POLICY OF SCOIL MHUIRE, MARINO		
Document Title: Bí Cineálta Policy to Prevent and Address Bullying Behaviour **Effective Date:** August 2025		
Document No: 4	**First Edition**	**No. of pages: 28**

1. Purpose

In accordance with the requirements of the *Education Welfare Act* (2000), *Developing a Code of Behaviour: Guidelines for Schools* (2008), the *Equal Status Acts* (2000-2018), the *Children First Act* (2015), and *The Harassment, Harmful Communications and Related Offences Act* (2020), the Board of Management of Scoil Mhuire, Marino has formulated and adopted the following *Bí Cineálta* 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* (1989). 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.

Scoil Mhuire is an Edmund Rice school, and as such strives to promote equality of access and participation: pupils of any faith or none, at every level of ability, of any nationality or ethnic group are each given the opportunity to achieve their full potential in a caring school community. Care for the disadvantaged and vulnerable, a strong opposition to poverty and injustice, and fostering leadership are some of the key characteristics of an Edmund Rice school. Bullying behaviours of any kind run contrary to the distinguishing ethos and spirit of Scoil Mhuire.

We confirm that we will, in accordance with our obligations under equality legislation, Scoil Mhuire will take all such steps that are reasonably practical to prevent the harassment of pupils 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 committed to ensuring that all pupils who attend our school are kept safe from harm and that the wellbeing of our pupils is at the forefront of everything that we do. The management and staff of Scoil Mhuire recognise the negative impact that bullying behaviour can have on the lives of our pupils and we are fully committed to preventing and addressing bullying behaviour. This *Bí Cineálta* policy is a key part of the school's wider efforts to create and maintain a safe and secure learning environment for each of our pupils.

2. Scope

Each school is required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. This *Bí Cineálta* applies to all pupils of Scoil Mhuire as they participate in school activities, including those which take place off the school premises. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

In line with *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* (2024), the management and staff of Scoil Mhuire will neither investigate nor deal with bullying behaviour that occurs when pupils are not under the care or responsibility of the school.

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Nationally, the increase in the use of technology has led to children becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour (DES, 2024). As cyberbullying uses digital technologies to perpetrate bullying behaviour and does not require face to face contact, cyberbullying can occur at any time. Being the target of inappropriate or hurtful messages is the most common form of cyberbullying (DES, 2013). In line with the school's Code of Behaviour and Use of Personal Electronic Devices policies, pupils in Scoil Mhuire are required to power off all personal electronic devices before entering the school premises. Therefore, instances of cyberbullying involving Scoil Mhuire pupils are unlikely to fall within the scope of this *Bí Cineálta* policy.

However, where bullying behaviour that occurs when pupils are not under the care or responsibility of the school has an *impact* in school, the relevant members of staff will endeavour to support the pupils involved. Where such bullying behaviour continues in school, it will be dealt with it in accordance with the procedures outlined in this *Bí Cineálta* policy.

3. Principles

Scoil Mhuire, Marino seeks to provide a safe, well-ordered environment conducive to socialising and learning: promoting respect for the diversity of values, beliefs, traditions, languages, and ways of life in society; promoting habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities; and taking particular care of at-risk pupils to provide early intervention in response to the needs, fears, and anxieties of individual pupils in a sensitive manner.

WHAT IS BULLYING?
In accordance with *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* bullying is defined as follows:

> Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society (DES, 2024, p.17).

HOW DOES BULLYING BEHAVIOUR OCCUR?
Bullying behaviour can take many forms, which may occur separately or together. These include, but are not limited to:
- **Direct bullying behaviour**
  - examples of direct bullying behaviour include: physical bullying; verbal bullying; written bullying; extortion
- **Indirect bullying behaviour:**
  - examples of indirect bullying behaviour include: exclusion; isolation; relational bullying.
- **Online bullying behaviour:**
  - examples of cyberbullying or online bullying behaviour include: sending or sharing insulting, offensive, or intimidating messages or images via text, emails, direct messages, or other websites or apps; using a fake profile to impersonate or humiliate others.; posting information considered to be personal or private without consent.

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In relation to pupils' use of personal electronic devices, families are reminded that most social media platforms and services have a minimum age requirement, and for the majority of these services it is 13 years old. Therefore technically, children under the age of 13 should not have a social media account (DES, 2024).

DETERMINING IF BULLYING HAS OCCURRED

In determining whether or not bullying has occurred, there are three questions which must be asked (see Appendix A):

- Is the behaviour targeted at a specific pupil or group of pupils?
- Is the behaviour intended to cause physical, social, or emotional harm?
- Is the behaviour repeated?

If the answer to all three questions is *yes*, and if a power imbalance exists between the pupils involved, then bullying has occurred and the behaviour will be addressed in accordance with this *Bí Cineálta* policy. If the answer to any of the questions is *no*, then the behaviour is not bullying behaviour. Inappropriate behaviour that does not meet the criteria for bullying, as defined in this policy and determined by the questions outlined in Appendix A, will be dealt with according to Scoil Mhuire's Code of Behaviour.

4. Key Terms

In the context of this policy, and in the school's wider discussions on bullying behaviours and bullying cultures, these key terms will be understood as outlined below.
These definitions are consistent with those presented in *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* (2024).

Bullying	Bullying is **targeted** behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is **repeated** over time and involves an **imbalance of power** in relationships between two people or groups of people in society.
Targeted behaviour	Bullying is deliberate, unwanted behaviour that causes harm to others, and **where the pupil displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the pupil experiencing the behaviour**. If the harm is real for the pupil experiencing the behaviour but unintended by the other pupil, **this is not bullying**, but may be dealt with under the school's Code of Behaviour.

