analysis**: Maintain records to identify trends, review strategies and inform improvements.
- **Principal's report to Board**: At each Board of Management meeting, provide a verbal update (no identifiable information) covering: Number of incidents, ongoing cases, and strategies used trends and outcomes.
- **Annual policy review**: Engage all stakeholders (staff, students and parents) to review the Bí Cineálta policy annually (or sooner if needed) using provided template
- Publish confirmation of review to the school community
- Update policy if needed where serious bullying has occurred, review interventions and update the policy as necessary to prevent recurrence.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures)

For those who experience bullying

- **Immediate intervention**: Staff act quickly to stop the bullying and make clear it is *not their fault*.
- **Follow-up after 20 school days**: Check with the student and their parents to ensure the behaviour has stopped.
- **Counselling and social support**: Offer individual or group counselling through school guidance or external referrals (e.g., NEPS). Use in-school supports like buddy systems, circle time, Friends for Life programmes to build resilience.
- **Safe spaces and safe adults**: Provide designated "go-to" staff members and environments where students feel secure.

- The Anti Bullying Centre offers a range of modules as part of its FUSE programme for the entire school community that can be used to help to promote a positive school culture and assist in preventing and addressing bullying behaviour.

For those who witness bullying

- **Foster a "telling" culture**: Train students that reporting is *responsible*, not tattling. Encourage all staff (teachers, SNAs, caretakers) to be vigilant and respond.
- **Whole-school messaging**: Publicise the *Bí Cineálta* policy in student-friendly versions around the school to reinforce expectations and procedures.
- **Empathy and peer responsibility**: Through SPHE, circle time, and whole-school campaigns, teach empathy, diversity, and the social responsibility to act.

For those who display bullying behaviour

- **Problem-solving and restorative approaches**: Apply strategies—including circle time, restorative practice, support groups, shared concern—to resolve incidents constructively.
- **Support and reflection**: Provide support, encourage participation in social-skills groups, nurture self-esteem, and praise positive behavioural changes.
- **Zero stigmatisation for those who reform**: If they commit to change, offer a clean slate and acknowledge their behavioural improvements.

Systemic and School wide Supports

- **Recording & reporting**: Log all incidents in line with *Bí Cineálta*, contributing to national data—while protecting identities. Principals provide updates to the Board regularly.
- **Involve parents & the whole community**: Consult students, parents, staff, and BOM in annual policy reviews and incident follow-ups.
- **Environmental risk reduction**: Supervise or redesign high-risk areas (yard, stairwells) using visibility and physical deterrents.
- **Cyber-bullying response**: Clarify school responsibility—while cyberbullying outside school is beyond school jurisdiction, if it spills over, school must respond.
- **Professional training**: Staff (including BOMs and parents) receive training on bullying prevention/response as part of *Cineáltas* supports.

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 immediately in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

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

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

(Chairperson of board of management)

Signed:_____   Date: _____

(Principal)