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The Board of Management of St Mary's Primary School 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 school's Code of Behaviour works alongside the Bí Cineálta Procedures, both frameworks work together to establish clear expectations and standards of behaviour.

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.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as:

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

The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

The following types of bullying behaviour are included but not restricted to the definition of bullying

- disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity
- homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- physical appearance bullying: behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body
- racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism¹³ as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”
- poverty bullying: behaviour that intends to humiliate a student because of a lack of resources
- religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity
- sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- sexual harassment: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

The harm caused by bullying can be:

- Physical (eg: personal injury, damage to or loss of property)
- Social: (eg: withdrawal, loneliness, exclusion)
- Emotional: (eg: low self esteem, depression, anxiety)

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

Direct bullying behaviour:

Physical bullying behaviour:

- Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in “mess fights” they can sometimes be used as a disguise for physical harassment or inflicting pain.
- Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal bullying behaviour:

- Continual name calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student's accent, distinctive voice characteristics, academic ability, race or ethnic origin.

Written bullying behaviour:

- Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

Extortion:

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

Indirect bullying behaviour:

Exclusion:

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

Relational:

- Relational bullying behaviour occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: "Do this or I won't be your friend anymore"; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.

Alleged Online bullying behaviour:

- Online bullying behaviour (cyberbullying) is carried out using information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This form of bullying behaviour can include:
 - > sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
 - > posting information considered to be personal, private and sensitive without consent
 - > making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
 - > excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game.

Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

Isolated or once-off incidents of intentional negative behaviour do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Behaviour. However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement that can be viewed and/ or repeated by other people will be regarded as bullying behaviour.

Targeted Bullying behaviour is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour.

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

> 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 but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

> Imbalance of power in incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Behaviour that is not bullying behaviour A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups. Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control. Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying can be distressing.

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

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated? If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

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

If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour. When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- > if a group of students is involved, each student should be engaged with individually at first
- > thereafter, all students involved should be met as a group
- > at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- > each student should be supported as appropriate, following the group meeting
- > it may be helpful to ask the students involved to write down their account of the incident(s)

Bullying Behaviour Outside of School Bullying behaviour which occurs outside of school. Schools are not expected to deal with bullying behaviour which occurs outside of school when students are not under the care or responsibility of the school. School staff should support students who are impacted by bullying behaviour that occurs outside of school. However, if this bullying behaviour continues into the school environment, schools are required to address the bullying behaviour.

Cyberbullying Bullying behaviour including cyberbullying behaviour, which has occurred outside of school can often continue in school. Where a student engages in cyberbullying behaviour when in school, the school must address the bullying behaviour.

Where a student experiences cyberbullying behaviour in school, the school must address the bullying behaviour. In the case of cyberbullying, although the hurtful message may have been sent outside of school hours, the student may view the message while in school. Where this happens, the school must address the bullying 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 | February 2025 | Staff meeting |
| | March 2025 | Half day school closure |
| | March 2025 | Survey |
| | May 2025 | Staff meeting |
| Students | March 2025 | Survey |
| Parents | March 2025 | Survey |
| | June 2025 | Draft policy issued to parents via Aladdin for feedback |
| Board of Management | July 2025 | Submitted for review and approval |
| Wider school community as appropriate, for example, bus drivers | June 2025 | Draft policy issued for feedback |
| Date policy was approved: July 10 th , 2025 | | |
| Date policy was last reviewed: | | |

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

Culture & Environment: *Creating a positive and inclusive school culture and environment provides a space where children, young people and staff experience a sense of belonging and feel safe, connected and supported.*

- 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
- A shared understanding of what bullying is and its impact
- We are a Telling School
- Our Anti-Bullying Survey
- Caring Ethos
- Collaborative Teaching
- Effective Leadership
- Amber Flag Committee
- Active Flag Committee
- Supervision
- Regular Celebrations of Achievements
- Morning Greeting
- Sensory Room
- School Walk, Friendship Week, Seachtain na Gaeilge, Litter Patrol
- Regular Assemblies
- School Motto
- Website & Newsletter
- Show Racism the Red Card Day

Curriculum (Teaching & Learning): *An inclusive and supportive curriculum for our children and young people with training and development for all school staff provides consistent support and opportunities for inclusive learning and empathy.*

