

St. Mac Dara's Community College Templeogue



Bí Cinéalta Policy

Adopted 22 September 2025 for 2025/26

St. Mac Dara's Community College, through a comprehensive education programme, provides as far as possible, educational opportunities to meet the needs of each individual student. It is a multi-denominational, co-educational college. The following is the Mission Statement of St. Mac Dara's CC.

Mission Statement

"We, the community of this College, through a caring and collective approach, aspire to provide a broad-based education for all, to foster respect and dignity and to promote a safe and just environment by positively encouraging all to realise their potential."

As part of the DDLETB schools we also proudly endorse our school ethos which is underpinned by the core values of Excellence in Education, Care, Respect, Equality and Community.

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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In accordance with the requirements of the Education (Welfare) Act 2000 and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools, the board of management of St. Mac Dara's Community College has adopted the following policy to prevent and address bullying behaviour in conjunction with and within the framework of the school's overall Code of Positive 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.

This policy applies:

In class, between classes and while on school premises

While in school uniform (or non-uniform school-related events)

During school-related activities, school tours/trips etc.

To anything associated with the school name

To any behaviour that adversely affects the school reputation or the education of any student in the school.

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.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis. Bullying behaviour will be addressed under the school's Code of Positive Behaviour.

Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of 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 repeated 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	17/9/25 4/9/25	Staff meeting Staff survey
Students	9/9/25	Student survey
Parents	3/9/25	Parent survey
Board of Management	22/9/25	BOM Meeting
Wider school community as appropriate, for example, bus drivers	N/A	
Date policy was approved: 22 nd sept. 2025		
Date policy was last reviewed: N/A		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by St. Mac Dara's CC. 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:

- Deliberate exclusion, malicious gossip and other forms of relational bullying;
- Tutor / Year Head pastoral support (All)
 - Connect & Thrive Friendship Programme (Some)
 - Person of Interest (Few)

Cyber-bullying

- Implementing the SPHE curriculum (ALL)
- Reminders at Assemblies (All)
- Internet Safety Awareness Week (All)
- Cybersafe Kids Workshops (Some / 1st and 2nd years)
- Year Head / SLT supports (Few)
- AUP Policy 2025
- Code of Behaviour Policy 2025 (including use of mobile phones)

Identity-based bullying such as HBT (homophobic, biphobic and transphobic bullying), racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

- Clubs – OMG (Open Minded Group) / GSA (Gender and Sexuality Alliance) weekly meetings open to all.
- Peer Support Programme (Student Mentoring- formal and informal) (Some)
- Anti-racism workshops / Chaplain workshops (Some)
- Fostering an inclusive culture aligned to our core values [Equality, Excellence in Education, Care, Respect, Community] (All)
- Suaimhness safe space
- Staff awareness workshops.

Culture and Environment

- A positive and inclusive school culture and environment which is welcoming of difference and diversity and is based on inclusivity in line with our Ethos/Core Values
- Is a 'telling' environment which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
- Promotes and models respectful relationships across the school community
- Sets and models high standards and expectations
- A school-wide approach where each member of staff takes a consistent approach to effective observation and addressing of bullying behaviour
- Promoting kindness and inclusion in peer groups
- Active partners in their child's education, fostering an environment where bullying is not tolerated through promoting empathy and respect
- A 'trusted adult' who reassures and supports students they have done the right thing by reporting bullying behaviour
- Creating safe, visible physical spaces in school.

Curriculum - Teaching and Learning

- A shared understanding of what bullying is, its impact, and bullying as a form of unacceptable behaviour
- Implementation of education and prevention strategies, including awareness raising measures that build empathy, respect, and resilience in students
- Promote inclusion and diversity
- Explicitly address the issues of cyber-bullying and identity-based bullying including homophobic, transphobic, racist, sexist bullying, and sexual harassment as appropriate
- Provide teaching and learning in SPHE that equips students with skills to build positive relationships, resolve conflicts, and recognise and deal with bullying behaviour
- SPHE Curricular Programmes to include:
Online safety, digital citizenship, cyber bullying, RSE, healthy and unhealthy relationships, communication, help seeking, etc.
SPHE methodologies to include:
Group work/Collaboration
Role-play, acting out scenarios, case studies.

- Extra-curricular activities to develop positive self-worth.
- Co-operative games (particularly in P.E).
- NCSA, RE and CSPE.