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Repeated behaviour	Bullying takes the form of a systematic pattern of behaviour which is **repeated over time**. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying. Posting a single harmful message, image, or video online – which is likely to be reposted or shared with others – can therefore be seen as bullying behaviour.
Imbalance of power	An imbalance of power between pupils may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability, or the receipt of special education.
Direct bullying behaviour	Face-to-face bullying that occurs in the presence of the pupil being targeted.
Indirect bullying behaviour	For indirect or covert bullying to occur, the pupil engaging in bullying behaviour may not come face-to-face with the pupil being targeted. Indirect bullying can be discreet and anonymous, with examples including damaging the targeted pupil's reputation or relationships with their peer group.
Relational bullying	Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person; encouraging peers to exclude or ignore an individual; non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

Isolation and Exclusion	This occurs where a certain person is deliberately isolated, excluded, or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard.
Physical bullying	Physical bullying includes hitting, kicking, tripping, pinching, pushing, or damaging property. Physical bullying causes both short-term and long-term damage.
Verbal bullying	Verbal bulling includes name calling, insults, teasing, intimidation, discriminatory remarks, or verbal abuse.
Psychological bullying	This includes – but is not limited to – socially isolating an individual, demeaning or sarcastic comments, gestures, and threatening comments and behavior.
Disablist bullying	Behaviour or language that intends to harm a pupil because of a perceived or actual disability or additional need.
Exceptionally-able bullying	Behaviour or language that intends to harm a pupil because of their high academic ability or outstanding talents.
Gender-identity bullying	Behaviour or language that intends to harm a pupil because of their perceived or actual gender identity.
Homophobic or Transphobic bullying	Behaviour or language that intends to harm a pupil because of their perceived or actual membership of the LGBTQ+ community.
Physical appearance bullying	Behaviour or language that intends to harm a pupil because of their physical appearance. Pupils who "look different" can be mocked or criticized about the shape, size, or appearance of their body.
Racist bullying	Behaviour or language that intends to harm a pupil because of their race of ethnic origin which includes membership of the Traveller or Roma community.

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Poverty bullying	Behaviour that intends to humiliate a pupil because of a lack of resources.
Religious-identity bullying	Behaviour that intends to harm a pupil because of their religion or religious identity.
Sexist bullying	Behaviour that intends to harm a pupil based on their sex, perpetuating stereotypes that a pupil or group of pupils are inferior because of their sex.
Sexual harassment	Any form of unwanted verbal, non-verbal, or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the pupil.
Bystander	A bystander is someone who 'stands by' and watches something happen - like bullying - without doing anything to stop it. They are not directly involved, but have the choice to intervene, speak up, or do something about it. In instances, some bystanders encourage the unfair behaviour and cause increased torment for the person being bullied by laughing, cheering or making comments that further stimulate the bully.

5. Policy

SECTION A: DEVELOPMENT OF SCOIL MHUIRE'S BÍ CINEÁLTA POLICY

All members of our school community were provided with the opportunity to input into the development of this *Bí Cineálta* policy. The consultation with and contribution of various stakeholders is outlined below.

	Dates of Consultation	**Method of Consultation**
School Staff	November 2023	Open-ended written submissions *(Staff meeting)*
	February 2024	Questionnaire *(distributed via email)*
	March 2025 May 2025	Oral and written submissions reflecting on elements of the school's procedures to prevent and address bullying behaviour that are effective, and those areas that could be improved *(Staff meetings)*

Pupils	March 2024	Open-ended written submissions *(Student Council meeting)*
	March 2024	Questionnaire *(distributed via the school website)*
	April 2024	Pupil focus groups
	March 2025	Pupil focus groups
	March 2025 April 2025 May 2025	Open-ended discussions exploring the factors that make it easier for pupils to discuss or report bullying behaviours *(Student Council meetings)*
Parents	November 2023	Open-ended written submissions *(Parents' Association meeting)*
	February 2024	Questionnaire *(distributed via Aladdin)*
	April 2025	Open-ended written suggestions *(Parents' Association meeting)*
Board of Management	September 2024 May 2025 June 2025	Discussion and review of the school's anti-bullying procedures and of the school's obligations under *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.*
Date policy was approved: June 2025		

SECTION B: PREVENTING BULLYING BEHAVIOUR

The Board of Management of Scoil Mhuire, alongside school staff, recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to preventing and tackling bullying behaviour in our school.

This section sets out the prevention strategies that will be used in Scoil Mhuire. 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
Scoil Mhuire is an Edmund Rice school and, as such, strives to promote equality of access and participation: pupils of any faith or none, at every level of ability, of any nationality or ethnic group are each given the opportunity to achieve their full potential in a caring school community.

The management, staff, and pupils of Scoil Mhuire consistently strive to ensure that a positive and inclusive school culture is fostered and maintained. Establishing a safe school environment is essential to prevent and address bullying behaviour. Scoil Mhuire is welcoming of difference and diversity, encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment, and promotes respectful relationships across the school community.

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In supporting the safety and emotional wellbeing of our pupils, school management and staff take the following specific steps:

- participation in Wellbeing Wednesday activities – devised by the Wellbeing Committee with input from the Student Council – supports the development of school morale and a sense of community in Scoil Mhuire.
- appropriate supervision is an important measure to help prevent and address bullying behaviour. Scoil Mhuire takes all reasonable measures to ensure the safety of our pupils and ensures that pupils are adequately supervised when attending school or attending school activities. Scoil Mhuire strives to maintain safe physical spaces within the school.
- engaged pupils in consultation regarding recreation breaks and play facilities on yard

Scoil Mhuire prides itself on being a **telling school,** whereby pupils are encouraged to report instances of bullying behaviour to a trusted adult. Pupils are also strongly encouraged to inform staff if they notice that another pupil is being targeted in any way. It is very important in our school to bring the topic of bullying out into the open and to develop and sustain an atmosphere whereby pupils know that it is ok to tell. It is consistently made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales, but are behaving responsibly.

