



Loreto Secondary School, St. Michael's, Navan

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St. Michael's has adopted the following policy to prevent and address bullying behaviour on 28th May 2025.

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 Children's First Act, 2015; the Harassment, Harmful Communications and Related Offences Act, 2020; the Education (Welfare) Act, 2020 and Developing a Code of Behaviour: Guidelines for Schools, NEWB (Tusla), 2008.

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.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

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	Deputy principals: 27/03/2025 Year heads: 01/04/2025 Full staff: 07/05/2025	Meeting with Deputy principals Meeting with year heads Whole staff training day
Students	Student council: All students:	Face to face meeting
Parents	31/03/20025	Online meeting
Board of Management	28/5/025	Face to Face
Wider School Community		
Date policy was approved: 28/5/2025		
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):

In line with the Bí Cinnealta guidelines Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, 2024, St. Michael's adopts a school - wide approach to the prevention of bullying for each of the following types of bullying:

1. Cyber - bullying
2. Homo-phobic/transphobic bullying
3. Race, nationality, ethnic background, family status and membership of the Traveller community
4. Relational
5. Sexual
6. Special Educational Needs, Disability, Academic Ability

Preventing each of these types of bullying behaviour is supported under the following headings. A number of unifying measures are detailed first, before specific strategies are outlined for each of the five types of bullying. In the implementation of these measures, St. Michael's takes account of the specific needs of students with additional needs (AEN).

Culture and Environment- A School Wide Approach

- A school-wide approach to the fostering of respect for all members of the school community. The school makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a pupil, a staff member or any other person that is the subject of such behaviour.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Effective supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will

also apply to monitoring student use of communication technology within the school.

- Involvement of the student leadership system in contributing to a safe school environment e.g. Peer Mediators, Student Leaders and members of the Student Representative Council to help pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school which will be included in student journals.
- The school's Bí Cineálta policy is discussed with pupils and made available to all parents/guardians.
- An annual Bullying Awareness Week during which a range of awareness raising activities address various forms of bullying. Past activities include poster/ short story/ poetry competitions; definitions of various types of bullying and their effects explained over the school PA system; awareness raising music videos shown in the school canteen during lunchtime; focused games to illustrate the effects of verbal bullying; presentations, information sheets and video clips to combat cyber-bullying; use of LGBT resources and the Stand Up Programme in lessons on Homophobic and Transphobic bullying; posting of anti-bullying messages on whiteboards in classrooms; student participation in and production of an anti-bullying music video.
- The implementation of regular whole school awareness measures, including dedicated notice boards in the school on the promotion of bullying prevention, Peer Mediation and friendship; confidential questionnaires and student surveys; weekly year group assemblies by Year Heads etc.
- An annual Social Justice Week.
- Encouraging a culture of telling, with particular emphasis on the importance of bystanders, so that pupils will gain confidence in 'telling'. It is made clear to all pupils that when they report incidents of bullying they are behaving responsibly, but by not reporting bullying that they have witnessed, they are in fact supporting it.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to the teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Speak to the Peer Mediation Coordinator, a Peer Mediator or a Senior Prefect
 - Get a parent/guardian or friend to tell on their behalf.

- o Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Encouraging parent(s)/guardian(s) to approach the school if they suspect that their daughter is being bullied.
- Ongoing review of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.
- Strict enforcement of pupils' non-use of mobile phones during school hours.
- In combating bullying, the school will take particular account of the needs of pupils with disabilities or with Special Educational Needs. This will involve improving inclusion, focusing on developing social skills, paying particular attention to pupil induction and cultivating a school culture that respects everyone and values helping one another.

Implementation of curricula

- The full implementation of the SPHE and RSE Programmes:
 - o The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
 - o The RSE programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying.
- Continuous Professional Development for staff in delivering these programmes.
- Lessons which educate pupils about appropriate online behaviour and how to stay safe while on-line.
- Themes such as prejudice, equality and gender roles are addressed through a variety of mediums in English, French and German classes.
- History and Geography address exploitation, colonisation and dictatorships.
- CSPE explores human rights and the interdependence of communities globally.
- Religious Education focuses on tolerance, respect for difference and empathy.
- Physical Education fosters cooperation and teamwork.

