

St Mary's & St Gerard's N.S.

Bí Cineálta Policy -Preventing and Addressing Bullying Behaviour in our school

The Board of Management of St Mary's & St Gerard's has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

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.

We are 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 our school's Code of Behaviour.

Definition of bullying

Bullying is defined 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.

Our pupil-friendly version is ;

Bullying is "when someone is being mean to you over and over."

In order to align with our Restorative values, we try to use the following language around bullying when talking to our pupils , staff & parents;

Bullying Behaviour will be referred to as Unwanted behaviour.

The person engaging in bullying will be described as the person having the unwanted behaviour.

The person who is experiencing bullying behaviour will be described as receiving unwanted 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	13 th January, 22 nd January, 14 th February Jan 2025	T.P.L, staff meetings, Well-being committee meeting. Staff Survey
Students	Jan March & April 2025,	Student Council Meeting with Ms Dalton & Ms Morgan Pupil Survey,meeting, Student Council poster launch at assembly
Parents	January, May 2025 September 2025	Parent Surveys & P.A. Meeting: Class Meetings for parents
Board of Management	Feb BOM & May BOM	BOM discussion & ratification at meeting
Wider school community as appropriate, for example, bus drivers	TBD	Principal met with all concerned

Date policy was approved: 28th April 2025 (Previous review: April 2024)

Section B: Preventing Bullying Behaviour

(i) CULTURE & ENVIRONMENT

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.
- We promote the value of feeling safe in school; for pupils & staff
- Our school motto is "caring, connection and a love of learning" This connection fosters a sense of belonging and support for all
- We place a huge emphasis on Community (2024-2025 theme) The school sees itself as being central to the Enniskerry community. We build our pupils sense of belonging in their local community
- Relationships are at the centre of our school. We promote positive pupils relationships (see Teaching & learning) and model friendliness, being welcoming
- Our values are love, respect, faith & kindness
- Our school creed at each assembly affirms the relationships and connectedness in our school
- Partnership with our community; parents, BOM is valued
- Staff relationships are nurtured and valued
- Staff work on building collaboration and values of respect, openness, being welcoming-in class, around the school, at assemblies, kindness homework, themed weeks

- We model and expect respect, openness and kindness in our relationships with and among all in our community
- We work restoratively towards a positive school climate

Effective leadership

- The BOM has overall responsibility to ensure that this policy is effective, sustainable and measured. The BOM must ensure that accountability is of the highest standard and frequently must appraise the outcomes of the strategies and measures contained within the policy
- ISM Team - (Named in Appendix A) - has a clear role to act in a leadership capacity within the school community, stimulating a whole school approach to preventing and tackling bullying and modelling best practice
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- The Principal of *St. Mary's & St. Gerard's NS*, as key leader, strongly influences attitudes and sets standards in relation to dealing with bullying
- The Principal works closely with the Deputy Principal to promote a positive school culture and implement the policy
- Teachers act as good role models and be fair, clear and consistent with all pupils
- Teachers have class contracts to support positive, respectful classrooms and high expectations of respectful behaviour among pupils
- Our code of behaviour (and values) emphasizes our expectations of our pupils regarding our school values and we frame our discussions around behaviour in these values
- Each pupil is aware that their class teacher, the Deputy and the Principal are all trusted adults in school . They are encouraged to discuss their feelings at home with their parents also . Teachers tell the pupils about who to tell and how.

- The Principal and Deputy Principal maintain warm , positive and trusting relationships with all pupils

A school-wide approach

- A whole community approach to the problem of bullying is required and St. Mary's & St. Gerard's NS community comprises management, teachers, non-teaching staff, pupils and parents/guardians
- There are displays around the school reinforcing the Bí Cineálta messages
- The messages and themes are reinforced at assemblies
- Restorative approach applied in classes; Restorative Circles, circle time, dialogue
- The secretary, Lollipop Person and Caretaker should bring any incidents of concern to the attention of the Principal/Deputy Principal as soon as possible, where bullying is suspected.
- Extra-Curricular providers are aware of the policy and who to communicate with
- If bullying behaviour has occurred outside the school, the school are not obliged to investigate this behaviour unless it continues in the school. The school will support the pupil receiving the unwanted behaviour/bullying behaviour.