Scoil Mhuire is also a listening school, whereby pupils are given the opportunity to share, and feel comfortable sharing, their concerns: with their peers; with their teacher(s); with non-teaching staff; or with school management. The Student Council provides a formal forum in which pupils are given the space to raise issues, vocalise concerns, and contribute positively to the development of a safe and secure school environment. Their monthly meetings are attended by school management, and the Student Council is a vehicle through which pupils can help to support and lift one another, encouraging a culture of peer respect and support.

In seeking to foster and maintain a telling environment in Scoil Mhuire consultation with pupils – facilitated in the forum of Student Council meetings – has resulted in the implementation of the following specific strategies as part of this *Bí Cineálta* policy:

- in each classroom there will be a designated envelope, checked weekly by the relevant teacher, whereby pupils can discreetly report incidents of bullying behaviour
- termly climate and culture check-ins in each class
- the development of a toolkit of phrases, which pupils can use in expressing discomfort or disquiet with the behaviour of their peers

The formation of the Student Council – as outlined in the Student Council Constitution of Scoil Mhuire – allows our senior pupils to participate in a democratic electoral process while simultaneously ensuring that a diversity of pupil voices from throughout the school are included at monthly meetings.

CURRICULUM (TEACHING & LEARNING)

Through faithful implementation of the Primary School Curriculum, teaching and learning activities in Scoil Mhuire aim to foster pupils' well-being, self-confidence, and sense of belonging, enhance social and emotional learning, and encourage personal responsibility for behaviour. Teaching and learning that is collaborative and respectful is promoted at all class

levels, and pupils regularly have the opportunity to work collaboratively with their peers, building a sense of connection, belonging, and empathy throughout the school.

In seeking to prevent bullying behaviour, the education strategies that will be used by school staff at the appropriate level for each class are as follows:

- Faithful implementation of the SPHE Curriculum (including both the *Stay Safe* and *Relationships and Sexuality* components of the programme) equips pupils with both an awareness of their responsibilities as members of a community, and with the language to express that certain behaviours are inappropriate or make them uncomfortable.
- The *Stay Safe* programme plays a significant role in preventing bullying behaviour by fostering a culture of respect, personal safety, and emotional intelligence. Through early intervention, communication, and the promotion of positive social behaviour, *Stay Safe* helps create an environment where bullying is less likely to occur.
- The *Relationships and Sexuality Education* (RSE) programme aims to build pupils' self-confidence and sense of belonging. It focuses on developing pupils' understanding of healthy, respectful relationships.
- Evidence-based programmes such as *ABI* and *Weaving Wellbeing* are available to all staff to supplement the delivery of the SPHE Curriculum as appropriate.
- The *Walk Tall* programme is available to all staff to supplement the delivery of the SPHE Curriculum as appropriate.
- Age-appropriate delivery of lessons focusing explicitly on the topic of bullying.
- Targeted delivery of lessons dealing explicitly with the standards of behaviour expected of pupils as digital citizens and exploring cyber bullying.
- Where appropriate, targeted lessons exploring bullying and cyberbullying are delivered by external experts.
- Safer Internet Day is acknowledged annually to raise awareness about responsible online behaviour and our digital identities.
- A variety of picture books – exploring the themes of bullying, exclusion, discrimination, gender stereotyping, and empathy – are available to staff to supplement the delivery of the SPHE Curriculum as appropriate.
- Where possible, the values of inclusion and respect for diversity are embedded in lessons across all areas of the curriculum.
- Through the delivery of elements of the SEE Curriculum (for example the treatment of First Nations People in Australia, America, Canada and New Zealand, the Civil Rights Movement in the United States, the Civil Rights Movement in Northern Ireland, the Penal Laws, global warming and the climate catastrophe) pupils are offered a structured opportunity to engage in scaffolded discussions exploring social justice and discrimination.
- Implementation of the *Grow in Love* programme supports pupils in preventing bullying by fostering emotional awareness, empathy, and respect for others. It encourages pupils to reflect on their actions, recognise the impact of their behaviour on others, and develop positive relationships based on kindness and understanding. The programme's focus on values such as love, respect, and community helps pupils understand the importance of treating everyone with dignity, promoting a safe and inclusive school environment where bullying is less likely to occur.

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- Through the structured, considered discussion of reading materials explored in various class levels (for example *The Boy at the Back of the Class, Wonder, Benny & Omar, The Outsiders*) pupils are given the opportunity to discuss topics such as immigration, bullying, discrimination, privilege, socioeconomic status, and family structures through the fictional lens of literature.

- Teaching and learning activities in Scoil Mhuire seek to support the development of pupils' self-worth and self-esteem. In line with the school's Homework Policy, presenting their learning to an audience is embedded in pupils' school experience from an early age. Similarly, all pupils in the school prepare for and participate in a concert performance in front of an audience of their peers and adults each year.

- Senior pupils are trusted with the responsibility of supporting our intake cohort each year. Each 6th Class pupil is assigned a young buddy that they support throughout their first year in Scoil Mhuire.

- As part of Scoil Mhuire's School Improvement Plan (2023-2026), once per term pupils in 4th, 5th, and 6th Class participate in *The Classroom Shuffle* – an event designed to provide pupils with the opportunity to work collaboratively with peers from other classes in their year group. *The Classroom Shuffle* seeks to foster connection and develop relationships across the year group cohort.

- The *Zones of Regulation* programme – which provides a common language for communication, problem-solving, and emotional understanding – is explicitly taught to all pupils in the intake cohort. The *Zones of Regulation* programme seeks to support self-regulation and emotional awareness by equipping pupils with the skills to recognise emotions in themselves and others, and with the strategies to self-regulate.

POLICY & PLANNING

In Scoil Mhuire, the wellbeing of the entire school community is at the heart of decision-making regarding school policies and school development planning. Stakeholders are invited to contribute to school policies, and all relevant policies are publicly available on the school website.

In line with their developing capacities, pupils are invited to participate in the formulation of relevant school policies, and to draft child-friendly editions for publication in classrooms and on the school website. Similarly, through the Student Council, pupils are invited to give suggestions regarding the development of the school and its spaces.