Policy and Planning

- Bí Cineálta Policy developed, communicated, implemented, and reviewed in consultation with all partners
- Consistent recording, investigation, and follow-up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the Bí Cineálta Policy
- Student Friendly Bí Cineálta Policy
- Code of Behaviour
- Child Safeguarding Statement
- Child protection refresher training for staff, child protection procedures distributed annually, with the requirement to complete Children First E-Learning Programme and associated record keeping
- DLP/DDLP training and refreshers
- Acceptable Use Policy
- Supervision Policy
- Arrivals and Dismissals Policy
- SPHE & RSE Policy
- SEN Policy
- School outings/trips policy
- Wellbeing Statement and Framework for Practice
- Health and Safety Policy Statement
- Effective supervision and monitoring of students (both within school and on yard, unstructured activities, trips, sporting events etc)
- Teacher Professional Learning and other such relevant supports for staff.

Relationships and Partnerships

- Strong interpersonal connections supported through a range of formal and informal structures such as Student Council, Clubs, Student Support team, Parents' Association, Ethos Ambassadors, focus groups etc.
- SSE and Partnership with Parents and Others,
- Student and parent/guardian active participation
- Workshops and seminars for students, school staff, and parents to raise awareness of the impact of bullying
- Promoting acts of kindness and activities that build empathy, respect, and resilience e.g. Random Acts of Kindness Day, Well Being Week, Stand Up week, Darkness into Light etc.
- Culture Day.
- Teaching problem-solving skills
- Critical Thinking Skills
- Promoting self-awareness and awareness of others
- Encouraging peer tutoring and buddying.

Preventing Cyber Bullying Behaviour

Technology and social media have provided many positive opportunities for entertainment, social engagement, and education. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

St. Mac Dara's Community College strives to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments.

Strategies to prevent cyberbullying behaviour include:

- Implementing the SPHE curriculum.
- Implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship.
- Having regular conversations with students about developing respectful and kind relationships online.
- Developing and communicating an acceptable use policy for technology.
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour.
- Promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online.
- Holding an Internet safety day to reinforce awareness around appropriate online behaviour.
- Taking part in Safer Internet Week, having safer internet ambassadors with Webwise.

Preventing Homophobic/Transphobic Bullying Behaviour

All students including gay, lesbian, bisexual, and transgender students, have a right to feel safe and supported at school.

Strategies to prevent homophobic and transphobic bullying behaviour include:

- Maintaining an inclusive physical environment such as by displaying relevant posters, having gender neutral bathrooms, etc.
- Encouraging peer support such as peer mentoring and empathy building activities
- Challenging gender stereotypes
- Conducting workshops and seminars for students, school staff, and parents to raise awareness of the impact of homophobic bullying behaviour
- Encouraging students to speak up when they witness homophobic behaviour.

Preventing Racist Bullying Behaviour

Strategies to prevent racist bullying behaviour include:

- Fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- Having the cultural diversity of the school visible and on display
- Conducting workshops and seminars for students, school staff, and parents to raise awareness of racism
- Encouraging peer support such as peer mentoring and empathy building activities
- Encouraging bystanders to report when they witness racist behaviour

- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- Providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- Inviting speakers from diverse ethnic backgrounds
- Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic, and cultural backgrounds.

Preventing Sexist Bullying Behaviour

Strategies to prevent sexist bullying behaviour include:

- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- Ensuring all students have the same opportunities to engage in school activities irrespective of their sex
- Celebrating diversity at school and acknowledging the contribution of all students
- Encouraging parents to reinforce these values of respect at home.

Preventing Sexual Harassment

St. Mac Dara's Community College promotes a zero-tolerance approach to sexual harassment. It strives to support this through a focus on education, awareness, and clear enforceable policies. Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include:

- Promoting positive role models within the school community
- Using the SPHE specification for Junior and Senior Cycle to teach about healthy relationships and how to treat each other with respect and kindness
- Challenging gender stereotypes that can contribute to sexual harassment.
- Encouraging bystanders to report when they witness sexual harassment.