Telling School

- We are a "telling school"
- As per staysafe; we do not encourage secrets, we teach the pupils who to tell and how in our anti-bullying lessons and messages, in class and at assemblies
- We promote the language of anti-bullying in this regard and praise "upstanders"
- Worry boxes in classrooms

- Parents can report incidents of suspected bullying
- Regular anti-bullying surveys; each term and before October mid-term

(ii) TEACHING & LEARNING

Teach the children

- emotional literacy
- Restorative Approach
- To develop empathy
- An awareness of the types of bullying (3rd up)
- Appropriate online behaviour - how to stay safe online, with an emphasis on developing a culture of reporting any concerns about cyber bullying
- Emphasis on being an upstander
- Encourage a culture of telling, with particular emphasis on the importance of bystanders becoming upstanders. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how ;
- Direct approach to a teacher at an appropriate time, for example after class ;Friends can go with a child to report an incident or can go on their behalf
- Put the information down on your survey
- Hand note up with homew
- Get a parent/guardian or friend to tell on your behalf
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place

(iii)Implementation of curricula

Programmes in Use

- The full implementation of the RSE ,Stay Safe, Fuse and teacher -led implementation of Walk Tall Programmes,
- Continuous Professional Development for staff in delivering these programmes
- Art/Poster/Drama lessons to raise awareness of bullying as a form of unacceptable behaviour. co-operative games
- Universal design for Learning: language used to be accessible to all pupils
- Restorative Practice Circles
- Webwise
- SPHE Walk Tall
- Weaving Well-being
- R.S.E.
- Staysafe
- Fuse * in Sept 2025
- Jenny Mosley Circle Time
- Jenny Mosley playground games
- Friends for Life & Fun Friends
- Anti-Bullying videos (age appropriate from Sean Fallon programme-3rd up
- Art/Poster/Drama/Cooperative lessons to raise awareness of bullying

- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- Parent Evenings with guest speakers as the need arises. Resources can be displayed as part of this

(iv) POLICY & PLANNING

Policies related to this policy:

- St Mary's & St Gerards Wellbeing Policy
- St Mary's & St Gerards Code of Values and Behaviour
- St Mary's & St Gerards I.T. Acceptable Use Policy
- St Mary's & St Gerards Health & Safety Policy
- Supervision Policy
- SPHE Policy
- Child Protection Policy
- Child Safeguarding Statement & Risk Assessment
- Relationships and Sexuality Education Policy
- ICT Acceptable Use Policy
- School Tours Policy
- Swimming Policy
- SEN Policy

Student Participation

- The Student Council were consulted when developing this policy
- The pupils participated in a workshop to look at the policy
- The pupils created the pupil friendly version , in conjunction with the Student Council Teacher , Ms Dalton

(v) RELATIONSHIPS & PARTNERSHIPS

Pupil Relationships

- Having clear rules for a safe and happy school-See Code of Behaviour
- Discussing behaviour in terms of emotional regulation; seeing the good in all our pupils/Positive lens
- Respecting our differences
- Resolving our differences respectfully-Use of Anti-Bullying Policy, as necessary "Reform not blame"
- Restorative Approach across the school
- Programmes in school;see above

Staff Relationships

- Leadership team modelling respect and trust
- Strong emphasis on Collaboration among staff
- Support for staff from Principal, Deputy Principal and ISM

Parent Relationships

- Class Meetings : teacher meets parents of their class each September
- Transitions; Parents Coffee mornings for Incoming parents, Junior Infants, new parents, Graduation Celebration
- P.A. events to build relationships
- Parents Whats App
- Strong emphasis on Communication with parents by Principal to promote engagement in school life
- strengthening relationships in the community; within leadership, with staff, pupils, parents, BOM, wider community
- Collaboration between the P.A.s in the village schools

Community Relationships

- BOM working closely with school and engaging with school
- BOM and staff connected in creating a safe, welcoming environment
- BOM & school working together to ensure our pupils are connected to their community, belonging
- The school engage with outside bodies on SPHE & bullying prevention; Webwise, parent information evenings about Cyber Bullying

(vi) PREVENTING CYBER_BULLYING BEHAVIOUR

- "No Smart Device Until 6th Class" Initiative promoted across the school and in our community.
- Reinforcement of the no smart device message by Principal and class teachers at class and on-going meetings, in newsletters, Parent Meetings
- Implementing the S.P.H.E. curriculum , as previously The school engage with outside bodies on SPHE & bullying prevention; Webwise, parent information evenings about Cyber Bullying
- Regular conversations with pupils about being safe online
- A.U.P in place
- No mobile devices (smart watch or phone) allowed
- Internet Safety Day & assembly
- Community garda visit to 4th-6th to discuss Cyber-bullying
- Webwise programmes in use
- Programmes as previously; Walk Tall
- Fuse Cyber lessons
- The school engage with outside bodies on SPHE & bullying prevention; Webwise, parent information evenings about Cyber Bullying
- The digital age of consent in Ireland is 16. Most social media platforms have a minimum age requirement and for the majority of these it is 13 .Therefore, technically, children under the age of 13 should not have a social media account or be on these platforms