Policy and Planning

- Development and regular review of a range of other policies to support the Bi Cineálta policy eg Code of Behaviour; Child Protections & Safeguarding Policy; Acceptable Use Policy; Inclusion Policy; Data Protection Policy; Attendance Strategy; School Trip Policy; RSE Policy; Wellbeing Policy; Dignity in the Workplace Policy; Critical Incident Policy. This list is not exhaustive.
- In St Michael's there is a culture of encouraging and supporting whole staff professional development to ensure that all staff develop an awareness of what bullying is, how it impacts on students' lives and the need to respond to it including prevention and intervention.
- Teacher professional learning is encouraged to introduce and embed new programmes and approaches to prevent and address Bullying Behaviour.
- There is regular consultation with outside agencies and local community supports.
- The Bí Cineálta Student Friendly Policy is displayed prominently around the school and will be included in the school journal.
- The school's Bi Cineálta policy is discussed with students and all parent(s)/guardian(s)s are referred to an electronic copy as part of the Code of Behaviour of the school upon enrolling in St Michael's. The policy is available on the school's website.

Relationships & Partnerships

- There is regular school wide awareness raising and training on all aspects of bullying, to include students, parent(s)/guardian(s) and the wider school community.
- There is a school-wide approach to the fostering of respect for all members of the school community.
- St Michael's actively promotes the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour
- St Michael's engages with relevant local community organisations and advocacy groups to assist with delivery of programmes / guest speakers within the School
- Parents / Guardians are considered as partners in education and there are clear protocols and a welcoming 'telling' environment to encourage parent(s) / guardian(s) to approach the school if they suspect that their child is being bullied.

St. Michael's has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Appropriate supervision is an important measure to help prevent and address bullying behaviour. St Michael's takes all reasonable measures to ensure the safety of our students and to supervise students when students are attending school or attending school activities.

There is a robust schedule of supervision in place in the busy periods before school commences and after school concludes.

There is a rota of break and lunchtime supervision which is cognisant of providing extra supervision in any areas that are considered to be of higher risk for inappropriate or bullying behaviours to occur.

There are a wide range of extra-curricular clubs taking place during lunchtime. These are coordinated and supervised by teachers in a voluntary capacity and have a common focus of building positive staff-student relationships.

There are arrangements in place for supervision and monitoring of classrooms, corridors, toilets, school grounds, school tours and extra-curricular activities.

Non-teaching and ancillary staff are encouraged to be vigilant and report issues to relevant teachers.

Supervision also applies to monitoring student use of ICT and mobile phones within the school by all staff who are encouraged to be vigilant. The use of mobile phones by students on school grounds is strictly prohibited unless explicitly authorised by a teacher. St. Michael's phone free policy is implemented effectively in this regard.

Section C: Addressing Bullying Behaviour

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

- The staff member (this could be a member of the teaching or non-teaching staff) who takes the initial account / report of an allegation of bullying behaviour completes **initial report form** (Appendix B) This report is forwarded to the relevant Year Head.
- The relevant Year Head investigates the allegation of bullying behaviour and ascertains whether bullying has occurred. The investigation involves consultation with all of the individuals involved and may include consultation with a member of the Senior Leadership Team. The information is recorded by the Year Head using **year head report** (Appendix C)
- For any incident where bullying has been found to have taken place, the matter is referred, on completion of Appendix C, to the relevant Deputy Principal who has responsibility for taking action and following up on the bullying behaviour.

- The Principal takes responsibility for ensuring the procedures are implemented effectively including the reporting and follow up on any incidents of bullying.

