



Catherine McAuley School

Bí Cineálta Policy

to Prevent and Address Bullying Behaviour

September 2025

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

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

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable part to play in the school community, regardless of difference.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as: targeted behaviour, online or offline that causes harm.

Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

The harm can be:

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

A one-off instance of negative behaviour towards a 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.

Types of Bullying:

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be: Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats

Bullying can be: Indirect:

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

Online bullying behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chat-rooms and other online technologies.

This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- • Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

Behaviour that is not bullying 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 be addressed under the school's code of behaviour. 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 cannot control. Disagreement between students is not considered bullying **unless** it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

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	November 5 th 2024 December 12 th 2024 November 2024 - June 2025 February 14 th 2025 May 2025	A.M. Garvey attended OIDE In-Service in LEC J. McCarthy attended OIDE In-Service in LEC In-School Management Meetings – ISM team informed of CPD for above staff and also of the national Bí Cineálta Action Plan for schools Half-Day School Closure – full staff attend a presentation on Bí Cineálta guidelines with JMcC & AMG leading the presentation Teachers & SNA staff views sought via questionnaire
Students	April 2025	Student Council begin the process of designing a student friendly Anti-Bullying policy
Parents	May 2025	Questionnaire distributed to all parents seeking their input into the updating of the school's Anti-Bullying policy
Board of Management	June 2025	Updated policy presented to BOM for ratification
Wider school community as appropriate, for example, bus drivers	June & September 2025	
Date policy was approved: September 2025		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures).

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

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

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

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

Culture and Environment:

We strive to:

- Create a positive and inclusive school culture and environment where our pupils and staff experience a sense of belonging and feel safe, connected and supported.
- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behavior is promoted.
- Build an environment where relationships between all members of the school community are based on mutual respect.
- Encourage the school leadership team to influence the school culture by setting the standards and expectations for the school community when preventing and addressing bullying behaviour. Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.
- Ensure students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.
- Work collaboratively with parents, as active partners in their child's education, helping to foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

As a school we promote the idea of our school being 'A Telling Environment'. **Due to the negative associations with the idea of 'telling' we use the term 'reporting' instead.** Students are supported and encouraged to feel comfortable to talk about concerns regarding bullying behaviour.

The concept of "a trusted adult" is used as be an effective strategy to encourage students to report if they or another student is experiencing bullying behaviour. Staff aim to support this strategy by letting students know that they can talk to them. Students who witness bullying behavior are supported and encouraged to report the behaviour to a trusted adult in the school so that the behaviour can be addressed. Students who witness bullying behaviour on social media have an important role in helping to address the behaviour by reporting the witnessed behaviour to a trusted adult.

Supervision

Appropriate supervision is an important measure to help prevent and address bullying behaviour. Staff are encouraged to interact and engage with pupils when students are attending school or attending school activities. This is particularly important during yard breaks.

Curriculum: (Teaching and Learning)

As a school, we aim to deliver teaching and learning that is collaborative and respectful. Our students are provided with regular opportunities to work in small groups with their peers, which can help build sense of connection, belonging and empathy among students.

The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula at primary level aim to foster students' wellbeing, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions. Students' social and emotional learning (SEL) skills can be improved through the SPHE curriculum.

Examples of resources that can be used as part of teaching SPHE are included below.

At post-primary level, the updated SPHE specifications aim to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The RSE strand of the specification also provides space for post primary students to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identity based bullying as well as sexism and sexual harassment.

Selection of resources as per Teacher Questionnaire (not exhaustive)

- Webwise and Fuse
- Twinkl also is a very reliable resource to use for powerpoints and activities.
- Webwise and My Selfie and the Wider World
- Webwise resources SPHE Health and Wellbeing
- All Together Now
- Webwise
- Lockers
- Show Racism the Red Card
- Stay Safe programme
- In Artroom we use Pinterest to source visual aids and webwise for information when we make

posters for LCA contemporary issues

- All Together Now, Stay Safe, Health and Well Being SPHE 2 by Anne Potts and Nodlaig O Grady, Twinkl. I use journals in class.
- Various awareness weeks throughout the school calendar e.g. Friendship Week, Anti-Bullying (Cyber Bullying) Week, Stand Up, Internet Safety Week, Think Languages Campaign, Ethos Day/Week (Inclusion & Diversity),
- WellBeing Week
- TAMMY initiative (Well-Being Committee)
- Student Council
- School Support Team
- School assemblies – highlighting and promoting children’s achievements, items of cultural importance and significance to various children throughout the school year.

Policy and Planning

The wellbeing of Catherine McAuley School community is at the heart of our school’s Bí Cineálta policy.

