

Scoil Náisiúnta Cuilinn Uí Chaoimh, Mullachrua,

Cuilinn Uí Chaoimh, Magh Ealla Co.Chorcaí.

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Cullen National School

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Cullen National 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 pupils who attend our school are kept safe from harm and that the wellbeing of our pupils is at the forefront of everything that we do.

We recognise the negative impact that bullying behaviour can have on the lives of our pupils and we are fully committed to preventing and addressing bullying behaviour.

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 pupils or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

We confirm that we will take all such steps that are reasonably practicable to prevent the bullying or harassment of our pupils 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 targeted behaviour, online or offline, that causes harm.
- The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.
- 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 pupil 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.

Behaviour that is not bullying behaviour:

- If the harm is real for the pupil experiencing the behaviour, but unintended by the other pupil, this is not bullying, but importantly, must be addressed under the school 's Code of Behaviour.
- Some pupils with additional 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 pupils is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

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***.

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 pupils. Physical assault. Destruction of personal property.
- *Verbal:* continual name calling which insults, humiliates the pupil – this may refer to physical appearance, sex, clothes, gender, accent, academic ability, race or ethnic origin.
- *Written:* Writing insulting remarks in public places, passing notes or drawings about the pupil.
- *Extortion:* where something is obtained through force or threats

Bullying can be: Indirect:

- *Exclusion:* where a pupil is deliberately and repeatedly isolated, excluded or ignored by a pupil or group of pupils.
- *Relational:* Where a pupil'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 friends, groups etc. can all form relational bullying for a pupil.

Online Bullying Behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms 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 pupils.
- Exclude/disrupt access to a pupil on purpose on online chat groups/access to accounts/from an online game.

The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data.

In Ireland, the digital age of consent is 16.

For the purposes of data collection, pupils between the age of 13 and 16 years old must have parental permission to sign up to social media services where companies use the legal basis of consent to collect, process and store users' data. Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old. Therefore technically, children under the age of 13 should not have a social media account. It is important to note in relation to child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

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 Parents 24th March 2025 **Method of Consultation:** Parent Questionnaire - Parent's input into the schools current Anti-Bullying practice was sought and feedback and suggestions for new policy were sought

Date consulted Pupils 27th March 2025 **Method of Consultation:** Pupil Questionnaire- children's input into schools' current approach to tackling bullying behaviour

Date consulted School Staff 4th April 2025 **Method of Consultation:** Staff Questionnaire

Date consulted: Board of Management 10th June 2025 **Method of Consultation:** Meeting 5 of 5 on CPSMA 25 minute video & discussion of government book document *Bí Cineálta*

Date consulted School Staff 13th June 2025 **Method of Consultation:** Half Day Closure: Sharing of draft policy with staff to discuss / consult and make any amendments

Date consulted 25th August 2025 Board of Management Review new Policy draft - leading to consultation and final ratification after amendments made, where necessary.

Method of Consultation: emailed with Agenda and Board Meeting 1 of 5 on 28th August 2025

Wider school community: Ratified Procedures and Policy emailed to all Parents, staff, Board of Management, Cullen NS Parents Association and published on www.cullenns.ie on **Friday 5th September 2025** by the Principal.

Date Procedures and Policy was approved and ratified : **28th August 2025** Board Meeting

Date Procedures and 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 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.

The school community aims to prevent cyberbullying, homophobic and transphobic bullying, racist bullying, sexist bullying and sexual harassment as outlined in sections **5.5, 5.6, 5.7, 5.8 and 5.9 of the Bí Cineálta procedures**.

These include:

1. A Whole School Approach to the fostering of respect for all members of the school community
2. The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour
3. 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
4. Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to prevention and intervention
5. Professional development with specific focus on the training of the relevant teacher(s)
6. School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community
7. 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 pupil use of communication technology within the school

8. Development and promotion of a Bí Cineálta Policy displayed publicly in classrooms and in common areas of the school

9. The school's Bí Cineálta Policy is discussed with pupils and all parent(s)/guardian(s) are emailed a copy (every year), with hard copies, available on request.