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 parent(s) / guardian(s) of those involved

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved, rather than to apportion blame. Every effort will be made to ensure that all involved (including students, parent(s)/guardian(s)) understand this approach from the outset.

In the case of serious incidents of bullying behaviour, the implementation of appropriate and proportionate sanctions in line with the school's code of behaviour may be deemed necessary.

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):

Reporting bullying behaviour

- Any student, teacher or parent(s)/guardian(s) may bring a bullying incident to the attention of any teacher in the school.
- Students should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant staff member by initially completing an Incident Report Form (Appendix B). This should happen as soon as possible and the staff member should outline the concerns raised and any actions taken so far.
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them by recording an Incident Report Form (Appendix B) and bringing it to the attention of the relevant Year Head.
- Youth workers or outside agencies who are working with students of the school must also report any incidents of bullying behaviour witnessed by them, or

mentioned to them, to the relevant link teacher / Year Head and complete an Incident Report Form (Appendix C)

Investigating and Dealing with Allegations of Bullying Behaviour

All investigations into alleged bullying behaviour are initiated by recording of an Incident Report Form (Appendix B). The relevant staff member must inform the relevant Year Head of the Incident Report Form and working collaboratively, an investigation into the incident will be completed by the Year Head. A report of the investigation can be made available to the relevant parties involved. The school has a protocol for safely storing all records retained as part of the investigation / report process.

- In investigating and dealing with bullying, the relevant Year Head(s), in consultation with staff member who recorded the initial Incident Report Form (Appendix B) and the relevant Deputy Principal / Principal will exercise their professional judgement to determine whether or not bullying has occurred and how best the situation might be resolved
- Parent(s) / guardian(s) and students are required to co-operate with any investigation 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.
- Any staff member involved in the investigation will take a calm, objective and problem-solving approach.
- All allegations of bullying will be investigated outside the classroom setting and the privacy of all involved will be ensured.
- All interviews will be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way.
- When analysing incidents of alleged bullying behaviour, the relevant teacher should seek factual answers to questions of what, where, when, who and why. This should be done in a calm and non-judgemental manner.
- If a group of students is involved in an allegation of bullying, each member should be interviewed individually first. Each member of the group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- In some situations, if deemed appropriate, all those involved could be met as a group. At the group meeting, each member may be asked for their account of what happened to ensure that everyone in the group is clear about each other's statements.
- If the incident is deemed to be an incident of bullying, a Bullying Incident Form will be recorded (Appendix D). This report should detail the investigation completed and outline the reasons why the incident has been considered to be bullying behaviour. [The Bi Cineálta Guide to Addressing Bullying Behaviour](#) will be consulted throughout the process.

Approach Taken to Address Bullying Behaviour

- In cases where it has been determined by the relevant Year Head(s) / DP that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (with reference to the School's Bí Cineálta Policy). The parent(s)/guardian(s) may be requested to be present while their child has an opportunity to reflect on their behaviour and have their account of what happened recorded. The school should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the students.
- Where the relevant Year Head / DP has determined that a student has engaged in

bullying behaviour, it should be made clear to them how they are in breach of the School's Bí Cineálta policy and efforts should be made to try to get them to see the situation from the perspective of the student being bullied.

- Relevant parties will be given a copy, in writing, of the outcome of the investigation and any conclusion(s) reached. Any decisions about post-investigation actions to be taken will be communicated to the relevant parties. All relevant parties will be given the opportunity to comment on the findings and to discuss them with the relevant Year Head and/or Deputy Principal / Principal.
- Where a complaint of bullying behaviour is upheld, appropriate post-investigation actions may include:
 - Formal mediation through restorative practice led by a trained RP teacher and with the agreement of the students
 - Check and connect programme
 - Counselling
 - Temporary additional supervisory measures
 - Proportionate consequences in keeping with the school's Code of Behaviour. Should the disciplinary procedures of suspension and/or referral to the Board of Management be instigated, the implementation of such actions may take place immediately, without the requirement for a further disciplinary hearing or disciplinary investigation.
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the students involved are ready and agreeable.
- Every effort will be made to resolve the matter in a supportive and restorative way.
- It must also be made clear to all involved (each set of students and parent(s)/guardian(s)) that in any situation where a consequence as per St Michael's Code of Behaviour is implemented, this is a private matter between the student who engaged in bullying behaviour, their parent(s)/guardian(s) and the school.