Regarding school policy and planning, specific steps that are taken to protect the wellbeing of the school community and prevent bullying behaviour include:

- The Board of Management of Scoil Mhuire confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff, or the harassment of pupils or staff on any of the nine grounds specified in Equality Legislation i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

- Board of Management oversight regarding the teaching of the SPHE Curriculum – including *Stay Safe* and *RSE* – at each class level.

- The school's *Bí Cineálta* policy (and formerly the school's Anti-Bullying Policy) is reviewed and ratified annually by the Board of Management.

- The school's Child Safeguarding Statement is reviewed and ratified annually by the Board of Management.
- Publication of the school's Code of Behaviour on the school website, and of the expected standards of behaviour in pupils' Homework Journals.
- Annual reminders of the school's Code of Behaviour are given to families at Information Evenings held each September.
- Publication of the school's *Bí Cineálta* policy (formerly Anti-Bullying Policy) on the school website.
- Annual reminders of the school's *Bí Cineálta* policy (and formerly the school's Anti-Bullying Policy) are given to families at Information Evenings held each September.
- Through the forum of the Student Council, pupil-friendly editions of important school policies have been developed. This work will continue in the coming year.
- Personal electronic devices, such as mobile phones and smart watches, may only be brought to school by pupils who have sought the permission of management to do so. As per the school's Use of Electronic Devices Policy, pupils' personal devices must be turned off prior to entry to the premises and handed up to the relevant teacher for the duration of the school day.
- Supervision procedures are in place which ensure that pupils are supervised in the school during all non-instructional time including: movement of the class from the classroom to specialised school facilities like the library, computer room, or PE hall; class toilet breaks; exit from the school to the yard; and recreation breaks on yard. These supervision procedures include contingency plans for if scheduled members of staff are unable to fulfil their supervision duty.
- Staff professional learning is encouraged and facilitated through school-based knowledge-sharing events among colleagues, through school-based workshops delivered by external professionals, and through participation in professional learning events facilitated in Education Centres.

RELATIONSHIPS & PARTNERSHIPS

The staff and management of Scoil Mhuire recognise the importance of positive, productive relationships across the entire school community to promote empathy, understanding, and respect. The meaningful involvement of the school's staff, Board of Management, Student Council, and Parents' Association in school life plays an integral role in the cultivation and maintenance of our positive school environment here in Scoil Mhuire.

Specific steps that are taken to promote positive, productive relationships and partnership include:

- The staff of Scoil Mhuire reiterate, throughout the year, their expectations for pupils' behaviour and pupils' interactions with one another. Best practice is modelled by staff who address one another, and all pupils, with courtesy and respect. School staff frequently emphasise the principle of respect for others which is a foundational component of the characteristic ethos of an Edmund Rice school.
- Monthly Parents' Association meetings are attended by the Principal or the Deputy Principal, at which any issues arising regarding behaviour or bullying cultures can be discussed in an open, collaborative forum. In collaboration with the Parents' Association, the school facilitates and arranges talks for parents on the topics of cyber

safety, cyber bullying, and bullying. These educational talks take place every few years, and it is anticipated that during their time as a member of the Scoil Mhuire community, parents will have the opportunity to attend such a talk at least once.

- Monthly Student Council meetings are attended by the Principal and a member of the school's ISLM Team. While permanent members of the Student Council attend every meeting that takes place throughout the year, each class is invited to send a different pupil each month so that a diversity of voices and perspectives can be represented.
- In line with Scoil Mhuire's School Improvement Plan (2023-2026), each member of the teaching and ANA staff has a notepad with which they are invited to communicate a pupil's achievements (academic, social, emotional, or interpersonal) to that pupil's family.
- In line with Scoil Mhuire's School Improvement Plan (2023-2026) the school seeks to encourage peer support through the Friendly Faces initiative, whereby newcomers outside the intake cohort are paired with a buddy in their year group cohort.
- The coordination of the Buddy Initiative – led by a member of the school's ISLM Team – whereby 6th Class pupils are paired with a buddy in the intake cohort.
- The school supports the active participation of parents in school life by enlisting volunteers throughout the school year for events including: Wellbeing Wednesdays; school tours; the annual school concert; and fundraising initiatives.

PREVENTING CYBERBULLYING & DISCRIMINATORY BULLYING BEHAVIOUR

In seeking to prevent: cyberbullying behaviour; homophobic and transphobic bullying behaviour; racist bullying behaviour; sexist bullying behaviour; and sexual harassment, the staff and management of Scoil Mhuire will implement the following strategies:

- Facilitate age-appropriate conversations with pupils on the topics of online relationships, digital identities, online reputations, appropriate online communications, and creating a positive online presence.
- In line with the school's Use of Electronic Devices Policy, staff will ensure that pupils' personal devices are collected at the beginning of the day and stored securely in a lockbox until the end of the school day.
- Pupils are assigned to specific Chromebooks and iPads so that staff can ensure that pupils are using devices responsibly.
- Content filtering on the school's broadband seeks to ensure that websites accessed by pupils are educational and age-appropriate.
- The school's Acceptable Usage Policy will be revised and updated during the current academic year.
- Facilitate age-appropriate discussions that examine the cause and impact of bullying behaviour including those dealing with navigating friendships, identity-based bullying, racist bullying, homophobic and transphobic bullying, sexism and sexual harassment.
- Where the opportunities arise, teaching and learning across the curriculum will seek to highlight injustice, increase awareness of the discrimination faced by various groups (both historically and in the present day), and promote respect.
- Where the opportunities arise, teaching and learning across the curriculum will seek to celebrate cultural diversity and promote equality and respect.