10. The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school on the promotion of Friendship, Annual Friendship Week

Other school based Bullying prevention strategies used in our school include:

- Implementing the SPHE Curriculum
- Amber Flag
- Active Flag
- Stay Safe programme
- Friendship February
- Children's Mental Health Week
- RSE Curriculum
- Group work/collaboration
- Pupil Friendly Bí Cineálta policy
- Code of Behaviour
- Child Safeguarding
- SEN policy
- SSE: Wellbeing in Education
- Fair and transparent Code of Positive Behaviour
- Promoting and/ or hosting online safety events for parents who are responsible for overseeing their children's activities online: Joe Briggs ; hosting parent talks with Ger Brick - every 2 years with accompanied pupil talks in Cullen NS
- Strong interpersonal connections
- Playground leaders
- Zippy's Friends programme
- Acceptable Use Policy
- Digital Awareness
- Encouraging Peer Support
- Support for EAL pupils
- Promote awareness of bullying (SPHE and RSE Programmes)
- Consistent recording, investigation and follow-up of bullying behaviour
- On going evaluation of the effectiveness of the Cineáltas Procedures
- Promotion of a positive school climate and culture where RESPECT is key
- Effective Leadership

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**):

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

A pro-active approach is encouraged during periods of supervision.

Supervision is provided before and after school, throughout the school day: during class time and at morning and lunch breaks, on school outings/events. Supervision and monitoring of the classroom, corridor and, school grounds is carried out throughout the school day by all staff members.

The following supervision and monitoring policies are in place to prevent and address bullying behaviour:

- Acceptable Use Policy
- Supervision Policy
- Special Educational / Additional Needs Policy
- SNA policy
- Code of Behaviour
- Bí Cineálta Procedures and Policy.

Section C: Addressing Bullying Behaviour

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

- The class teacher will oversee recording of bullying reports for pupils in their class - this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the **Bullying Incident Report Form (Appendix 1)**
- The class teacher and/or Principal, Deputy Principal will be involved in the interviewing process to determine if bullying behaviour did occur
- The class teacher and/or Principal will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of Incidences of Bullying.
- The Principal, Deputy Principal, Assistant Principal 2 are available to provide up to date information and supports if needed to assist class teacher in addressing any concerns

When bullying behaviour occurs, the school will:

- ensure that the pupil 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 pupil 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*):

Identifying if bullying behaviour has occurred:

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. To determine whether the behaviour reported is bullying behaviour we will consider the following questions:

1. Is the behaviour targeted at a specific student or group of pupils?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

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

If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour will be put in place as per our **Code of Behaviour Policy**.

Recording of Bullying Behaviour:

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Pre-determination that Bullying has occurred

1. All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. **Incident/Accident Book**. All incidents must be reported to the relevant teacher.
2. While all reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved, regarding same. The records will be stored_____
3. The relevant teacher must inform the Principal of all incidents being investigated.

Where bullying behaviour has occurred

- Where bullying behaviour has occurred, the parents of the pupils involved will be contacted to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- The school will fully investigate any alleged incidents of bullying which are reported by parents
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- A record will be kept of the engagement with all involved - **Bullying Incident Report Form see Appendix 1**

This record will document the form and type of bullying behaviour, if known (see **Section 2.5 and 2.7 of the *Bi Cineálta Procedures***), where and when it took place and the date of the initial engagement with the pupils involved and their parents

- The record will include the views of the pupils and their parents regarding the actions to be taken to address the bullying behaviour

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

Investigating Alleged Bullying Behaviour

1. On being informed of an alleged incident of bullying, the teacher(s) dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour. The pupil(s) who are alleged to have engaged in bullying behaviour will then be interviewed individually first.

Teachers may also interview pupils who may have seen the alleged bullying behaviour. The teacher investigating the alleged bullying incident may be accompanied by the Principal, and/or Deputy Principal

2. When analysing incidents of bullying behaviour, the class teacher will seek answers to questions of what, where, who, when and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non- aggressive manner.