Specific Provision for Requests to take No Action

A student reporting bullying behaviour may ask that the Year Head / DP does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them.

Where this occurs, it is important that the Year Head / DP shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents/guardians will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

Parents / guardians may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents / guardians 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/guardian's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.**

Follow Up and Determining if Bullying Behaviour has Ceased

- In determining whether a bullying case has been adequately and appropriately

addressed the relevant Deputy Principal, in consultation with the Principal, must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;
 - Whether the issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any further feedback received from the relevant parties involved, their parent(s)/guardian(s) or other school staff members who were involved.
- The Deputy Principal or Year Head will engage with the students and parents/guardian involved no more than 20 school days after the initial discussion to review progress following the initial intervention. A record of this follow up will be kept (Appendix E).
 - Important factors to consider as part of the review are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.
 - Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student(s) who has displayed the behaviour.
 - It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.
 - If the bullying behaviour has not ceased, the Deputy Principal or Year Head should review the strategies used in consultation with the students and parents/guardians and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
 - Where it becomes clear that the student(s) who is displaying the bullying behaviour is continuing to display the behaviour, then the Deputy Principal / Principal will consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. In any situation where a consequence as per St Michael's Code of Behaviour is implemented, this is a private matter between the student who engaged in bullying behaviour, their parent(s)/guardian(s) and the school

Complaints Procedure

- If a parent /guardian is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school's complaints procedure. Additional Information relating to schools' complaint procedures are available at the following link:
<https://www.gov.ie/en/policyinformation/parentalcomplaints>
- In the event that a student and/or parent/guardian is dissatisfied with how a complaint has been handled, a student and/or parent/guardian may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student. The Office of the Ombudsman for Children can be contacted at ococomplaint@oco.ie

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 students affected by bullying is as follows:

- In school supports: pastoral (tutor, year head support), guidance, counselling, restorative practice, check and connect programme
- If students require external counselling or further therapeutic support the school will endeavour to liaise with the appropriate agencies to organise the same. This may be for the student affected by bullying or involved in the bullying behaviour. This may involve referral to Tusla; CFSN Meitheal Family Support Process, NEPS, CAMHS or other local services (Pieta House, Jigsaw, Primary Care, Local Garda Youth Diversion Programme (GDYP) etc that may already be engaged with the child and/or family.

Formal School Record Keeping is the Responsibility of the School Principal

- All incidents of bullying behaviour will be recorded. The record (Appendix D) will document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents/guardians.
- The record will include the views of the students and their parents/guardians regarding the actions to be taken to address the bullying behaviour.
- It will document (Appendix E) the review with students and their parents/guardians to determine if the bullying behaviour has ceased and the views of students and their parents/guardians in relation to this. It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased. Any engagement with external services/supports should also be noted.
- These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations.
- Where a Student Support Plan exists for a student, the School will place a copy of the record on the student's support plan. This will assist the school's Student Support Team, where they exist, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.
- If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.

Section D: Oversight

The principal will present an update on bullying behaviour (Appendix E) 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.

Ratification:

Signed: _____ Date: _____ (Chairperson of board of management)

Signed: _____ Date: _____ (Principal)

Appendices:

A. Appendix A - St Michael's Student Friendly Bí Cineálta Policy



Bí Cineálta



Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.



Please tell someone if you think you are being bullied or someone else is being bullied.