We aim to:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behavior

There are a range of other policies such as the school’s Acceptable Use Policy, Supervision policy, and Code of Behaviour that support implementation of our Bí Cineálta policy. Supporting the participation of students in the development and implementation of school policies and plans helps increase awareness and ensure effective implementation. Our Student Council have been involved in redrafting this policy.

Engaging in appropriate teacher professional learning courses supports school staff to prevent and address bullying behaviour. School staff are also invited to share their experiences and examples of best practice via the staff questionnaire circulated as part of the drafting of this policy.

Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures. The following, which is not an exhaustive list, could be considered to strengthen

relationships and partnerships between members of the school community:

- Student Council
- School Teams in various activities (offering students an opportunity to feel valued and connected to others within the school community, school teams, school choir, school quiz teams, athletics, basketball, soccer, participating in weekly school assemblies)
- Parents' Associations - setting up of Treaty Teens Arch Club
- School newsletters to keep wider school community informed of school activities
- School news programmes
- Special Olympics & Treaty Teens Arch Club (use of school premises)
- Well-Being Week
- Random Acts of Kindness
- TAMMY initiative designed by CMCA Well-Being Committee
- School Support Teams (Weekly Forms circulated to staff) & Weekly meetings each Friday).
- School Assemblies – Catching Them Being Good Awards
- Lego clubs
- Meet & Greet pupils on arrival to school – Senior Staff available to meet pupils as they alight the buses on arrival at the school. Greet pupils by their surname as they arrive.
- Dismissal of pupils at home-time – staff build links with pupils and wider school community ie parents, carers, guardians, bus drivers, family members

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):

Supervision and Monitoring

Appropriate supervision is an important measure to help prevent and address bullying behaviour. Staff are encouraged to interact and engage with pupils when students are attending school or attending school activities. This is particularly important during yard breaks. Staff are rostered for supervision duty on a weekly basis. The weekly roster is shared with staff via a Weekly Staff Memo. Duty teachers use a Yard notebook to record incidents that may require follow up. Teachers are requested to submit a weekly Outlook form to School Support Team. The contents of this form will be used to draft the agenda for weekly School Support Team meeting and students who need support will be seen / discussed with follow up where and when necessary.

Preventing Cyber Bullying, Homophobic/Transphobic bullying, Racist bullying, Preventing sexual harassment. In addition to above mentioned strategies, the school has the following in place to prevent and address bullying:

- Staff at all times encourage pupils to show respect for each other.
- Implementation of the age appropriate SPHE curriculum across all sections of the school.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behavior and acts of kindness at weekly school assemblies with the Catching Them Being Good Awards.
 - Digital Media Policy includes learning about responsible online behaviour and digital citizenship. AUP also developed for technology in our school.
 - The school's anti-bullying policy is discussed regularly with the pupils using the school journal version.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded using the updated reporting templates (see appendices)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community – Selection of focus groups from student population, parents association, staff
- Supervision and monitoring of all areas of the school grounds - classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers immediately.

Encourage a culture of reporting / telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'reporting'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly

- Ensuring that pupils know who to report to and how and when to do it.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
 - Refer to appropriate online behaviour when using devices and in SPHE lessons. Promote online safety events or material for parents
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. www.tacklebullying.ie , www.antibullyingcentre.ie fuse, www.webwise.ie STAMP programme
- Shared folder of resources for teaching of bullying including lessons from above websites
- Challenge gender- stereotypes

- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Ensuring the library has material with reflects our diverse school population from different national, ethnic and cultural backgrounds.
 - Modelling of respectful behaviour by staff of all irrespective of sex.
- Ensuring all students have the same opportunities to engage in school activities irrespective of sex.
- Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy - See Code of Behaviour.

Section C: Addressing Bullying Behaviour

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

When bullying behaviour occurs, the school will:

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

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

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

- The class teacher will oversee recording of alleged bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form (see appendices)

Procedures for Investigating and Dealing with Bullying

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

The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

CMCA School Support Team may be involved at some point – this will be assessed on a case by case basis in consultation with the School Principal.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher in consultation with the Principal.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners, bus drivers must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents: Style of approach

The staff of Catherine Mc Auley School may use the most appropriate approaches from the following list:

- In investigating and dealing with alleged instances of bullying behaviour, the (relevant) teacher will seek the assistance of the Principal and both will exercise their professional judgement to determine whether further investigation into this allegation is necessary and if so will use the Catherine McAuley –Reporting of Negative Behaviour Form – see appendices attached.
- Parent(s)/guardian(s) and pupils 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.
- Teachers should take a calm, unemotional problem-solving approach.
- Incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- 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.
- When analysing incidents of alleged bullying behaviour, the relevant teacher and the Principal should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

PDST Anti-Bullying Support Materials checklist p.76 Is it Bullying? may be a useful checklist to use at this point. (see appendices attached)

- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teachers. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- In cases where it has been determined by the relevant teacher, the School Support Team and the Principal 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 (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- Where the relevant teacher, the School Support Team and the Principal have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Bí Cineálta, Anti-Bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- It must also be made clear to all involved (each set of pupils and parent(s) / guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

Formal Stage 1

Recording of unwanted negative behaviour

It is imperative that all recording of unwanted negative behaviour must be done in an objective and factual manner.