3. If a group is involved each member will be interviewed individually at first.

Thereafter, all those involved (victim and those who are alleged to have engaged in bullying behaviour) should be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about the others' statements and a resolution to the matter will be sought.

4. Each member of a group will be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.

5. Where the teacher(s) has/have determined that a pupil has been engaging in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's ***Bí Cineálta Procedures and Policy*** and efforts will be made to try to get him/her to see the perspective of the pupil being bullied.

6. The teacher will not apportion blame but will make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. S/he emphasises 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.

7. When an investigation is completed and/or a bullying situation is resolved the teacher 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. This may be recorded on "***Bullying Incident Report Form***" **Appendix 1** and/or '***Review of Bullying Behaviour***' **Form Appendix 2**

8. Parents of the victim(s) and those who engaged in bullying behaviour will be contacted.

9. Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together at a later date if the pupil who has been bullied is ready and agreeable. **'Review of Bullying Behaviour' Appendix 2** will be completed.

Follow up where it is determined that bullying behaviour has not occurred

If it is determined that bullying behaviour did not occur after teacher investigation, then the situation will be monitored closely and all staff members will be notified. Any observations/developments will be reported to the class teacher immediately. Pupils involved will be supported if necessary. Strategies to deal with inappropriate behaviour are provided for within the school's **Code of Behaviour**.

Requests to take no action

A pupil reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The pupil 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 pupil, deals with the matter sensitively and speaks with the pupil 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 pupil 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.

Bullying which takes place outside of School

A school is not expected to deal with bullying behaviour that occurs when pupils are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, the school is required to support the pupils involved. Where the bullying behaviour continues in school, the schools will deal with it in accordance with our **Bí Cineálta Procedures and Policy**.

Follow up where bullying behaviour has occurred:

- The teacher will engage with the pupils involved and their parents again no more than 20 school days after the initial engagement
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the pupils involved
- The teacher will document the review with pupils and their parents to determine if the bullying behaviour has ceased and the views of pupils and their parents in relation to this. The teacher will complete the **Review of Bullying Behaviour Form (Appendix 2)**
- The date that it has been determined that the bullying behaviour has ceased will also be recorded.
- Any engagement with external services/supports will also be noted

- Ongoing supervision and support may be needed for the pupils involved even where bullying behaviour has ceased
- If the bullying behaviour has not ceased, the teacher will review the strategies used in consultation with the pupils involved and their parents. A timeframe will be agreed for further engagement until the bullying behaviour has ceased
- If it becomes clear that the pupil who is displaying the bullying behaviour is continuing to display the behaviour, then the consideration will be given to 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 pupil, their parents and the school.
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the **Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools**. They will be referred to the school's **Parental Complaints Procedures**.
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the **Ombudsman for Children** if they believe that the school's actions have had a negative effect on the pupil.
- Records of investigating bullying incidents including teacher's notes, Appendix 1 & 2 will be filed in the Principal's Office.

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 involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

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 to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
- Pastoral Care System
- Buddy / Peer Mentoring System
- Group work such as Circle Time

If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise same.

This may be for the pupil affected by bullying or involved in the bullying behaviour.

- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- Supporting bullied pupils:
- Ending the bullying behaviour
- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes,

- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

Supporting Bullying Pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start.

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

- ensure that the pupil 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 pupil 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

Established Intervention Strategies

1. Teacher interviews with all pupils
2. 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
3. Working with parent(s)/guardian(s) to support school interventions
4. No Blame Approach
5. Circle Time
6. Restorative Interviews
7. Restorative Conferencing

Supports

Supports are available to help prevent and address bullying behaviour.

These include the following:

National Educational Psychological Service (NEPS): The **National Educational Psychological Service (NEPS)** of the Department of Education and Youth provides a comprehensive, schoolbased psychological service to all primary and post-primary schools to support the wellbeing, academic, social and emotional development of all pupils. The **NEPS** model of service is a consultative, capacity building model, in which there is a balance between casework and support and development work.