Implementation of education and prevention strategies (including awareness raising measures) that;

- build empathy, respect and resilience in pupils
- explicitly address the issues of cyber-bullying and identity-based bullying including, in particular, homophobic and transphobic bullying
- A school-wide approach
- Our “Anti-Bullying Campaign” and “What is Bullying?” worksheet
- Web Wise
- Safer Internet Day
- Morning Meetings
- Daily Check-ins
- Circle Time
- SPHE
- RSE
- RE Grow in Love
- Stay Safe

- Incredible Years
- Walk Tall
- Friends for Life
- Wellbeing Week
- Extra-Curricular Activities to develop self-esteem
- Group Work/ collaboration

Policy & Planning: *Adaptive and responsive policies and planning where children and young people, their families, education partners and key stakeholders are active participants working together with Government acknowledges and enriches the role we all play in preventing bullying in Irish schools.*

- Bí Cineálta Policy
- Student friendly Bí Cineálta Policy
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and use of “What is Bullying Worksheet?”
- On-going evaluation of the effectiveness of the Bí Cineálta Policy
- Parent Workshops
- Staff Meetings
- Code of Behaviour
- Child Safeguarding Statement
- Acceptable Use Policy
- Supervision
- RSE Policy
- Health & Safety policy
- SEN policy
- SSE Wellbeing in Education
- Teacher Professional Learning
- Support from Board of Management

Relationships & Partnerships: *Promoting the development of the relationships and partnerships between children and young people, their families and the school community enhances our networks and understanding of each other's experiences in Irish society.*

- Bullying Awareness Initiatives: Show Racism the Red Card and Cyberbullying Day
- Parental Talks and workshops
- Newsletters
- Peer Reading Programme
- Partnerships with relevant agencies for SEN
- Grandparents Day
- Offaly Sports Partnership
- Carol Service
- Teacher Professional Learning
- Visitors to the school – Gardaí etc
- Local sports clubs – Edenderry GAA, Derry Rovers, Edenderry RFC etc
- Supporting activities that build empathy, respect and resilience
- Realtai Beaga pupils integrating with mainstream and mainstream pupils working with pupils from Realtai Beaga

The education and prevention strategies (including strategies specifically aimed at cyber bullying and identity-based bullying including, in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

- The Principal and staff exercise constant vigilance in the matter of misbehaviour. Our aim is to prevent misbehaviour. Positive behaviour is always sought, recognised and affirmed.
- Any complaints of bullying are dealt with quickly, firmly and fairly.
- Show Racism the Red Card Day to educate and raise awareness about racism.
- The anti-bullying supporting paperwork step guide will be used in cases of reported bullying (Stage 1 and 2 see below)
- Awareness of bullying as a form of unacceptable behaviour is addressed in the classroom, at school assemblies, through pastoral care and other informal occasions when the opportunity arises.
- Pupils are taught skills and encouraged to report any incident of bullying.
- Programmes to be taught include the Webwise, RSE and Stay Safe programmes.
- Staff may also implement the Anti-Bullying Survey.
- Modelling of respectful behaviour and language by all staff.
- Encouraging students to look out for each other and to be responsible for their own behaviour.
- Bi-Annually, the school will host information seminars/sessions for parents on the topic of Cyberbullying and Online safety.
- **Cyber Bullying-** Preventing cyber bullying behaviour: (Note - the digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. Children between 13 and 16 must have parental permission to sign up to social media services. Most social media platforms have a minimum age requirement and for the majority of these, it is 13 years old. (Therefore, children under the age of 13 should not have a social media account).
- Promoting Digital Citizenship.
- School rules in the homework journals will be revised every year in every class.
- Students will present the Bí Cineálta Policy to classes annually in a child friendly language. They may use the child-friendly poster to assist them.
- Promoting online safety events for parents who are responsible for overseeing their children's activities online.
- **Preventing homophobic/ transphobic bullying behaviour:** maintaining an inclusive physical environment such as displaying relevant posters, encouraging peer support such as peer mentoring and empathy building activities
- Friendship Week and Wellbeing Week
- Challenging gender-stereotypes
- Peer Mentoring
- Regular Assemblies where we will celebrate diversity at school and acknowledge the contribution of all students
- Effective SPHE Teaching and Learning
- We are a Telling School
- www.antibullyingcampaign.ie – this website has anti bullying lessons for all class levels