When a student brings an incident(s) of unwanted negative behaviour to a staff member's attention, the following mechanism for recording the incident will be used.

The "relevant teacher" and the Principal will use the Catherine McAuley 'Reporting of Negative Behaviour' form (see appendices attached) to record the incident / behaviour. Both the relevant teacher and the Principal will use their professional judgement to determine if bullying has occurred.

An outline of the steps / actions to be followed will be recorded on the Catherine McAuley 'Reporting of Negative Behaviour' form (see appendices attached) and explained to the pupils involved. These actions will be time-framed and will be intended to address the unwanted negative behaviour(s) which have been reported. Implementation of the actions will be immediate and a follow up meeting date (within 10 school days) will be agreed with all parties involved. The pupil(s) who has/have been determined to have initiated the unwanted negative behaviour(s) will be invited to sign a promise / agreement to carry out the actions agreed upon. At the review meeting, the relevant teacher and the Principal will discuss the interventions with all pupils involved and if the issue has been resolved then the matter is closed.

If however the intervention has not had the desired effect and the unwanted behaviour(s) are still occurring, the pupils' parents will be informed of the incident(s) and a further intervention will be put in place. Pupils and Parents will be asked to countersign the document and a further review will take place within 10 school days. This review meeting may involve the School Support Team as the behaviours may now be seen as a breach of the school rules.

At the 2nd review meeting, if the issue has been resolved to the satisfaction of all involved the matter will be deemed to be closed. If however the unwanted negative behaviours are persisting the Relevant Teacher, The School Support Team and the Principal may decide that bullying is taking place and may decide to move to Formal **Stage 2** of an investigation which will necessitate DES Appendix 3 (see

appendices) and the relevant procedures being followed. These are listed below.

- If it is established by the relevant teacher, the School Support Team and the Principal that the unwanted negative

behaviours have not ceased following both sets of interventions listed in the earlier stages of the investigation and both agree that bullying has occurred, the relevant teacher must keep appropriate written records (CMCA reporting of negative behaviour form – Pre Appendix 3 form) which will assist their efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour, are as follows:

- Children are reminded that the school is a 'telling school' (reporting school). Talking to adults about incidents of bullying is helpful to both the bully and the bullied. Children are encouraged to speak to their parents at home about everything that happens in school.
- The 'Relevant Teacher' having consulted with the School Support Team and Principal and agreed that an incident of bullying may have occurred) investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
- The School, through the 'Relevant Teacher' reserves the right to ask any pupil to provide either a written or verbal account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in unwanted negative behaviour are interviewed by the 'Relevant Teacher' and the Principal to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in unwanted negative behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- The 'Relevant Teacher' and the Principal do not apportion blame but rather treats unwanted negative behaviour as a 'mistake' that can and must be remedied. They emphasise that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report unwanted negative behaviour therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- When an investigation is completed and/or a negative behaviour situation is resolved the 'Relevant Teacher' and the Principal will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. Student may be asked to agree to put in writing a 'Student Contract' which will outline the actions this student will agree to undertake in terms of resolving the matter.(see Appendices for sample Student Contract / Promise)
- If a pupil has signed such a promise but then chooses to break that promise and continue the negative behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise. Breach of this additional promise by further similar negative behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).The parents of the child on the receiving end of the negative behaviour will also be informed. A meeting will be arranged for the relevant teacher(s) and Principal to speak to the parents of this child and the school's programme for supporting pupils who have been bullied discussed. A plan of action will be decided.

Sanctions / Consequences:

Where a pupil has been found to be engaged in unwanted negative behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- S/he may be required to sign another promise, this time countersigned by a parent/guardian;
- Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and / or the Principal and informed of the nature and extent of the negative behaviour with a view to agreeing a strategy whereby a promise to end the behaviour would be honoured;
- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.
- The case may be referred to the Board of Management and the pupil may be expelled from the school.