In line with the Continuum of Support we recognise that individual children and young people can have different needs at different times. Those at greater risk and with greater levels of need may require more specific and targeted support in addition to that provided to all children in our care. Therefore, universal and targeted approaches may be required.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour:

- Teachers and SNAs present to supervise at small break and lunch times
- Supervising personnel are deployed at strategic positions on buses, walks, trips etc to ensure adequate supervision and monitoring of interactions
- Students are accompanied by at least two staff members on school trips
- If patterns of inappropriate behaviour are detected these are investigated and documented, as relevant
- Corridors and in class - a weekly schedule of student supervision at strategic locations around the school is operated to monitor student behaviour and wellbeing. These include the assembly area, corridors, toilets and outside area. Students are not permitted to enter in classrooms during breaks or at the change of class without their teacher present. Students are required to remain in supervised and monitored zones. Any causes for concern will be addressed and reported to school management.
- All staff observe relationships between students in class and around the building, note absence patterns and communicate that high standards of behaviour and mutual respect are always expected
- Teachers position themselves at the classroom door at the change of class to monitor movement around the corridors and welcome students to class
- Student Support Team – the student support team meet weekly. Staff are also alerted to activate heightened vigilance, with due regard for student confidentiality.
- Survey of Students – Student Council will survey the student body at intervals throughout the year part of the school's commitment to a happy and safe environment for all.
- Regular assemblies will be held to promote positive behaviour, kindness and a shared responsibility for a safe and happy school environment.

Section C: Addressing Bullying Behaviour

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

Year Heads:	Role:
Mary Galligan	1 st YH
Niamh Denny	2 nd YH
Lisa McKeown	3 rd YH
Catherine Mathews	4 th YH / TY
Ed Carey	5 th YH
Sharon Brady	6 th YH
Student Support Team	
Sarah Greene	Chaplain
Siobhan McCormack	Guidance Counsellor
Diarmuid Finegan	Guidance Counsellor
SLT:	
Frances Gibson	Principal
Jenna Clune	Deputy Principal
Pat Burke	Deputy Principal
Sharon Kiely	Deputy Principal
AEN	
Audrey Elliott	AEN Co-ordinator
Tutors are tasked with monitoring and reporting to YH / SLT. They may also be responsible for delivering support programmes such as Connect & Thrive where necessary.	
All staff are encouraged to report suspected bullying behaviour to YH.	
Parents/Guardians are encouraged to notify all reports from their children to the school.	

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):

Identifying if bullying behaviour has occurred;

- When identifying if bullying behaviour has occurred the teacher should consider the following: 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 also be helpful to ask the students involved to write down their account of the incident.

- The definition of bullying provided in Chapter 2 sets out clear criteria to help schools to identify bullying behaviour. The questions included in Appendix C can further assist schools in this regard.
- Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within *the school's Code of Positive Behaviour*.

Where bullying behaviour has occurred;

- School staff should know what to do when bullying behaviour is reported to them or when they witness bullying behaviour. The school's Bí Cineálta policy to prevent and address bullying behaviour and the student-friendly policy should clearly explain what actions will be taken when bullying behaviour is reported.
- A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.
- Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.
- It is important for school staff to be fair and consistent in their approach to address bullying behaviour. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. It is important that the student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured. School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.
- A student's agency or sense of power can be decreased when they experience or witness bullying behaviour. When a student tells an adult that they feel that they are experiencing bullying behaviour they may feel that they are taking back some control over what is happening to them. It is very important that a student's agency is not decreased further by adults deciding what will happen next without listening to the student and involving them in deciding on the actions that will be taken.

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*

*Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has

occurred, the parents of the parties involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta policy. In circumstances where a student expresses concern about their parents being informed, the school should develop an appropriate plan to support the student and for how their parents will be informed. Schools should consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

Given the complexity of bullying behaviour it is generally acknowledged that that no one approach works in all situations. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed. Each school must therefore decide on an approach that is best suited to its own circumstances.

*St. Mac Dara's school community endeavour to be restorative** in our practice and relationships. This means when bullying occurs, we work hard to grow empathy and accountability and help our students to develop the skills to repair relationships. Therefore, it is important that this policy is read in conjunction with the school's Code of Positive Behaviour. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis. Bullying behaviour will be addressed under the school's Code of Positive Behaviour.*

**Restorative practice approaches should only be used by teachers appropriately trained and with the agreement of those students concerned.

Requests to take no action

A student reporting bullying behaviour may ask that a member of staff 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 member of staff 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 will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

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.

Determining if bullying behaviour has ceased

The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention. 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 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 teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.

Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

Recording bullying behaviour

All incidents of bullying behaviour should be recorded. The record should 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.

The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents 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.

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*.

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 File exists for a student, schools are encouraged to place a copy of the record on the student's support file. 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.

Complaint process

If a parent 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/policy-information/parental-complaints/>

In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent 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.