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):

- Bí Cineálta Policy
- Student friendly Bí Cineálta policy
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and use of What is Bullying Worksheet?
- On-going evaluation of the effectiveness of the Bí Cineálta Policy
- Assemblies: reminders of important messaging in relation to prevention of bullying
- Parent Workshops
- Staff Meetings
- Code of behaviour
- Child safeguarding statement
- Acceptable use policy
- Supervision
- RSE Policy
- Health & Safety policy
- SEN policy
- SSE Wellbeing in education
- Teacher Professional Learning
- Support from Board of Management

Section C: Addressing Bullying Behaviour

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

- All class teachers, Ms. Burke, Ms. Doheny and Mr. Spain

When bullying behaviour occurs, the school will:

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

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):

Incidents of Bullying will be dealt with on a staged basis.

Informal/Pre Stage 1

- All reports of bullying must be dealt with initially by the class teacher. When a pupil tells a teacher s/he is being bullied, it is important to gather all of the facts from both sides (What, where, when, who, why?).
- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best to resolve the situation.
- The aim for the class teacher in investigating and dealing with alleged 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).
- At this stage, and with the teacher using their own professional judgement, the aim is to solve the issue in an informal manner.
- Class teachers will teach/revise anti-bullying and kindness lessons at whole class level with the support of SET as necessary.
- Class teachers may meet pupils individually first. Thereafter, all of this involved may meet as a group. At the group meeting, each member can be asked for his/her account of what happened to ensure that everyone is clear about the other's statements, to clarify any misunderstandings and to restore relationships as much as possible.

Stage 1

- All reports of bullying must be dealt with initially by the class teacher. When a pupil tells a teacher s/he is being bullied, it is important to gather all of the facts from both sides (What, where, when, who, why?).
- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best to resolve the situation. To determine whether the behaviour reported is bullying behaviour you should consider the following questions:
 1. Is the behaviour targeted at a specific student or group of students?
 2. Is the behaviour intended to cause physical, social or emotional harm?
 3. Is the behaviour repeated?

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures. If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

- The aim for the class teacher in investigating and dealing with alleged 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).
- Non-teaching staff will be encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them to the relevant teacher.
- The teacher should take a calm, unemotional, problem-solving approach.
- All sides are listened to separately and notes are taken. Appendix 7 may be used to assist at this point.
- The notes are brief, factual and should be void of emotional or judgmental language.

- A class survey (Appendix 5) Can be completed at this stage if deemed necessary.
- Class teachers may meet pupils individually first. Thereafter, all of this involved may meet as a group. At the group meeting, each member can be asked for his/her account of what happened to ensure that everyone is clear about the other's statements, to clarify any misunderstandings and to restore relationships as much as possible.
- Instances are investigated discretely to avoid public humiliations.
- All interviews should 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.
- It is explained to the alleged bully how hurtful their behaviour is and attempts are made to encourage them to empathise with the alleged victim.
- The class teacher should complete the Alleged Bullying Behaviour Reporting Form (Appendix 1)
- Once it has been decided that the behaviour is bullying behaviour the class teacher should complete Appendix 1 (Alleged Bullying Behaviour Reporting Form) and the child/children involved will be asked to make a verbal **"Pupil Behaviour Promise 1"**.
- A review will be held after 20 days and the **Review Form (Appendix 2)** will be completed by the class teacher.
- Relevant parents will be informed via phone call by the class teacher at this stage.
- The Bí Cineálta co-ordinators must be notified and any paperwork completed should be forwarded to them. The co-ordinators will create a report for the Board of Management meeting.
- At this stage we want to reform the behaviour rather than placing blame.
- Stage 1 lapses at the end of the school/academic year.