Formal Stage 2 - Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

- a) In cases where he/she, in consultation with the School Support Team and the Principal considers that the bullying behaviour has not been adequately and appropriately addressed by the student within 20 school days after he/she has determined that bullying behaviour occurred.

(This will follow the 2 sets of interventions which were put in place over the preceeding 2 x 10 day periods and recorded in the Catherine McAuley School Template for recording negative behaviour on 2 separate occasions, it has now been determined that these interventions have not succeeded in preventing the unwanted negative behaviours from continuing)

- b) Where the school has decided as part of its Anti-Bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The school should list behaviours that must be recorded and reported immediately to the Principal. These should be in line with the school's Code of Behaviour. (See Levels of behaviours in Catherine Mc Auley School's Code of Behaviour.)

All recording templates and associated documentation being used must be retained by the relevant teacher and a copy maintained by the Principal and the also a copy kept in the Anti-Bullying File in the School Support Team records. These records will be stored in a separate Anti-Bullying Folder with the School Support Team for each school year. These records will be stored indefinitely in the school records room after each school year.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach (this is a specific approach which requires a whole staff implementation and staff inservice in this strategy)
- Circle Time
- Restorative interviews - specific training required
- Restorative conferencing - specific training required
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher, the School Support Team and the Principal must, as part of their professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal.
- 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 pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

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

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

Section D: Oversight

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

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:

- All In-School supports and opportunities will be provided for the pupils affected by bullying / unwanted negative behaviour to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral Care support
 - Attendance at School Support Team meeting
 - Buddy / Peer mentoring system
 - Group work such as Circle Time
 - Implementation of Freedom and STAMP programmes in school
 - Additional Professional advice from Blackberry Park CDNT Team Psychologist
 - Referral to NEPS if deemed appropriate
 - Support from CMCA RELATE Team member (if appropriate)
- If pupils require further counselling supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying / unwanted negative behaviour or involved in the bullying / unwanted negative behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher

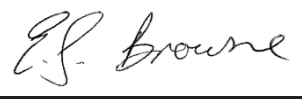
This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.



Signed: _____

Date: 09/02/2026

Chairperson of board of management)



Signed: _____

Date: 09/02/2026

(Principal)

Appendices



Catherine Mc Auley School

Reporting of Negative Behaviour Form

Name of pupil reporting incident: _____ Class: _____

Name of pupil(s) involved in negative behaviour:

Place an 'x' beside the description that best denotes the type of reported incident:
 Name Calling Physical Aggression Intimidation Cyber Bullying
 Damage to Property Isolation / Exclusion Malicious Gossip
 Other (Specify) _____

Where and when did the alleged incident take place? _____

Where behaviour is regarded as identity-based negative behaviour, indicate the relevant category:
Homophobic Membership of Travelling Community Racist
Disability / SEN Related Other (Specify) _____

Describe briefly the alleged incident: _____

Does this incident form part of a repeated pattern in relation to these pupils? _____

Is it deemed to be bullying or an unwanted one off negative behaviour: _____

Principal / Deputy Principal informed of this incident: _____ Date: _____

Outline briefly the steps to be followed next:

Person completing this report: _____ Date: _____
_____ Date: _____

(Relevant Teacher and School Principal)



Catherine Mc Auley School

Post Incident – Review of Action / Interventions

Name of pupil reporting incident: _____ Class: _____

Name of pupil(s) involved in negative behaviour:

Place an 'x' beside the description that best denotes the type of reported incident:

_____ Name Calling _____ Physical Aggression _____ Intimidation _____ Cyber Bullying

_____ Damage to Property _____ Isolation / Exclusion _____ Malicious Gossip

Other (Specify) _____

Where behaviour is regarded as identity-based negative behaviour, indicate the relevant category:

Homophobic _____ Membership of Travelling Community _____ Racist _____

Disability / SEN Related _____ Other (Specify) _____

Describe briefly the action(s) / intervention(s) agreed at last meeting:

Have these action(s) been successful in eliminating the unwanted negative behaviour?

If answer is yes, the issue has been successfully dealt with. If answer is no what further action(s) / intervention(s) will be put in place for next 10 school days?

Outline briefly: _____

Person(s) completing this report: _____ Date: _____

_____ Date: _____

(Relevant Teacher and School Principal)



Catherine McAuley School

Student Contract / Promise

I agree to follow / carry out the following list of Action / Interventions immediately after this meeting and I agree to meet again in 10 school days to review this.

Agreed list of what I must do:

Signed: _____ **Date:** _____
Student

Signed: _____ **Date:** _____
Parent

Signed: _____ **Date:** _____
Teacher

Signed: _____ **Date:** _____
Principal

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

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

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

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

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

--

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

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

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

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

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