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- In line with the publication of the revised Primary School Curriculum, decisions around whole-school curricular plans will seek to ensure that subject areas offer both mirrors and windows to pupils (Professor Rudine Sims Bishop, 1990). Mirrors allow pupils to see themselves and others like them reflected in their learning, ensuring representation and inclusivity. Windows, meanwhile, offer pupils a view into the experiences of different groups, fostering empathy and understanding through diverse perspectives.
- Diversify the reading materials in the school library, ensuring that books featuring characters from minority backgrounds are available to all pupils.
- Diversify the reading materials in the school library, ensuring that appropriate lived experiences of children and adults from different national, ethnic, and cultural backgrounds are included.
- As the school begins the transition to vertical coeducation school, pupils will be offered flexible uniform options that accommodate their preferences without reinforcing gender norms. Pupils, together with their families, can choose to wear trousers, shorts, skirts, or pinafores.
- As the school transitions to vertical coeducation school, management will ensure that girls are included in all Student Council meetings related to the improvement of our yard and play spaces and that their opinions and views are sought.
- Faithful implementation of the SPHE Curriculum will ensure that pupils are taught about healthy relationships, and how to treat each other with respect and kindness. Pupils are explicitly taught about appropriate and inappropriate touches, for example.
- While the values of inclusion and respect for diversity permeate all school activities, June in Scoil Mhuire will mark a month-long celebration of inclusion entitled *Proud to Belong*. During *Proud to Belong*, learning activities will shine a spotlight on various minority communities and seek to challenge stereotypes associated with different groups in society.

  The intercom system will allow language ambassadors to share their home language with the entire school community, and should they choose to, neurodiverse ambassadors can talk to the school community about their neurodiversity.

  The school library will be used to display age-appropriate picture books that:
    - challenge gender stereotypes
    - prominently feature neurodiverse characters
    - prominently feature characters of colour
    - explore struggles specific to members of the black community
    - prominently feature members of the Traveller community
    - explore the religious festivals of other faiths
    - are written in pupils' home languages
    - explore diversity and inclusion
    - present a variety of family structures
    - explore Pride: its origins and its importance

  Each week will see the entire school community examine a different theme through the lens of picture books, discussion, songs, and arts activities. Themes will be informed by the school community and may include: proud of our heritage and culture; proud of our neurodiversity; proud to be a polyglot; and proud to challenge

gender stereotypes.
Proud to Belong seeks to promote visibility and acceptance of minority groups among the Scoil Mhuire community. During the month of June both the *Bí Cineálta* flag and Pride flag will be flown on the school grounds, reinforcing the key message of inclusion, respect, and kindness for all members of the community.

- Together with school management and staff, all members of the Scoil Mhuire community will strive to create and maintain a safe and welcoming environment where pupils feel comfortable reporting instances of discriminatory bullying and know that their concerns will be taken seriously.

SUPERVISION & MONITORING

The management and staff of Scoil Mhuire acknowledge that appropriate supervision is an important measure to help prevent and address bullying behaviour. Scoil Mhuire has the following supervision and monitoring procedures in place:

MORNING SUPERVISION

- From 08:40 each morning, a member of the ISLM Team supervises pupils on the school yard.
- During morning supervision, staff engage actively with pupils, monitoring interactions and intervening promptly if any inappropriate behaviour is observed.
- Pupils identified as vulnerable are actively monitored on yard during morning supervision.

SUPERVISION DURING TRANSITION TIMES

- Staff ensure that there is a visible adult presence throughout the school day, and accompany their class from the classroom to specialised school facilities such as the library, computer room, and PE hall.
- During class trips to the toilet block, teachers ensure that they have a line of sight to both the sinks and the corridor.
- Pupil interactions are closely monitored during instructional time, and staff ensure that a safe and respectful classroom environment is promoted at all times.
- During recreation breaks, pupil interactions are monitored by the staff on supervision duty, who intervene if they witness inappropriate behaviours and seek to promote a safe and respectful school environment at all times.
- During recreation breaks, staff on supervision duty actively monitor the yard for signs of exclusion or intimidating behaviours, and intervene promptly where necessary.
- During recreation breaks, pupils identified as vulnerable are monitored closely by staff on supervision duty.
- Additional members of staff are brought on school trips and activities that take place outside of the school grounds to monitor pupil's behaviour.

ARRIVAL & DEPARTURE

- Teachers collect their class from the yard each morning and accompany them to the classroom.
- Teachers accompany their class from the classroom down the avenue towards the gate onto Griffith Avenue at the end of the school day.
- Pupils identified as vulnerable are actively monitored by staff during departure times.

- A member of the school's ISLM Team is present in the bike shed at departure time to ensure that pupils are adequately and appropriately supervised.
- Members of the school's ISLM Team remain at the gate onto Griffith Avenue until all pupils have departed.
- Any incidents or patterns of behaviour that cause concern observed during these arrival and departure windows will be reported to the relevant teacher (usually the Class Teacher) for follow-up.

INDOOR RECREATION BREAK SUPERVISION

- When the weather dictates that pupils remain indoors for recreation breaks, designated members of the teaching and ANA staff will supervise the corridors to ensure that pupils remain in their seat and are engaged in appropriate activities.
- Staff will monitor classrooms for signs of exclusion, intimidation, or other bullying behaviours and intervene promptly if necessary.
- Staff will observe interactions among pupils and address any inappropriate behaviour that arises.
- Staff on indoor supervision duty will also monitor common areas such as the toilet block to ensure that these spaces remain safe.
- If a Class Teacher must leave their class unattended for a short period, outside of designated break times, they are responsible for informing the teacher in the nearest classroom who will assume responsibility for supervising both classes until the Class Teacher returns. In such instances the doors of both classrooms must be left open.

MONITORING TOOLS & STRATEGIES

- A record of all incidents of bullying behaviour will be maintained and reported to the school's Board of Management (Appendix B). Reports to the Board of Management will also include supplementary verbal updates including, where relevant, trends, patterns, and the strategies used to address the incidents and whether an urgent review of this *Bí Cineálta* policy is warranted.
- Following consultation with the pupils of Scoil Mhuire during the academic year 2024-2025, the following monitoring strategies will be used throughout the school:
    - in each classroom there will be a designated envelope, checked weekly by the relevant teacher, whereby pupils can discreetly report incidents of bullying behaviour
    - in each classroom there will be termly climate and culture check-ins
- Pupils' views on the cultural climate of the school, peer interactions and relationships, and the presence or absence of bullying behaviours will be sought during the review of this policy. The method of consultation will vary depending on the focus of the review. For example, this may include focus groups, discussion groups, or anonymised surveys to gather pupils' experiences and identify areas of concern.
- Any feedback from pupils will be used to adapt monitoring and supervision strategies as necessary and address any blind spots in current practices.