Stage 2

- Once more the class teacher will investigate the allegations thoroughly to ascertain the facts.
- When a pupil tells a teacher s/he is being bullied, it is important to gather all of the facts from both sides (**What, where, when, who, why?**).
- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best to resolve the situation.
- The aim for the class teacher in investigating and dealing with alleged 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).
- Non-teaching staff will be encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them to the relevant teacher.
- The teacher should take a calm, unemotional, problem-solving approach.
- All sides are listened to separately and notes are taken.
- The notes are brief, factual and should be void of emotional or judgmental language.
- A class survey (Appendix 5) can be completed with the class at this stage if the teacher deems it necessary.
- The class teacher will complete the **Bullying Behaviour Recording Form. (Appendix 1).**
- When it has been determined that bullying behaviour has taken place the student

will sign the "**Pupil Behaviour Promise 2**". They are now advised that if they break this promise again, they will have a meeting with the Bí Cineálta co-ordinators and their parents and the situation will require support and consequences.

- Relevant parents will be informed via phone call by the class teacher at this stage.
- A review will be held after 20 days and the **Review Form** will be completed by the class teacher.
- Stage 2 paperwork will be filed by the Bí Cineálta co-ordinators and if a further incident occurs, this paperwork may be taken into account. The Bí Cineálta co-ordinators will create a report for the Board of Management.

Stage 3

- Class teacher will repeat investigative procedures as outlines in stages 1 and 2.
- If has been determined that bullying behaviour has occurred, the Bí Cineálta co-ordinators will meet with the child's parents and the class teacher.
- Parents and pupils are required to co-operate with any investigations and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- Information spoken about at the meeting remains confidential, so that the victim would not be further victimised. (A need-to-know basis)
- The child will re-sign **Pupil Behaviour Promise 2** the promise will be co-signed by their parents.
- Stage 3 paperwork will be filed by the Bí Cineálta co-ordinators and if a further incident occurs, this paperwork may be taken into account. The Bí Cineálta co-ordinators will create a report for the Board of Management.
- The child/children will be advised that if they break this promise they will have a meeting with the Principal, their parents, the class teacher and the Bí Cineálta co-ordinators

Stage 4

- If a child breaks their promise again then the matter is referred to the Principal. The Principal will deal with this on a case by case situation.
- In the event that bullying behaviour continues, a meeting will be arranged between the class teacher, parents, Bí Cineálta Co-ordinators and Principal. Pupil may be included for a part of this meeting.
- Details of all previous incidents will be discussed. At the meeting the Principal may decide to enact the Code of Behaviour and apply relevant sanctions. Eg. suspension.

In the event that a teacher or principal becomes aware of a case of severe bullying having taken place, Stage 4 may be immediately applied. Using Restorative Practices, the principal may take corrective action with an entire class by doing workshops. Working cooperatively, they may develop 'class contracts' or 'class commitments' which include targets, actions, expectations and desired outcomes. This will be shared with parents.

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

The school's programme of support for working with pupils affected by bullying is as follows:

Pupils receiving the bullying behaviour

- Victims are reassured from the outset that they are not to blame.
- Strategies for restoring self-esteem are explored between the teacher and pupils (at Stage 1) and the teacher and parents/guardians from Stage 2 on.
- Where deemed necessary, the child in consultation with parents may be referred for counselling.
- Staged approach- class support, school support (as per Continuum- Behavioural, Emotional and Social difficulties- NEPS).
- The parents of the pupils concerned will be advised to contact the local Gardaí if appropriate.

Pupils demonstrating the bullying behaviour

- Where deemed necessary, the child in consultation with parents may be referred for counselling. They may need to learn other ways of meeting their needs without violating the rights of others. Empathy awareness needs to be developed.
- Clinical referral and assessment may be necessary.
- Staged approach - class support, school support (as per *Continuum-Behavioural, Emotional and Social Difficulties*- NEPS)
- In certain cases it may be necessary to invite assistance from formal agencies such as Gardaí, TUSLA, Health Boards, Local Youth Groups etc.

The following principles must be adhered to when addressing bullying behaviour:

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

The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress.

Supports accessible:

- NEPS
- OIDE
- Webwise
- Parents council
- DCU anti bullying centre
- Tusla
- Curriculum areas – SPHE, Stay Safe, Walk tall, Religious education, RSE

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*.

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

If a parent is not satisfied with how the bullying has been addressed by the school, in accordance with these procedures, they should be referred to the school's complaints procedure.