The psychological services which **NEPS** provides for pupils are differentiated in terms of whether the service involves the psychologist's direct involvement with the pupil, known as **Direct Casework**, or involves the psychologist working through teachers or teachers/parents to provide a psychological service for a pupil, known as **Indirect Casework**.

NEPS staff can support schools with issues around bullying through this direct or indirect case work service. In relation to bullying, **NEPS** psychologists often advise schools on best practice to prevent and address bullying when issues arise in schools and/or provide training in preventative initiatives, such as developing social and emotion skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers as appropriate. More information on the supports provided by **NEPS** is included in the *Resources Guide* which accompanies these procedures.

Oide: Oide is the Department of Education and Youth'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 Youth and is cofunded by the European Commission. **Webwise** promotes safer, better internet use through awareness raising and education initiatives targeting teachers, pupils 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. More information on the supports provided by **Webwise** is included in the *Resources Guide* which accompanies these procedures.

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 pupils. The **NPC** delivers online and in person courses to support parents of both primary and post-primary pupils to prevent and address bullying behaviour. Details on these programmes are included in the **Resources Guide** which accompanies these Procedures.

Dublin City University (DCU) AntiBullying Centre: The **DCU AntiBullying 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 **AntiBullying 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. Details on these programmes are included in the **Resources Guide** which accompanies these procedures.

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. Contact details for **Tusla** are included in the **Resources Guide** which accompanies these procedures.

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 pupils 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: Policy and Procedures** is available to our school community on the school's website www.cullenns.ie and in hard copy, on request. A pupil friendly version of this policy is displayed in the school and is also available on our website and in hard copy, on request.

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

Signed at Board Meeting 1 of the academic year 2025/2026 ... for and on behalf of the BoM:

Canon John Fitzgerald P.P. *Canon John Fitzgerald P.P.*

Chairperson of Board of Management Date: 28/8/25

Signed: Eileen O'Mahony *Eileen O'Mahony*

Principal Date: 28/8/25

Appendix 1: Bullying Incident Report Form

1. Name of Pupil being bullied: _____

2. Class: _____

3. Name(s) and class(es) of Pupils allegedly engaged in bullying behaviour:

4. Source of bullying concern/report (tick as relevant):

Pupil concerned

Other Pupil (s)

Teacher

Parent

Other

5. Location of incident(s) (tick as relevant)

School Yard

Out-of-school

Changing Rooms

Classroom Corridor

Bus

Other

Toilets

6. Name of person(s) who reported the alleged bullying concern:

7. Type of bullying behaviour (tick as relevant):

Physical Exclusion/isolation

Gender-identity bullying

Relational bullying

Verbal

Cyber-bullying

Extortion Intimidation

Damage to Personal Property

Other

Written bullying

8. Brief description of bullying behaviour:

9. Impact of bullying behaviour:

10. Details of actions to be taken:

Date submitted to Principal/Deputy Principal:

Signed: _____ Date:

Action Check List:

Has the Principal been informed yet? Yes/No

Has parent been informed? Yes/No

Views of parents regarding actions being taken:

Meeting involving Pupils:

Name(s) of Pupils interviewed:

When? _____

Where? _____

Who was present?

List of Actions to be taken:

Views of Pupil(s) regarding actions being taken:

Date submitted to Principal/Deputy Principal:

Signed: _____

Date: _____

Appendix 2: Review of Bullying Behaviour

1. Review Date: _____

In Attendance: _____

2. Has the Bullying ceased? _____

If yes, date from which Bullying has ceased _____

3. Engagement from external services/supports: _____

4. Impact of the action taken

5. Views of Parent(s)

6. Views from Pupil

7. Follow up actions if necessary.

Proposed Date for Follow up Review Meeting if necessary: _____

Date submitted to Principal/Deputy Principal:

Signed: _____ Date: _____