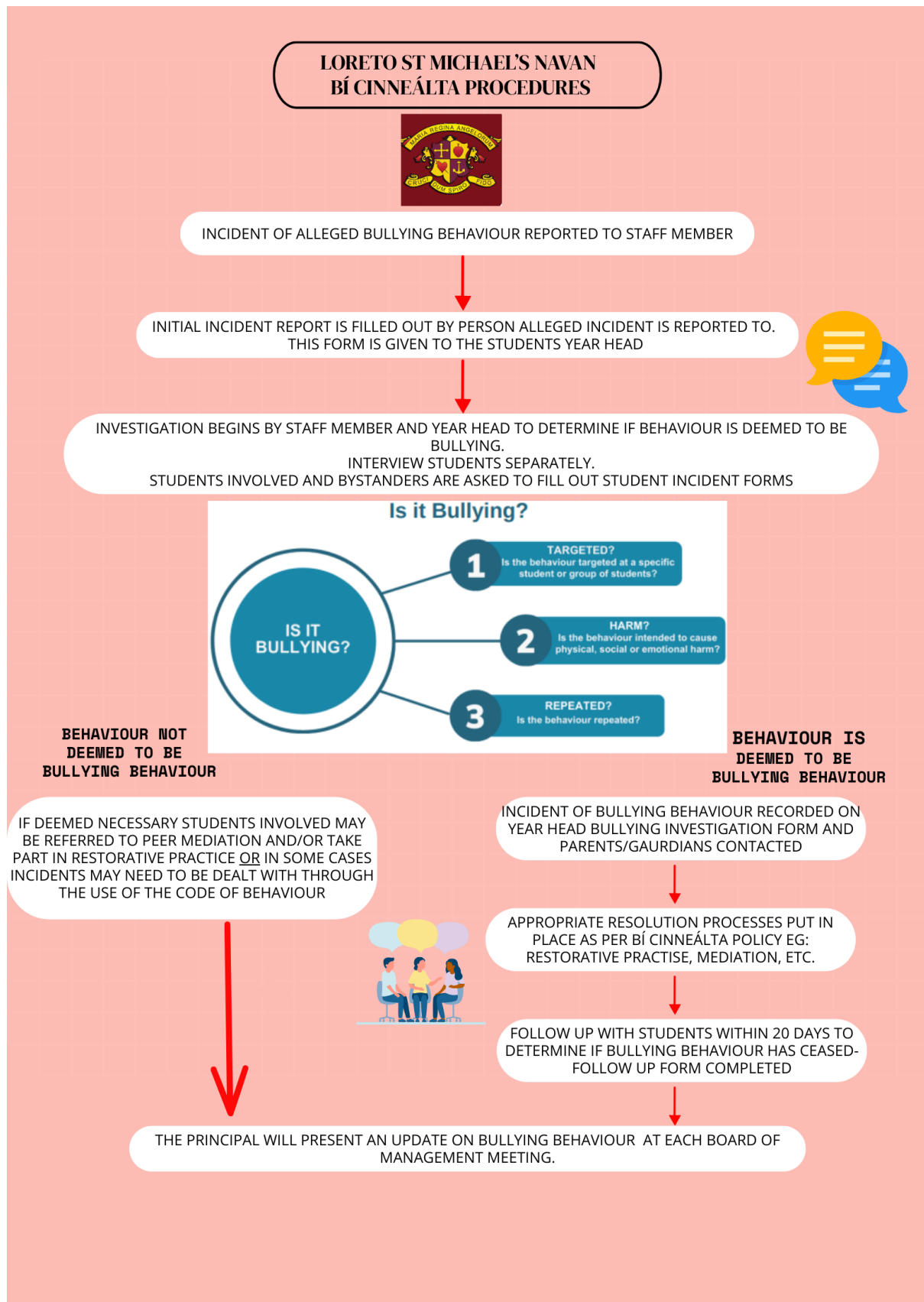
If a student tells a staff member that they think they are being bullied, we will:

- > talk with the student
- > ask the student what they want to happen
- > work out a plan together
- > talk to their parents
- > talk to the other student(s) involved
- > talk with the other student's parents



There will always be someone who will listen to you.