(vii) PREVENTION OF HOMOPHOBIC /TRANSPHOBIC BULLYING

- We have a clear commitment to promoting equity in general and gender equity in particular in all aspects of our functioning
- Fostering a school culture of inclusion and diversity
- Discussions in middle & Senior Classes to address stereotypes,
- Encouraging pupils to be upstanders, be good friends

- The school will implement the advice in "*Sexual Orientation Advice for Schools*" (PDST.ie)
- Regarding homophobic bullying, if the pupils are at an appropriate stage (3rd Class upwards) ,the teacher may address the issue in the following manner: 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.'
- To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish.
- Homophobic insults will be treated in exactly the same way as racist or other insults - the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable. IF they are repeated, intentional and harmful then they will be addressed under the Anti Bullying, Bi Cinealta Policy
- Yard games will be monitored and use of language which is homophobic will be addressed through the Code of Behaviour where unacceptable

(viii) PREVENTING RACIST BULLYING BEHAVIOUR

- We have a clear commitment to promoting equity in general and gender equity in particular in all aspects of our functioning
- Fostering a school culture of inclusion and diversity
- Discussions in middle & Sen Classes to address stereotypes,
- Encouraging pupils to be upstanders, be good friends to all in their class/school
- Support parents from all backgrounds, especially in the beginning so they feel welcome and equal
- Principal build close relationships with these pupils and families to build connection and belonging

- Principal & SENCo organize additional supports for teaching and learning, as necessary
- Books, resources for pupils from diverse backgrounds in their own languages
- Promote different languages on displays in class/around the school

(ix) PREVENTING SEXIST BULLYING BEHAVIOUR

- We have a clear commitment to promoting equity in general and gender equity in particular in all aspects of our functioning
- Fostering a school culture of inclusion and diversity
- Discussions in middle & Senior Classes to address stereotypes,
- Encouraging pupils to be upstanders, be good friends to all in their class/school
- Ensure members of staff treat all pupils fairly
- Ensuring all pupils experience equal opportunities for participation in school activities
- ensuring all pupils have equal part in the yard games and yard space
- Encouraging parents to model respect at home
- Challenging stereotypes in class, in the community
- Inviting speakers who model values of gender equity
- Resources , books reinforcing gender equality and respect
- Staff -Challenging sexist and disrespectful attitudes in our school

(x) PREVENTING SEXUAL HARASSMENT

- Respect is expected in all interactions in our school community
- Language or actions which are inappropriate will be addressed through the Anti Bullying Policy , where appropriate
- Tusla referral may be initiated

- Positive role models promoted in the school community
- Gender stereotypes that contribute to sexual harassment will be challenged
- Sexual harassment should not be dismissed as teasing or banter
- Pupil voice should be listened to
- Pupils request for personal space should always be respected , as possible

(xi) Supports for staff

- Regular discussion and review of policy and procedures are essential to support staff on a continuous basis
- All staff have a uniform interpretation of what is expected in relation to bullying, how to identify possible bullying behaviours, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context
- Droichead team supports NQTs and new staff members in managing behaviour, preventing bullying, implementing the Bi Cinealta Policy, Restorative approach, positive classroom environments ,discussing concerns , promoting kindness.
- Teacher Professional Learning (TPL) on Restorative Approach, Anti-Bullying themes on a continuous basis

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):

(xii)Supervision:

- A yard timetable is reviewed each year to ensure that it meets the needs of the pupils at that time.
- Adequate supervision is in place on both yards
- Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent
- Supervision in playground areas /yards must be managed and conducted effectively. Teachers must work to ensure that pupils play fairly and include others. Kindness is expected. SNAs must bring issues of bullying, unkind behaviour to the attention of the teacher on the yard as soon as practicable
- The yard book is in place to record incidents
- More serious incidents are recorded in an Incident report sheet, sent to DM for action and storage
- Areas where bullying could occur are monitored by the teacher on yard
- Areas where bullying could happen include; toilets at break time, the boiler shed recess, the top yard (front & back) , the lines. These areas have been addressed in Risk Assessments, staff discussions, discussions with the Student Council
- Pupils are listened to when they approach the teacher with concerns
- We have lots of activities to play with on the yard so that all pupils can be engaged ;
- The yard rules: We are responsible, We play fair, We include everyone -explicitly promote inclusion
- Beyond the school community, bullying behaviour may extend to outside of school. Where this negatively impacts on a school, parents and pupils

have a responsibility to support the school in helping to address the issue. This applies particularly (but not exclusively) to cyber-bullying

- The assistance of Gardaí, Tusla and Community Workers may be required in some cases
- Collective vigilance is needed throughout the whole school/community sector to identify and deal with issues around bullying in a fair and equitable manner

Section C: Addressing Bullying Behaviour

Responsibility for addressing bullying behaviour : Deirdre Morgan & Alison Mc Connell

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):

Style of approach when Investigating and dealing with incidents:

- *Teachers should take a calm, unemotional problem-solving approach*
- *Reform not Blame Approach, once the pupil shows that they are willing to cooperate*
- *The incident will be investigated and The teacher will exercise professional judgement to determine whether bullying has occurred and as to how it can be resolved*
- *The procedures in the Bullying Policy will be followed*
- *The Restorative Approach will be followed to build back friendships and safety for pupils concerned*
- *A positive view of our pupils always underpins our dealings with behaviour*
- *Pupil's right to privacy; teachers will not name or directly discuss a pupil with parents of another pupil*
- *Teachers will contact the parents of those pupils involved.*

- Each school year brings a fresh start .
- A bullying record can be shared with second level schools if the incident occurred in the preceding school year
- Implementation of curricula: as previously stated

Procedures for Investigating and Dealing with Bullying: Reporting, Addressing & Recording.

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame)

The teacher exercises his/her professional judgement to determine whether or not bullying has occurred and how best the situation might be resolved. All interviews are conducted with sensitivity outside the classroom, when necessary, and with due regard to the rights of all pupils concerned.

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with bullying behaviour are outlined in Appendix B .Every effort will be made to ensure that all involved (including pupils and parents/guardians) understand this approach from the outset.

Reporting bullying behaviour

- Anti-Bullying Surveys take place in 3rd-6th Classes ,4 times per year and additionally , as decided by the teacher.
- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school separate to the surveys to be recorded on an Incident Report Form.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers or cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher or Deputy/Principal.

(vi)

This is a summary of the steps involved in the investigation and follow up process in our school.

(vii)

Procedures

Step 1

- Survey/Incident Report/ pupil report /staff report /other report
- Investigation & teacher decision
- Teacher-Pupil interview
- Pupil Promise to be signed by pupil
- Teacher informs Principal & Deputy Principal
- Parents informed
- 20 days period begins
- Ongoing monitoring and check ins with all concerned
- Principal informs B.O.M. at next BOM meeting, anonymised report

Step 2

- Survey/Incident Report/ pupil report /staff report /other report
- Survey or Incident Report
- Investigation & teacher decision
- Teacher-Pupil interview
- 2nd Pupil Promise to be signed by Parent and child.Principal involved.
- Teacher informs Principal & Deputy Principal
- Parents informed
- 20 days period begins
- Ongoing monitoring and check ins with all concerned
- Principal informs B.O.M. at next BOM meeting, anonymised report
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Step 3

- Survey or Incident Report
- Investigation & teacher decision
- Teacher-Pupil interview
- Teacher informs Principal & Deputy Principal
- Principal informs B.O.M.
- Parents meet with Principal.
- The Code of Behaviour now applies.

Step 4

- Code of Behaviour to address Bullying
- For serious instances of bullying behaviour, a child may be withdrawn to a neighbouring classroom, with notice, for an agreed period. Neither class will not be made aware of the reason for this. A Think Sheet and an anti-bullying exercise will be completed by the pupil to be signed by parents following discussion at home.