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SECTION C: ADDRESSING BULLYING BEHAVIOUR
GUIDING PRINCIPLES

The guiding principles underpinning all investigations into allegations of bullying behaviour in Scoil Mhuire are outlined below. In addressing reports of bullying behaviour, the overarching aim is to stop the behaviour in question and to restore, as far as is practicable, the relationships of the parties involved.

In Scoil Mhuire, the relevant teacher(s) for investigating alleged incidents of bullying and bullying behaviours is the Class Teacher of the pupil(s) involved, however any teacher may act as a relevant teacher if the circumstances warrant it. Initial investigations into allegations of bullying and bullying behaviours will be conducted by the relevant teacher(s). While every staff member has a responsibility to implement Scoil Mhuire's *Bí Cineálta* policy, the relevant teacher(s) are responsible for addressing the bullying behaviour.

Families are encouraged to make early contact with the school if they suspect that their child is involved in a bullying incident, either as the target of bullying behaviour or somebody engaging in bullying behaviours. The designated point of contact in such instances is the Class Teacher.

In Scoil Mhuire, all allegations of bullying are reported to the Principal who will be kept abreast of an investigation by the relevant teacher(s). The Principal will become involved in a formal capacity at certain stages of the process.

In Scoil Mhuire, the relevant teacher(s) will take a calm, unemotional, problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff, or families. While investigating and addressing allegations of bullying behaviour, staff will:
- ensure that the pupil experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the pupil experiencing bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform the families of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address bullying behaviour and to review progress are outlined below and seek to ensure fairness, sensitivity, and clarity while addressing bullying effectively and promoting a safe school environment.

IDENTIFYING IF BULLYING BEHAVIOUR HAS OCCURRED
INITIAL INQUIRY
- When investigating alleged incidents of bullying behaviour, the relevant teacher(s) will seek answers to questions of **what**, **where**, **when**, and **why**. This will be done in a calm manner, setting an example in dealing with and resolving conflict in a non-aggressive way.
- If a group is involved, each member will be interviewed individually at first. All interviews will be conducted with sensitivity and with due regard to the rights of all

pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.

- All parties involved will have the opportunity to be heard.

GROUP DISCUSSION

- Where a group of pupils is involved in bulling behaviour, after the initial individual interviews a group meeting will be held. At this meeting each pupil will be asked for their account of what happened to ensure that everybody in the group is clear about each other's views.
- Each pupil will be supported, as appropriate, following the group meeting.

WRITTEN ACCOUNTS

- The relevant teacher(s) may ask those involved to write down their account of the incident.

DEFINING BULLYING

- The relevant teacher(s) will determine if the incident(s) under investigation meets the definition of bullying as outlined in this *Bí Cineálta* policy.
- To assess whether or not the behaviour(s) in question constitutes bullying behaviour, the relevant teacher(s) will use the questions outlined in Appendix A.
- Inappropriate behaviour that does not meet the criteria for bullying – as defined in this policy and determined by the questions outlined in Appendix A – will be dealt with according to Scoil Mhuire's Code of Behaviour.

WHERE BULLYING BEHAVIOUR HAS OCCURRED

Where the relevant teacher(s) determines that the behaviour(s) under investigation constitute bullying behaviour, it will be made clear to the pupil(s) that they are in breach of the school's Bí Cineálta policy and the following steps will be taken:

ENGAGEMENT WITH PUPILS AND THEIR FAMILIES

- The school will promptly make contact with the families of the pupils involved – those who are the target of bullying behaviour and those engaging in bullying behaviour – and will seek to ensure that all parties feel listened to, supported, and reassured.
- Timely and tailored actions, aligned with this *Bí Cineálta* policy and the school's Code of Behaviour, will be communicated to families where appropriate. Actions that diminish the pupil's agency will be avoided.
- The school will give families an opportunity to discuss, with relevant members of staff, both the situation itself and ways in which they can reinforce or support the actions being taken by the school. This will be documented in the Record of the Bullying Behaviour (see Appendix C).
- While engaging with families, the school will strive to ensure that privacy is maintained, in so far as is possible, and that sensitive conversations are conducted in a manner appropriate to the age and ability of the pupils.
- It will be made clear to all involved (each pupil and their family) that in any situation where disciplinary action is required, this is a private matter between the pupil being sanctioned, their family, and the school.

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SUPPORT MECHANISMS

The staff and management of Scoil Mhuire acknowledge that both the pupil experiencing bullying behaviour and the pupil(s) displaying bullying behaviour need support. Therefore, where it is determined that bullying behaviours have occurred:

- Support mechanisms will be put in place for the pupil experiencing bullying behaviour to provide emotional support and to involve them – in line with their abilities – in decisions regarding next steps.
- Support mechanisms will also be put in place for any pupil(s) displaying bullying behaviour to address underlying relational issues, to provide strategies for improved behaviour, and to involve them in discussions regarding the next steps.
- Finally, appropriate support mechanisms will be put in place for any pupil(s) who has witnessed bullying behaviour to provide emotional support, where necessary, and to try equip pupils with the requisite skills to report incidents of bullying behaviour.
- Where it is deemed necessary, the school may refer to external supports such as the National Educational Psychological Services (NEPSs), Oide, Webwise, Tusla, DCU Anti-bullying Centre, National Parents Council (NPC) for guidance.