B. Appendix B - Summary of Bí Cinneálta Procedures



C. Appendix C - Initial Incident Report to Staff Member

 BÍ Cineálta - Initial Incident Report to Staff Member

D. Appendix D - Year Head Bullying Investigation Report Form

 BÍ Cineálta - Year Head Bullying Investigation Report Form

E. Appendix E - Record of Follow Up on Bullying Incident Report YH/DP

 BÍ Cineálta - Appendix E: Record of Follow Up on Bullying Incident Report

F. Appendix F- Bullying Report for Board of Management Meeting

 BÍ Cineálta - Appendix F - Bullying Report for Board of Management Meeting

G. Appendix G - Report on Annual Review of Bi Cinealta Policy

 BÍ Cineálta - Appendix G: Report on Annual Review of BÍ Cineálta Policy.docx

H. Appendix H - Notification Regarding the Board of Management's Annual Review of the School's BÍ Cineálta Policy

 BÍ Cineálta - Appendix H - Notification Regarding the Board of Management's Annual Review...

LORETO ST MICHAEL'S NAVAN BÍ CINNEÁLTA PROCEDURES



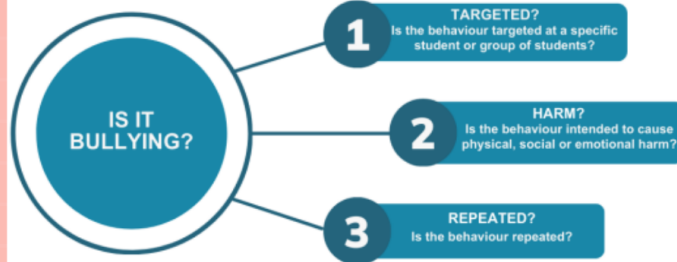
INCIDENT OF ALLEGED BULLYING BEHAVIOUR REPORTED TO STAFF MEMBER

INITIAL INCIDENT REPORT IS FILLED OUT BY PERSON ALLEGED INCIDENT IS REPORTED TO.
THIS FORM IS GIVEN TO THE STUDENTS YEAR HEAD



INVESTIGATION BEGINS BY STAFF MEMBER AND YEAR HEAD TO DETERMINE IF BEHAVIOUR IS DEEMED TO BE BULLYING.
INTERVIEW STUDENTS SEPARATELY.
STUDENTS INVOLVED AND BYSTANDERS ARE ASKED TO FILL OUT STUDENT INCIDENT FORMS

Is it Bullying?



**BEHAVIOUR NOT
DEEMED TO BE
BULLYING BEHAVIOUR**

IF DEEMED NECESSARY STUDENTS INVOLVED MAY BE REFERRED TO PEER MEDIATION AND/OR TAKE PART IN RESTORATIVE PRACTICE OR IN SOME CASES INCIDENTS MAY NEED TO BE DEALT WITH THROUGH THE USE OF THE CODE OF BEHAVIOUR



**BEHAVIOUR IS
DEEMED TO BE
BULLYING BEHAVIOUR**

INCIDENT OF BULLYING BEHAVIOUR RECORDED ON YEAR HEAD BULLYING INVESTIGATION FORM AND PARENTS/GAURDIANS CONTACTED

APPROPRIATE RESOLUTION PROCESSES PUT IN PLACE AS PER BÍ CINNEÁLTA POLICY EG: RESTORATIVE PRACTISE, MEDIATION, ETC.

FOLLOW UP WITH STUDENTS WITHIN 20 DAYS TO DETERMINE IF BULLYING BEHAVIOUR HAS CEASED-
FOLLOW UP FORM COMPLETED

THE PRINCIPAL WILL PRESENT AN UPDATE ON BULLYING BEHAVIOUR AT EACH BOARD OF MANAGEMENT MEETING.