



## Sandymount Park ETSS Bí Cineálta Policy

The Board of Management of 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 strive to foster a school environment that reflects our core values: Kindness, Respect, Empathy, Participation, Inclusion, Creativity, Hard Work, Democracy, and Community. Our approach reflects the four guiding principles of *Cineáltas*: **Prevention, Support, Oversight, and Community**.

### Definition of Bullying (Updated)

In line with the *Bí Cineálta Procedures*, bullying is defined as:

- Targeted behaviour, online or offline, that causes harm.  
This harm may be physical, social, or emotional. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups. It may be influenced by personal, social, or cultural factors.

The full explanation and examples of bullying behaviour, including identity-based, online, and relational bullying, are detailed in Chapter 2 of the *Bí Cineálta Procedures* and are taught through our curriculum and wellbeing programme. 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.

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### **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.

<b>Stakeholder Group</b>	<b>Date Consulted</b>	<b>Method of Consultation</b>
School Staff	March–April 2025	Staff CPD sessions, Forms survey
Students	March–May 2025	Student workshops, Forms survey
Parents	March 2025	Forms survey (open invitation)
Board of Management	Dec 2024–May 2025	Board updates, policy review meetings
Wider School Community	March 2025	Survey of ancillary staff

Survey Infographic 2025 Appendix VI

**Date policy approved:** 17/09/25

**Date last reviewed:** 17/09/25

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### **Section B: Preventing Bullying Behaviour**

This section sets out the prevention strategies that will be used Sandymount Park ETSS. 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 for a detailed breakdown):

Sandymount Park ETSS takes a school-wide preventative approach to bullying. A positive school climate that focuses on respect for the individual along with a strong sense of community and cooperation between students, parents, staff and the board of management is promoted through:

- Prevention: education and empathy as the foundation for knowledge, respect and inclusion
- Support: tangible and targeted supports for the school community
- Oversight: Visible leadership to inspire a positive environment for students and the school community
- Community: Build on positive relationships and partnerships



### **Culture & Environment**

- Whole-school ethos emphasising kindness, inclusion, and respect
- Staff and student leadership in fostering a “telling environment”
- Visual promotion of values (charters, signage, wellbeing displays)
- Supervision plans which address potential risk areas
- The Bí Cineálta Policy and procedures are promoted at school events, shared with parents/guardians, students, and staff at the start of each year, and reinforced through meetings, inductions, the journal, staff handbook, website, signage and signed agreements confirming understanding and support

### **Curriculum (Teaching and Learning)**

- 400 hours of Wellbeing (Junior Cycle) incorporating SPHE, CSPE, Ethical Education, and RSE
- Senior cycle SPHE, RSE, Ethical Education
- Cross-curricular teaching of empathy, diversity, and inclusion
- Evidence-based anti-bullying programmes (e.g. DCU FUSE, Webwise resources, FRIENDS, The Respect Effect)

### **Policy & Planning**

- Robust support systems for students – Class Glendalough, SEN Policy, Pastoral Care Team, Student Support Team
- Annual review of the policy with school community input
- Inclusion of anti-bullying charter in school journal
- Integration with AUP, Code of Behaviour, and Child Protection policies
- Staff professional learning and development

### **Relationships & Partnerships**

- Promotion of student voice through the student council, the pastoral care system, surveys, focus groups, dialogue, House System
- Themed weeks (including Stand-Up Week, Empathy Week, Internet Safety Day)
- Inclusive engagement of parents through in person meetings and events, VSMail, the website, Newsletter, Parent Association
- Peer mentoring, buddy systems, and restorative practice

### **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 are in place to both prevent and deal with bullying behaviour and facilitate early intervention where possible. The supervision roster is carefully planned and resourced at the start of the academic year and sets out clearly when and where staff are to supervise students. This roster is kept under review and adapted as needed throughout the year.

Staff maintain a visible presence during break and lunch duty, and physical spaces are monitored to promote inclusion, respect, and positive behaviour. There are a mix of organised activities during break and lunchtimes with a view to accommodating a range of preferences and interests.