RECORDING BULLYING BEHAVIOUR

- All instances of bullying behaviour will be recorded (see Appendix C). This record will include the type of bullying behaviour, where and when it took place, and the date of the engagement with the relevant pupils and families. The actions and supports agreed to address the bullying behaviour will be documented. These records will be kept in a secure place in the school and in line with Scoil Mhuire's Privacy Notice.
- The school will maintain detailed records of the actions taken and of follow-up reviews with relevant parties.

FOLLOW-UP & REVIEW

The school will reengage with the pupils and families involved to review the progress that has been made following the initial intervention. Important factors that will be considered as part of this review are the nature of the bullying behaviour, the effectiveness of the strategies used to address the behaviour, and the relationship between the pupils involved.

- The relevant teacher(s) and/or the Principal will engage with pupils and their families within 20 school days of the initial engagement.
- The follow-up review will assess the nature of the bullying, the effectiveness of strategies utilised, and the current relationship between the relevant pupils.
- All reviews of bullying behaviour will be documented (see Appendix C).
- Pupils and their families will be consulted during this review to determine if the bullying behaviour has ceased and to seek the views of pupils and their families in relation to this.
- Follow-up reviews will document the date of these engagements with pupils and their families.
- The date that it has been determined that the bullying behaviour has ceased will be recorded.
- Any engagement with external services or supports will also be noted. These records should be kept in a secure place and in line with Scoil Mhuire's Privacy Notice.

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- If bullying behaviours persist then the strategies utilised by the school will be revised with input from the relevant pupils and their families, and a further review will be scheduled within an appropriate timeframe.
- If it becomes clear that the pupil who is displaying the bullying behaviour is continuing to display the behaviour, then the school reserves the right to use the strategies to deal with inappropriate behaviour as provided for within Scoil Mhuire's Code of Behaviour. Where disciplinary sanctions are considered, this is a matter between the relevant pupil, their family, and the school.

CONTINOUS MONITORING

The staff and management of Scoil Mhuire acknowledge that ongoing supervision, monitoring, and support may be needed for the pupils involved, even where the bullying behaviour has ceased.

- Where appropriate, vulnerable pupils are highlighted to all members of staff ensuring consistent and proactive monitoring of pupils in the school's communal spaces.
- School staff will continue to supervise both the pupil(s) who have experienced bullying behaviour and the pupil(s) displaying bullying behaviour to ensure ongoing support.
- Relevant staff will aim to address lingering relational difficulties proactively.
- The relevant staff will update pupils' Support Files or Plans as applicable, ensuring consistency in addressing the issue

ADDRESSING COMPLEX CASES

- 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* (2023).
- 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 old. Where a bullying incident is particularly serious, and the behaviour involved is regarded as potentially abusive, the Principal reserves the right to contact external agencies such as the HSE, an Garda Síochána, or NEPS.

REQUESTS FOR NO ACTION

A pupil reporting an incident of bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. Where this occurs, school staff will show empathy to the pupil, deal with the matter sensitively, and speak with the pupil to work out together what steps can be taken to address the matter. Staff will also discuss with the pupil how their family will be informed of the situation. It is important that the pupil who has experienced bullying behaviour feels safe and heard.

Adult members of a pupil's family may also make the school aware of bullying behaviour that has occurred and specifically request that the school take no action. The school will balance such requests with the need to address behaviours appropriately.

PARENTAL COMPLAINTS

- If a pupil's family 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* (2024), they are referred to the school's Parental Complaints Procedure.

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- If a pupil's family 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 pupil.
- Families are reminded that supports are also available through NEPS, Webwise, the NPC, Barnardos, and the DCU Anti-Bullying Centre.

PROVIDING SUPPORT

The approaches utilised to support those who experience, witness, and display bullying behaviour here in Scoil Mhuire are outlined below.

A pupil who is or has been the target of bullying behaviour often needs support, not just during the period in question or the ensuing investigation, but in the aftermath. In Scoil Mhuire, we consider it very important to do what we can to aid such pupils. Staff will endeavour to ensure they feel listened to and supported. This may take the form of: speaking with the pupil individually; endeavouring to increase their feelings of self-esteem through discussion or targeted, carefully-designed activities and providing opportunities for success; emotional check ins; providing structured regulation breaks; impressing on the pupil the fact that they were correct to disclose instances of bullying behaviour and advising them on how to cope with any future instances which might arise.

Where appropriate, pupils will also be supported in repairing relationships damaged by bullying behaviour. The aid external agencies may be enlisted, where appropriate. For example, the National Educational Psychological Service (NEPS) may support the pupil's social, emotional, and psychological wellbeing. NEPS can also assist in addressing the impact of bullying through resilience-building and social skills training.

A programme of support for those pupils who have engaged in bullying behaviours is also part of the school's support process. It is acknowledged by school management and staff that pupils involved in bullying behaviour also need assistance on an on-going basis. Where applicable and appropriate, a Classroom Support Plan or School Support Plan may be drawn up to help identify the underlying causes of the behaviour and implement targeted interventions to address relational difficulties. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Pupils will also be encouraged to, and supported in, imagining events from multiple perspectives. Pupils may engage in activities to develop empathy and identify expected and unexpected behaviours, for example, through the Zones of Regulation programme. Pupils who engage in bullying behaviour may also need professional guidance to help them learn other ways of meeting their needs without violating the rights of others. Strong collaboration between home and school will be essential in supporting pupils who have engaged in bullying behaviours. Where appropriate, the school will employ restorative practices to repair relationships and encourage accountability while promoting positive behaviour.

Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with staff and their families. Teachers will provide an opportunity for pupils to do this in a private and sensitive manner through check-ins and reviews. Whole class activities such as Circle Time, class discussions, social stories, check-ins, shared reading, and the SPHE Curriculum may be utilised. Where pupils are not comfortable sharing their thoughts, opinions, observations, or experiences in a public forum, it is made clear that they may speak privately

with their teacher or write a note. Pupils will sensitively be reminded of the role that bystanders play in bullying cultures.