Section D: Oversight


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

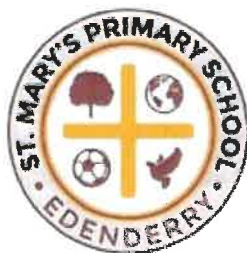
This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, 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: 10/7/25 (Chairperson of Board of Management)

Signed:  Date: 6/7/25 (Principal)


10/7/25.



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Alleged Bullying Behaviour Recording Form

Date of Incident: _____

Time of Incident: _____

Location: _____

Names of Students Involved:

**Forms of
Alleged
Bullying
(tick all that
apply):**

- **Direct Bullying Behaviour**
 - ☐ Physical (hitting, pushing, etc.)
 - ☐ Verbal (name-calling, teasing, threats)
 - ☐ Written Bullying Behaviour
 - ☐ Extortion
- **Indirect Bullying Behaviour**
 - ☐ Social (exclusion, spreading rumours)
- **Online Bullying Behaviour**
 - ☐ Cyberbullying (online threats, mean messages)
 - ☐ Other: _____

Types of Bullying

- ☐ Disablist Bullying
- ☐ Exceptionally able Bullying
- ☐ Gender Identity Bullying
- ☐ Homophobic/Transphobic (LGBTQ+) Bullying
- ☐ Physical Appearance Bullying
- ☐ Racist Bullying
- ☐ Poverty Bullying
- ☐ Religious Identity Bullying
- ☐ Sexist Bullying
- ☐ Sexual Harassment Bullying

☐ Other: _____

Description of Incident (include details of what happened, who was involved, and any witnesses):

Actions Taken at the Time:

- ☐ Verbal warning
- ☐ Separated students
- ☐ Referred to senior staff
- ☐ Parent/guardian informed
- ☐ Other:

View of

student/parents regarding actions to be taken

Staff Member Reporting: _____

Signature: _____

This template ensures a structured approach to recording and reviewing bullying incidents, helping to promote a safe and supportive school environment.

Appendix 2



St. Mary's Primary School,
St. Mary's Road, Edenderry,
Co. Offaly R45 DA33

EMAIL: Info@stmaryspsedenderry.ie

TEL: 046 9731424

MOB: 086 7714240

WEB: stmaryspsedenderry.ie

@StMarysP51

@stmaryspsedenderry

Bullying Incident Review Form

Review Date: _____

Person Conducting Review: _____

Students Involved:

Review Findings
(summary of
actions
taken,
impact on
students,
and

effectiveness of response):

Student Follow-Up (tick all that apply):

- ☐ Counselling/support provided
- ☐ Conflict resolution session
- ☐ Restorative justice meeting
- ☐ Behaviour contract signed
- ☐ Further monitoring required
- ☐ Other: _____

Parent Communication:

- ☐ Meeting held
- ☐ Phone call made
- ☐ Email/letter sent
- ☐ Other: _____

Further Actions Needed:

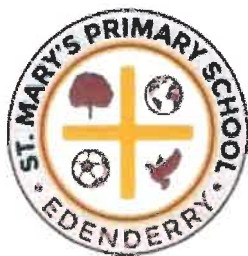
Follow-Up Review Date (if needed): _____

Reviewed by (Signature): _____

Position: _____

This template ensures a structured approach to recording and reviewing bullying incidents, helping to promote a safe and supportive school environment.

Appendix 3



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Pupil Behaviour Promise 1

I know that all of my fellow pupils are different from each other and from me in many ways. (*These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc*). I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

Pupil Name: _____ Date: ____/____/____

Class Teacher Name: _____



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Pupil Behaviour Promise 2

I know that all of my fellow pupils are different from each other and from me in many ways. (*These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc*). I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

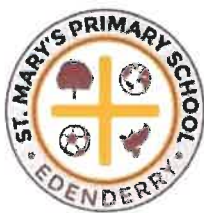
I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: (*Handwrite below "I will always treat (N) fairly and respectfully"*)

Signed: Pupil: _____ Date: __/__/__

Parent (Stage 3): _____

Appendix 5



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Please read all of the points below to senior pupils (5th & 6th Classes - aged 11-12 years) before class surveys. For younger pupils (2nd, 3rd & 4th Classes - aged 8 - 10 years) give a shorter, simpler version, e.g. points 1, 3, 5, 8, 10 & 11.