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### **Section C: Addressing Bullying Behaviour**

All staff must know the actions to take when bullying is reported or witnessed and follow the steps in this policy and the Bí Cineálta Procedures.

When responding to reports of bullying, our first priority is to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame. All staff — including teachers, tutors, progress leaders, guidance counsellor, the Deputy Principal, Principal, SNAs and non-teaching staff — must report any suspected incidents of bullying.

**Reports of bullying or suspected bullying should be submitted to the relevant Progress Leader using the ‘Bullying Report Form’ on the TEAMS staff hub.**

**The teachers with responsibility for addressing bullying behaviour are as follows:**

- The Progress Leader for the relevant year group is the designated teacher responsible for addressing bullying behaviour involving students in their year
- Anti-Bullying Coordinator
- Deputy Principal and Principal

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

### **Response Protocol**

When bullying is reported:

- The student will be listened to and supported
- Information will be gathered sensitively and confidentially
- Parents of all parties will be informed early in the process
- Actions will be agreed upon in collaboration with the student affected

Requests to ‘take no action’:

- Will be handled with empathy and safe steps agreed with the student
- Parental requests will be recorded in writing. However, the school will address the issue if circumstances require it – such as for safety or If the behaviour is not aligned with our values and ethos.

**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):**

To determine if bullying behaviour has occurred:

- Consider the what, where, when, and why of the incident



- If a group is involved:
  - Speak to each student individually first.
  - As appropriate, meet them together to share perspectives.
- Request written accounts if needed.
- Use the bullying definition on page 1 of this policy and the guiding questions in Appendix II.
- Where behaviour is unacceptable but not bullying, address it under the Code of Behaviour.
- **Out-of-school incidents:** The school is not required to address bullying outside its care, unless it impacts school life; in such cases, support will be provided, and ongoing behaviour in school will be addressed as per this policy and the Code of Behaviour.

If bullying is confirmed:

- A record is kept by the Progress Leader in the Pastoral Care Team Bí Cineálta Notebook
- The situation will be reviewed with all parties within 20 school days. See templates in Appendix
- Support for all parties will be continued even after behaviour stops as relationships may take time to rebuild.
- If unresolved, further interventions will be initiated in line with the Code of Behaviour, including disciplinary action as appropriate.

**The approach to supporting those who experience, witness and display bullying behaviour are as outlined in Chapter 6 of the Bí Cineálta procedures, Appendix II and include internal supports from the Pastoral Care and Student Support Teams and outside agencies:**

- National Educational Psychological Service (NEPS)
- Oide
- Webwise
- National Parents Council
- Dublin City University (DCU) AntiBullying Centre
- Tusla

**Recording:**

All bullying behaviour will be recorded in the Anti-Bullying NoteBook as detailed in templates 1-3 in Appendix VII. This Notebook is password protected. The records 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 in the Pastoral Care Team and Anti-Bullying Notebook and Student Support Plan (where one exists).

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.



**When bullying behaviour becomes a child protection concern:**

The Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023) provide that all school staff should report reasonable concerns to the Designated Liaison Person (DLP) who may take advice and/or report the concerns to Tusla. Bullying behaviour may become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are not effective. In determining when bullying behaviour should be reported to Tusla the following factors should be considered:

- the impact on the child
- protective/appropriate action taken by the parents
- protective/appropriate action taken by the school
- engagement of child/family with support services such as NEPS

If there is doubt about whether bullying behaviour is a child protection concern schools should contact Tusla's social work department for advice. This will enable the social worker to explore the situation with school staff and provide advice on the best course of action.

**Complaints:**

- Parents dissatisfied with the school's response can refer to the school's complaints procedure which can be found on our website.
- Parents can complain to the Ombudsman for Children if dissatisfied with how a complaint was handled and believe it negatively impacted the student.

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**Section D: Oversight and Review**

The Anti-Bullying Co-ordinator will prepare a report for the principal ahead of each Board of Management meeting. The report 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. It will include information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour.