By implementing these approaches, the school aims to create a supportive environment where every student—whether they experience, witness, or display bullying behaviour—receives the necessary guidance and resources to thrive and contribute positively to the school community.

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 pupil-friendly version of this policy will be displayed in the school, will be published on the school website, and will be available to members of the school community in hard copy on request.

This *Bí Cineálta* 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.
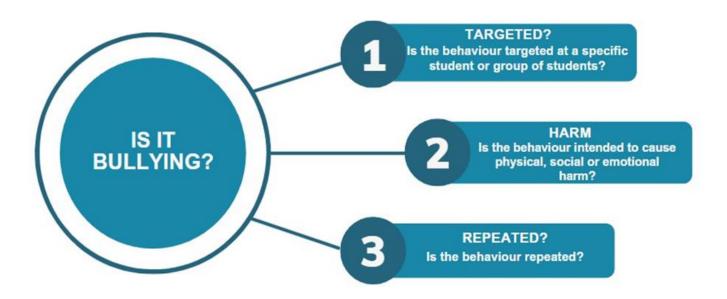
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6. Appendices

APPENDIX A: DOES THIS CONSTITUTE BULLYING BEHAVIOUR?

Source: Oide Professional Learning Materials (2024)

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APPENDIX B: REPORT TO THE BOARD OF MANAGEMENT

The Principal must provide the following information at each ordinary meeting of the Board of Management:

Total number of **new** incidents of bullying behaviour reported since the last Board of Management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of the academic year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- the trends and patterns identified such as the form of bullying behaviour, the type of bullying behaviour (if known, location where the bullying behaviour took place, when it occurred etc.
- the strategies used to address the bullying behaviour
- any wider strategies being employed to prevent and address bullying behaviour
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a pupil
- if a parent has informed the school that a pupil has left the school because of reported bullying behaviour
- if any additional support is needed from the Board of Management
- if the school's *Bí Cineálta* policy requires urgent review in advance of the annual review.

Updates presented to the Board of Management do not include any personal information or information that could identify the pupils involved.

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APPENDIX C: RECORD OF BULLYING BEHAVIOUR & FOLLOW-UP

Name & Room Number of the pupil(s) engaging in bullying behaviour: _____

Name & Room Number of the pupil being bullied: _____

Source of the bullying concern or report		Location of incidents	
Pupil concerned		Classroom	
Other pupil(s)		Corridors	
Parent or adult family member		Toilet block	
Teacher		School yard	
Other		Other	

Name of the person who reported the bullying concern: _____

Date of initial engagement: _____

Dates of when the bullying behaviour occurred: _____

Form(s) of bullying behaviour			Type of bullying behaviour	
Direct	Physical		Disablist bullying behaviour	
	Verbal		Exceptionally-able bullying	
	Written		Gender-identity bullying	
	Extortion		Homophobic or transphobic bullying	
Indirect	Exclusion		Physical appearance bullying	
	Relational		Racist bullying	
Cyber	Creating content		Poverty bullying	
	Sharing content		Religious identity bullying	
Other			Sexist bullying	
			Sexual harassment	

Date(s) of engagement with the pupils concerned: _____

Brief description of the bullying behaviour(s) and its impact:

_____
_____
_____
_____
_____
_____
_____

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Date(s) of engagement with the families of pupils concerned: _____

Brief description of the views of the pupils & their families regarding the actions to be taken:

_____
_____
_____
_____
_____
_____
_____

Brief summary of agreed actions:

_____
_____
_____
_____
_____
_____

Agreed date and time of review meeting: _____

Signed: _____

Has the bullying behaviour ceased? _____

Views of the pupils & their families in relation to this:

_____
_____
_____
_____

If the bullying behaviour has not ceased:

what strategies will be employed?

_____
_____

when will an additional follow-up meeting take place? _____

Signed: _____

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APPENDIX D: REVIEW OF BÍ CINEÁLTA POLICY

The Board of Management of Scoil Mhuire must undertake an annual review of the school's *Bí Cineálta* policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

Bí Cineálta Policy Review

1. When did the Board formally adopt its *Bí Cineálta* policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? (Insert date when the *Bí Cineálta* policy was last adopted by the school*)*

    _____/_____/20_____

2. Where in the school is the pupil-friendly version of the *Bí Cineálta* policy displayed?
    _____
    _____

3. What date did the Board publish the *Bí Cineálta* policy and the pupil-friendly policy on the school website? _____/_____/20_____

4. How has the pupil-friendly policy been communicated to students?
    _____
    _____
    _____

5. How has the *Bí Cineálta* policy and pupil-friendly policy been communicated to parents?
    _____
    _____
    _____
    _____

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*?   Yes ☐   ☐ No

7. Does the *Bí Cineálta* policy document the strategies that the school uses to prevent bullying behaviour?   Yes ☐   ☐ No

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?
    Yes ☐   ☐ No

9. Has the Board discussed how the school is addressing all reports of bullying behaviour?   Yes ☐   ☐ No

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's *Bí Cineálta* policy?   Yes ☐   ☐ No

11. Have the prevention strategies in the *Bí Cineálta* policy been implemented?   Yes ☐   ☐ No

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?   Yes ☐   ☐ No

13. How have (a) parents, (b) pupils and (c) school staff been consulted as part of the review of the *Bí Cineálta* policy?

_____
_____
_____
_____

14. Outline any aspects of the school's *Bí Cineálta* policy and/or its implementation that have been identified as requiring further improvement as part of this review:

_____
_____
_____

15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?

_____
_____
_____
_____

16. Does the pupil-friendly policy need to be updated as a result of this review and if so why?

_____

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?   Yes ☐   ☐ No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?   Yes ☐   ☐ No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?   Yes ☐   ☐ No

Signed: _____   Date: _____

7. Approval & Review

This policy was ratified by Scoil Mhuire's Board of Management in June, 2025.

Initial Approval

_____   _____

Chairperson of Board of Management   Principal

_____

Date

_____

Effective Date

_____