Step 5

- If the pupil continues to engage in bullying behaviour, suspension will happen as per Code of Behaviour; Serious Misbehaviour (See Code of Behaviour; Implementing the Suspension)
- Suspension For a period of one to three days as decided by the Principal, following the procedures in the Code of Behaviour for implementation of the suspension.
- A student will not be suspended for more than 3 days except in exceptional circumstances
- Close supervision and monitoring of the behaviour will continue.
- Parents will be advised of support services for their child. They may be signposted to a professional support service.
- Serious incidents of bullying behaviour in accordance with Child Protection Procedures will be referred to Tusla, HSE - Children and Family Services and/or Gardai as appropriate
- *If the pupil refuses to sign this Behaviour Promise, and has been found to be bullying, then the matter is referred immediately to the school Principal. Parents / guardians will be made aware of this behaviour and requested to come to meet class Principal with a view to complying with the Policy. Parents are given the opportunity of discussing ways in which they can reinforce and support the actions being taken by the school. It is expected that the pupil will then sign the Promise, with the support of their parents. If, following discussion(s) with parents the pupil refuses to sign the promise. This is regarded as Unacceptable Behaviour, Serious, on our school Code of Behaviour and will be dealt with accordingly.*

(viii) Recording of bullying behaviour

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal-

Pre-determination that bullying has occurred e.g. a pupil or upstander or parent has passed a concern to a teacher (Record to be used: Incident Report See Appendix C "Incident Report")

All staff must keep written records (Incident Report) of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant class teacher

- While all reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same. These actions and decisions will be recorded on the back of the Incident Report
- The relevant teacher must inform the Principal of all incidents being investigated
- The documents will be stored securely and will be archived at year end
- Formal record (Appendix C) will be recorded securely on Aladdin

Formal

Stage 1- Determination that bullying has occurred (records to be used: See Appendix B :Anti-Bullying Survey, A Interview & Promise)

- The teacher retains the surveys ,Interview Forms and Behaviour Promise Forms.

Stage 2- Recording

The relevant teacher must use the recording template (Appendix C) to record the bullying behaviour in the following circumstances:

- a) When the relevant teacher decides that bullying behaviour has occurred
 - b) In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
 - c) All confirmed instances of bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable
- (The recording template must be retained by the relevant teacher in question and a copy maintained by the Principal)

If bullying has not been adequately addressed within 20 days

- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher that bullying behaviour has occurred, it must be recorded by the relevant teacher in the \DES recording template
- In determining whether a bullying case has been adequately and appropriately addressed, the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable; and
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
 - Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures
 - In the event that a parent(s)/guardian(s) has exhausted the school's complaint procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children
 - Formal records (Appendix c) stored on Aladdin

(ix) Established intervention strategies

- Surveys
- Post-Survey Interviews
- Behaviour Promise
- Restorative Practice Approach
- Restorative Interviews
- Restorative Conferencing
- Working with parent/guardian to support school interventions
- No Blame Approach
- Circle Time
- Fuse Lessons
- Break Through the cloud of Bullying, Sean Fallon

The school will use the following approaches to support those who

experience, witness and display bullying behaviour(20 day period & on-going)

:

(x) Supports

- Regular check-ins with pupils by teacher, Principal, Deputy Principal
- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Cinealtas Guidance
 - Forgiveness and relationship restoration
 - SPHE Lessons
 - Stay Safe Programme
 - NEPS programmes on www.neps.ie
 - Friends For Life
 - Weaving Well-Being Programme
 - Buddy System
 - Care Team Support including Social Skills Group (depending on the needs in a given school year
 - Group work such as Circle Time
- Whole school / class lessons are taught dealing with respect, self-esteem, the issue of bullying and the child's rights

School Rules regularly reinforced: Be kind, Be Responsible, Show Respect
Procedures for referring individuals who need specific support from outside agencies are as follows:

- Lucena Clinic: Principal / class teachers may advise parents to seek an appointment with Lucena Clinic. Children can be referred to Lucena at their parents' request by the family doctor

NEPS: Advice on website may be shared, referral may be sought

If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies.

Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

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

Section D: Oversight

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

This policy 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, 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)

Appendices

- Appendix A

I.S.M. Team: Deirdre Morgan, Principal

Alison Mc Connell, Deputy Principal

Anne Malone, SENCo

Nicola Healy , Class Teacher

Appendix B:

Anti-Bullying Pupil Survey: Anti-Bullying Survey .doc

Incident Report Form: Incident Report Form .doc

Interview Sheet :Interview Sheet.doc

Pupil Promise: Pupil Promise .doc

Appendix C:

Incident Report Form Incident Report Form .doc

Appendix D:

Record of Behaviour

St Mary's & St Gerard's NS

1. Name of pupil being bullied and class group

Name _____

Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

4. Location of incidents (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>

Other	
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5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