The principal will present this report and a verbal update at each board of management meeting. This update will not contain personal or identifying information.

For more information see Chapter 7 of the Bí Cineálta procedures.

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

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

Signed: Date: (Chairperson of board of management)

Signed: Date: (Principal)



## Appendix I Student Friendly Bí Cineálta Policy

**Bí cineálta!**

**We want everyone at our school to feel safe and happy.**

If you think that you or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do and help.

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

**Tell someone if you think bullying is occurring!**

created by  
Calla, Neesha and  
Marianne  
Skellig

**If you are being bullied, you can tell:**

- your Tutor
- your Progress Leader
- the Anti-bullying Coordinator (Elaine)
- the Deputy Principal (Aisling)
- the Principal (Paula)
- the Empathy Ambassadors

**If a student tells a staff member they are being bullied, they will:**

- talk to the student privately
- ask the student what they want to happen
- work out a plan together with the student
- talk to the student's parents
- talk to other student(s) involved
- talk to the other student(s)' parent(s) or guardian(s)

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better. We will ask you what you think.

**Sandymount Park ETSS**



### **Bí Cineálta! – Our Anti-Bullying Promise**

At Sandymount Park ETSS, we want everyone to feel safe, included, and happy. If someone is being mean or hurtful to you or anyone else – again and again – tell a trusted adult. That is bullying, and we will help.

### **What is Bullying?**

Bullying is:

- Mean or hurtful behaviour on purpose
- It happens more than once
- It makes someone feel unsafe, left out, or upset
- It can happen in person or online

### **What You Can Do**

- Tell a teacher, tutor, mentor, or any adult you trust
- Stand up for others if it's safe to do so
- Be kind – small actions make a big difference

### **What Will the School Do?**

If you report bullying, we will:

- Talk to you and listen
- Ask what you want to happen
- Involve your parents/guardians
- Talk to the other people involved
- Work with everyone to stop it and make things better
- Check back with you to make sure things have improved

### **Ways We Make Our School Safe**

- Student charters made during Empathy Week
- Events like Stand Up Week and Wellbeing Week
- Support from tutors, Progress Leaders, House System and the Student Council
- A quiet space if you need it
- Teachers and students working together to stop bullying

### **Remember**

- Speak up – your voice matters
- Think before you post online
- Everyone is welcome here
- Be proud of who you are

## **Appendix II Guide to Addressing Bullying Behaviour**





The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

### Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour teachers should:

- 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 the students 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

### 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 you should consider the following questions:

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

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

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

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour.



Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

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

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

#### **Where bullying behaviour has occurred**

- 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 students 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
- 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 should be kept of the engagement with all involved
- this record should 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 students involved 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

#### **Follow up where bullying behaviour has occurred**

- the teacher must engage with the students 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 students involved
  - the teacher 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
- 
- the date that it has been determined that the bullying behaviour has ceased should also be recorded
  - any engagement with external services/supports should also be noted
  - ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased



- if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should 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 student, 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 should be referred to the school's 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 student

## Appendix III

### Guide to Providing Bullying Behaviour Update



**Guide to providing Bullying Behaviour Update for board of management meeting of DD/MM/YYYY**

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc
- the strategies used to address the bullying behaviour
- any wider strategies to prevent and address bullying behaviour
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- if a parent has informed the school that a student has left the school because of reported bullying behaviour
- if any additional support is needed from the board of management
- if the school's Bí Cineálta policy requires urgent review in advance of the annual review

***This update should not include any personal information or information that could identify the students involved.***

## Appendix IV Review of the Bí Cineálta Policy

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.



**Bí Cineálta Policy Review**

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary Schools? Insert date when the Bí Cineálta policy was last adopted by the school.