Supports

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

- Students may benefit from counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience.
- In this regard the Student Support Team will work closely with the student to ensure they are actively supported in the school and to engage in school-based activities they enjoy. They may be placed on our school's *lean in/out* support list and/or engage in specific check and connect with the Student Support Team member, tutor, year head or mentor.
- The guidance counsellor may also put in place a program of support
- Learning strategies designed and applied at classroom level can also be used to enhance the student's self-esteem and build relationships.

Students who display bullying behaviour

- Students who engage in bullying behaviour may benefit from counselling to help them learn other ways of meeting their needs without violating the rights of others. The Student Support Team will work closely with the student in this regard.
- Students who engage in bullying behaviour may be invited to take part in activities designed to equip them with the tools to better navigate behavioural, social and emotional challenges, develop relationships, build empathy and self-esteem. This may be curricular or extra-curricular.

Outside agency support

The school in certain circumstances may also seek the support and advice of education and child protection specialist agencies as deemed appropriate to support the school in dealing with incidents of bullying.

Psychological Support Services (PSS)

The PSS provides specialist support to schools, students, and families in promoting wellbeing, preventing bullying behaviour, and responding to difficulties when they arise.

Services provided include:

Consultation and Advice: Guidance for school staff, parents/guardians, and students on strategies to support social, emotional, and behavioural wellbeing, particularly in relation to issues of bullying, peer relationships, and resilience.

Assessment and Support: Psychological assessment and tailored recommendations to help students who may be experiencing significant emotional or social challenges linked to bullying or other stressors.

Crisis Intervention: Support for the school community in the event of a critical incident, ensuring the wellbeing of students and staff.

Training and Capacity Building: Delivery of training and workshops for teachers, SNAs, parents, and students to promote positive mental health, kindness, and inclusive school culture.

Collaboration with School Teams: Working closely with the Student Support Team, Guidance Counsellors, and other pastoral staff to ensure a coordinated response to the needs of students.

Referral Pathways: Where necessary, supporting referrals to external services such as CAMHS, or community-based agencies for additional interventions.

The PSS operates within the DDLETB Student Support Framework and aligns with the principles of Wellbeing, Inclusion, and Respect. Engagement with the service is always undertaken in collaboration with parents/guardians and in the best interests of the student.

Oide

Oide is the Department of Education's support service for schools, and it supports professional learning for primary and post-primary school leaders and teachers in recognised schools and centres for education.

Oide fosters a culture of continuing professional learning among school leaders and teachers encouraging lifelong learning, reflective and enquiry-based practices. The work of Oide contributes to school improvement by providing high quality professional learning experiences, supports and resources relating to curricular developments, broader educational goals and national priorities, such as wellbeing which includes preventing and addressing bullying.

Oide provides continuing professional learning support to schools to support implementation of these procedures. More information on the supports provided by Oide is included in the Resources Guide which accompanies these procedures.

Webwise

Webwise is the online safety initiative of the Department of Education and is co-funded by the European Commission. Webwise promotes safer, better internet use through awareness raising and education initiatives targeting teachers, students and parents. Webwise develops and disseminates resources that help teachers integrate digital citizenship and online safety into teaching and learning in their schools. Webwise also provides information, advice, and tools to parents to support their engagement in their children's online lives. With the help of the Webwise Youth Advisory Panel, Webwise develops youth-oriented awareness raising resources and training programmes that promote digital citizenship and address topics such as online wellbeing and cyberbullying.

National Parents Council

The National Parents Council (NPC) is the representative organisation for parents of children in early years, primary and post-primary education. NPC was established as a charitable organisation in 1985, under the programme for Government, as the representative organisation for parents of children attending school. It received statutory recognition in the Education Act 1998.

The NPC works to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC seeks to achieve true partnership and deliver better outcomes for all students.

The NPC delivers online and in-person courses to support parents of both primary and post-primary students to prevent and address bullying behaviour.

Dublin City University (DCU) Anti-Bullying Centre

The DCU Anti-Bullying Centre is a university-designated research centre located in DCU's Institute of Education. The centre is known globally for its research in bullying and online safety. The Anti-Bullying Centre offers a range of modules as part of its FUSE programme for the entire school community that can be used to help to promote a positive school culture and assist in preventing and addressing bullying behaviours.

Tusla

Schools should contact Tusla directly for advice in cases where it is considered that bullying behaviour is a child protection concern. See section 2.4 for guidance on when bullying behaviour becomes a child protection concern.

Procedures to Prevent and Address Bullying Behaviour 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.

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.

This policy was adopted by the Board of Management on 22 September 2025.

Signed:


Chairperson Board of Management.

Signed:

Principal.


Date: 22 September 2025