Where This School Stands on Bullying

1. When someone is being mean and does or says things over and over again to upset or annoy someone else this is what we call BULLYING. This could include pushing or hitting them, "going at" their stuff, not letting them join in, calling them names, saying nasty things to them or about them, or "making fun" of them in any way.
2. If six pupils "pick on" someone just once each day for a week the targeted pupil is "picked on" and upset 30 times that week. That is BULLYING and it is very unfair.
3. Pupils who are bullied over and over again by others feel bad, sad, miserable and embarrassed. Even if they laugh and don't let on or if they pretend they don't mind, they really want it to stop!
4. Our school policy on bullying says the following: (Read one key sentence from the policy printed in pupils' school journals. Emphasise the fact that "respect" is fundamental to the whole policy).
5. Pupils have a right not to be bullied because they are different. We are all different and that is a very good thing. We may be brown skinned or white, tall or small, heavy or skinny, Irish or Indian, red haired or fair, loud or quiet, rough or gentle, good at maths or bad at Irish etc. We should not be bullied because we are different. What is important is that everyone deserves equal respect.
6. You do not have to like everyone in your class group but you must still respect them. If you dislike some of them you can simply keep away from them but you must not bully them.
7. Often pupils who bully others do not realise the serious harm they are doing. Bullying can be very deeply damaging.
8. Pupils who see or know about bullying and do not tell a teacher are helping the bullying pupil to continue bullying. If they report the bullying it can be stopped and everyone can "live happily ever after," even the bullying pupils(s). It is very important to report all bullying to a teacher.
9. In this school we try to bring bullying to an end so we don't need to tell the Principal, Parents, the Board of Management or the Gardaí (Police).
10. We want all bullying to stop – NOW! If we hear that a pupil is bullying others we want to quietly meet that pupil, explain how serious and unfair bullying is and how bad it feels for anyone to be bullied. We want to ask that pupil for a promise to stop the bullying. If the bullying stops nobody will be punished and that will be the end of the matter. But the bullying must stop!
11. We need your help. We need to know if there is anyone we need to talk to about bullying. We will now do a survey where you answer questions. You will be putting your name on it. We need you to tell the truth in the survey. If your answers are different from everyone else's it will look like you are not telling the truth - like you are helping those who bully others by hiding the truth.
12. In the survey you will be asked if you have "picked on" any pupil(s) yourself and also to name anyone in your class or in the school who has done so. Please be honest here. Remember! We simply want to talk to those involved, and if the bullying stops the matter will end quietly there. But we need to know who to talk to. Thank you!



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Facebook: @StMarysPS1
Twitter: @stmaryspdedenderry

Regular Class Survey

I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying others I should tell a teacher. I know that anyone who bullies others but then signs a promise to stop and keeps that promise will not be punished and will not be in trouble so everyone can "live happily ever after."

Your Name (Block Letters):

Class/Year:

Name any pupils(s) in your class that you know get called names or get teased, hurt or badly treated than most others:

Does this involve . . .

Calling them names ☐ Making fun of them ☐ Going at their stuff ☐

Not letting them join in ☐ Pushing them ☐ Hitting or Kicking ☐

Any other ways someone is mean to them: _____

Name any other pupils who know about this even though they may not be doing it:

Have you ever treated them this way? Often ☐
Sometimes ☐
Never ☐

Name any pupil(s) in your class that you know regularly treat(s) them this way:

Do you think some pupils are more mean to you than to others in your class? Yes No ☐ ☐

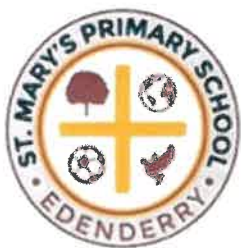
Name others who know about this: _____

What I have written above is true.

Name:

Date: / /

Appendix 6



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Principal's Bullying Behaviour Update for Board of Management

For board of management meeting of _____

- 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 this school year: _____

Signed: _____ Principal Date: _____

Signed: _____ Chairperson Date: _____

Guide for Reporting

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, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc

> the strategies used to address the bullying behaviour

> any wider strategies to prevent and address bullying behaviour

> if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student

t > if a parent has informed the school that a student 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 This update should not include any personal information or information that could identify the students involved.