\_\_\_\_\_/\_\_\_\_\_/20\_\_\_\_

2. Where in the school is the student friendly Bí Cineálta policy displayed?

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? \_\_\_\_\_/\_\_\_\_\_/20\_\_\_\_

4. How has the student friendly policy been communicated to students?

5. How has the Bí Cineálta policy and student friendly policy been communicated to parents

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools? Yes / No

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year? Yes / No

9. Has the Board discussed how the school is addressing all reports of bullying behaviour. Yes / No



10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? Yes / No

11. Have the prevention strategies in the Bí Cineálta policy been implemented? Yes / No

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? Yes / No

13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?

16. Does the student friendly policy need to be updated as a result of this review and if so why?

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? Yes / No



18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? Yes / No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour? Yes/ No

Signed:  
(Chairperson of board of management)  
Date:

Signed:  
(Principal)  
Date:

Date of next review:

## Appendix V

### Notification regarding the board of management's annual review of the school's Bí Cineálta Policy



The Board of Management of \_\_\_\_\_ confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of \_\_\_\_\_ [date].

This review was conducted in accordance with the requirements of the Department of Education's Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

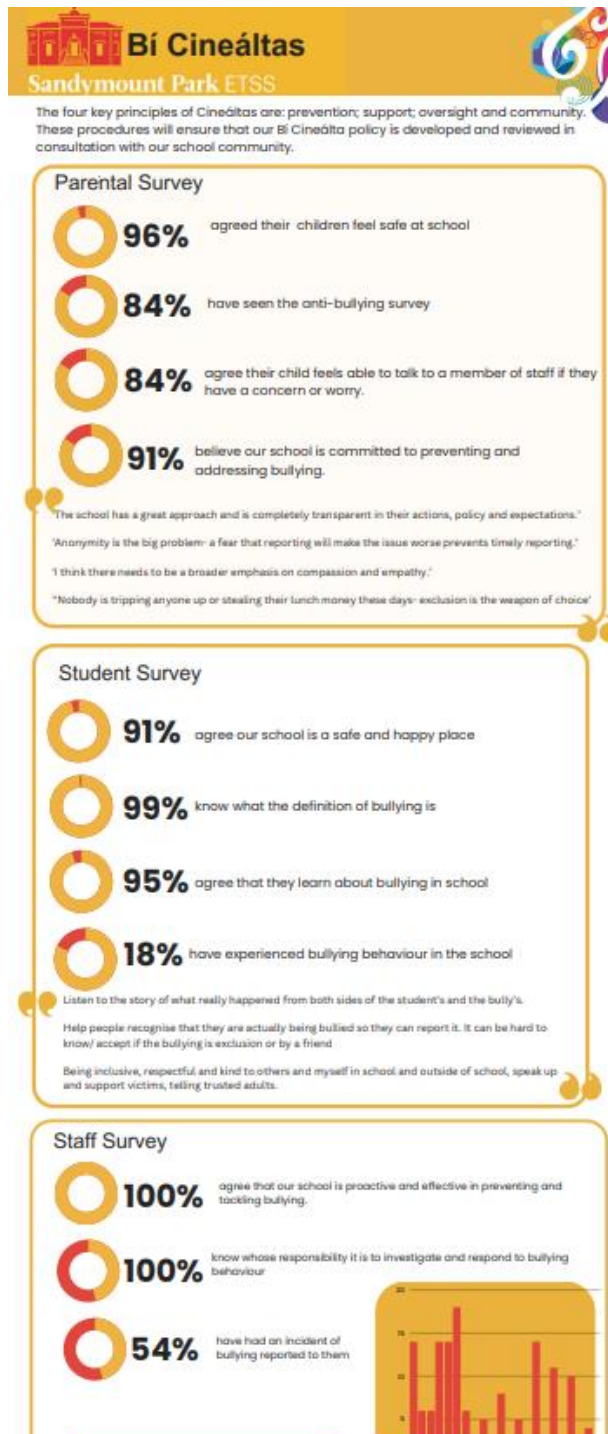
Signed:  
(Chairperson of Board of management)  
Date:

Signed:  
(Principal)  
Date:

## Appendix VI







## Appendix VII Recording Templates

### 1. Annual Case Overview Record

Case	Date Opened	Type of bullying e.g. Physical, cyber, name calling etc	Location of bullying e.g. Online, in class etc	Identity based Bullying e.g. racist, homophobic etc	Status Open/Closed/Keeping under observation	Date Closed	Over 20 days Yes/No	Additional Information
001.6								

*Case number 001.6 mean the first case in this academic year in 6<sup>th</sup> year*

## 2. Prompts Checklist and Overview

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

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

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

### **Addressing Bullying Behaviour**

#### **Initial meeting with Students**

- student should be engaged with individually at first
- students involved should be met as a group if appropriate
- each student should be asked for their account of what happened (it may be helpful to ask the students involved to write down their account of the incident(s))
- each student should be supported as appropriate, following the group/individual meeting

### Meeting with Parents

- parents of the students involved must be contacted at an early stage -informing and consulting
- 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 should be kept of the engagement with all involved in the student tracker**
- this record should 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 students involved 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

### Follow Up and Review

- the PL must engage with the students 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 students** involved
- the PL should **document the review in the student tracker. During this review**, determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- the date that it has been determined that the bullying behaviour has ceased should also be recorded
- any engagement with external services/supports should also be noted
- ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased

**If the bullying behaviour has not ceased:**



- **review the strategies used in consultation with the students involved and their parents.**
- **a timeframe should be agreed for further engagement until the bullying behaviour has ceased**
- if it becomes clear that **the bullying behaviour is continuing**, school consideration should be given to using the school's Code of Behaviour.
- **If disciplinary sanctions are considered**, this is a matter between the relevant student, their parents and the school
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, **they should be referred to the school's complaints procedures**
- **if a parent is dissatisfied** with how a complaint has been handled, they may make a complaint to the Ombudsman for Children

Where	When	What	Due to perceived difference of
<ul style="list-style-type: none"> <li>• Yard</li> <li>• Classroom</li> <li>• Toilets</li> <li>• Corridor</li> <li>• Lockers</li> <li>• Canteen</li> <li>• Assembly Hall</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• Before school</li> <li>• During break or lunch</li> <li>• During class</li> <li>• Online</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Physical</li> <li>• Verbal</li> <li>• Written</li> <li>• Extortion*</li> <li>• Exclusion</li> <li>• Relational</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Disablist</li> <li>• Exceptionally able</li> <li>• Racist</li> <li>• Sexist</li> <li>• Gender identity</li> <li>• Homophobic/transphobic</li> <li>• Physical appearance</li> </ul>



<ul style="list-style-type: none"><li>• Online</li><li>• Other</li></ul>			<ul style="list-style-type: none"><li>• Religious</li><li>• Other</li></ul>
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<p>Supports offered to students:</p> <ul style="list-style-type: none"><li>• Not applicable</li><li>• Check and connect</li><li>• Lean in/ lean out</li><li>• Ongoing monitoring</li><li>• Counselling</li><li>• Peer support</li><li>• Mentoring</li><li>• Restorative practice</li><li>• Classroom adjustments</li><li>• Supporting active participation. Other</li></ul>	<p>Any engagement with external supports:</p> <ul style="list-style-type: none"><li>• Not applicable</li><li>• NEPS</li><li>• Oide</li><li>• Webwise</li><li>• Jigsaw</li><li>• National Parents' Council</li><li>• DCU Anti-bullying centre</li><li>• Tusla</li><li>• Other</li></ul>
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### **3. Detailed Case Record Template**

#### **Bullying Report**

- Bullying concern reported by:
- Target student:
- Perpetrator student (s):
- What?
- Where?
- When?
- Why?
- Meeting (s) record:
- Details of contact with parents:
- Actions Taken:
- Next Steps:
- Is the case – open/closed/under observation?

**If bullying has not been resolved within 20 days, raise as an urgent concern with the Pastoral Care Team and Anti-Bullying Co-ordinator**

***NB records of meetings/calls/emails etc can be kept for each student in the tracker – make sure to reference that there are relevant records in the student tracker in this report***

