



## **Bí Cineálta Policy to Prevent and Address Bullying Behaviour**

### **The wellbeing of the whole school community underpins all school policies and plans;**

*'Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life.'*

The Board of Management of Holy Family Senior 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.

Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992. In doing this we committed to promote, protect and fulfil the rights of children. Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30)

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.

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.

### **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:

- A targeted behaviour, online or offline that causes harm.
- The harm caused can be physical, social and/or emotional in nature.
  - Physical (eg: personal injury, damage to or loss of property)
  - Social: (eg: withdrawal, loneliness, exclusion)
  - Emotional: (eg: low self-esteem, depression, anxiety)
- 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.

A one-off instance of negative behaviour towards a student is not bullying behaviour.

However, **a single hurtful message posted on social media can be considered bullying behaviour** as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

### **Behaviour that is not bullying behaviour:**

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, must be addressed under the school's code of behaviour.
- Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying **unless** it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

### **Types of Bullying:**

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

## **Bullying can be:**

### **Direct:**

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

### **Indirect:**

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

## **Online bullying behaviour:**

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

This can include:

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

## 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
<b><u>School Staff</u></b>		
	September 2024	-Bí Cineálta procedures received by school and circulated to staff -Staff Meeting – mentioned Bí Cineálta action plan and staff were informed of the important points in dealing with an incidence/report of bullying in accordance with our current anti bullying policy
	October 2024	-Principal attended Bí Cineálta Webinar
	December 2024	-Principal and AP1 attended Bí Cineálta Workshop
	April 2025	-Staff Bí Cineálta Survey link shared
	April 2025	-Half day closure to engage with the policy/ procedures/ resources
	April/May 2025	-Policy development
	April/May 2025	-Policy development/draft policy sharing/ Policy Amendment
	June 2025	-Policy ratification/ sharing
<b><u>Parents</u></b>		
	March/April 2025	- Parent Bí Cineálta Survey Feedback sought from parents and children on current practices and formation of policy (survey) -Updated definition of bullying shared with parents to encourage talk and discussion in the home
	May 2025	-Policy and child friendly policy drafted and sent out to parents/children to review together

		-Policy amended
		-Policy sharing
	May 2025	
<b><u>Students</u></b>	Term 1 2024	- Whole school assemblies addressing bullying, being an upstander/bystander, what to do, HFSS being a 'telling school' and a 'name-calling free zone'
	Term 2 2025	- Principal worked with Students Council in surveying the pupils on current anti-bullying procedures
	Term 3 2025	- Student consultation survey for new Bí Cinealta policy - development of Student Anti-bullying Policy - Creation of wellbeing/ Bí Cinealta space in school
<b>Board of Management</b>	January 2025 - June 2025	-Engaging with policy procedures -Reviewing pupil, parent and staff feedback -Developing draft policy -Reviewing the new policy draft -Final ratification following amendments made -Publishing policy on school website -Publishing notification of policy review on school website/ parent newsletter/ school noticeboard
<b>Whole School Community</b>	April 2025	- Microsoft form survey and information sent to Piano teacher, Lollipop people and bus drivers
Date policy was approved: 12 <sup>th</sup> June 2025		
Date policy was last reviewed: Sept 2024		

### Section B: Preventing Bullying Behaviour

The Board of Management has overall responsibility to ensure that this policy is effective, sustainable and measured. The Board of Management must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within this policy. All staff are responsible for ensuring that there is a whole school approach to modelling appropriate behaviour and preventing and tackling bullying. Holy Family Senior School endeavours to put in place appropriate systems to ensure that ALL relevant members of the school community (pupils, parents, staff and wider community) have a shared understanding of what constitutes bullying behaviour:

‘Bullying is 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.’

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):

#### **Culture and Environment:**

We strive to:

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment. We ensure to revisit the key messages of the Stay Safe’ Programme regularly.
- Promote the concept of a trusted adult – Stay Safe linkage – who to tell and who can help.
- Fortnightly assemblies where the principal educates the students on issues such as diversity, respect, kindness, inclusivity and social inclusion.
- Checklist of prevention strategy interventions utilised in classrooms.
- Checklist of support for working with pupils affected by bullying.
- Mobile phones are strictly forbidden in school and use of social media outside school is strongly discouraged with reminders given of the required age of 13 with parental consent to access social media platforms.
- Create safe spaces in our school building and yards – ensuring adequate supervision and inclusion of pupil voice when completing our annual reviews.
- Remove barriers that would impinge on visibility of all pupils e.g. in classrooms/ corridors/ on yard etc. Staff circulating during supervision on the yard.
- Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect.
- Anti-bullying posters visible in all parts of the school and on windows facing playground.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Model respectful behaviour to all members of the school community.
- Have a system of encouragement and rewards to promote desired behaviour that is compliant with the school rules and routines - recognising and celebrating students’ achievements, both academically and behaviourally - using positive reinforcement techniques such as praise, certificates, or students of the month awards to acknowledge efforts and contributions.
- Teach pupils about the appropriate use of social media.
- Catch pupils being good - noticing and acknowledging desired respectful behaviour by providing positive attention.
- Fostering a culture of resilience that equips students with the skills and mindset to navigate

challenges through programmes like Incredible Years, Friends for Life, which develop student's emotional intelligence, self-awareness, resilience and empathy

- Develop diverse student-led committees (including Students Council, Student Wellbeing Committee, Green Schools Committee and Active Schools Committee) dedicated to organizing school events and initiatives.
- Provide staff with wellness resources, plans, policies and information on both student and staff wellbeing through our 'Wellbeing Folder' on the staff shared drive.
- Put wellbeing initiatives in place for target children with our HSCL and SCP.
- Embed the principles of positive school culture and community building into school policies, procedures and practices to ensure their sustainability beyond the three-year DEIS plan.
- Enhance the physical environment of the school by creating welcoming and vibrant spaces, incorporating student artwork and maintaining clean and well-equipped facilities to promote exercise and play.
- Regular referring to and discussion on the Anti-Bullying Policy, procedures, incidents etc at staff meetings, ISLT meetings and SMT Meetings.
- Administer surveys/focus groups with both students and staff to gauge current perceptions of school culture and identify areas for improvement.
- Include more opportunities for play-based learning across subjects to encourage creativity, collaboration, critical thinking and fun.
- Use 'Friends for Life,' 'Fun Friends,' and wellbeing programmes to develop emotional literacy, resilience, kindness and empathy.
- Presentations by Community Gardaí and other outside personnel to speak with classes and engage in anti-bullying workshops.
- Create a positive school culture and climate which:
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the school community.

**Holy Family Senior School is a Bí Cineálta School. We follow these anti-bullying procedures (2024) and we consider the following to be key elements of a positive school culture:**

- We acknowledge the right of each member of the school community to enjoy school in a secure environment.
- We acknowledge the uniqueness of each individual and their worth as a human being.
- We promote positive habits of self-respect, self-discipline and responsibility among all its members.
- We have a clear commitment to promoting equity.
- We have the capacity to change in response to our pupil's needs.
- We identify elements of the curriculum through which positive and sustainable influences can be exerted towards forming pupil's attitudes and values.
- We take particular care of 'at risk' pupils and use systems to identify needs and facilitate early intervention where necessary – thus responding to the needs, fears/ anxieties of individual members in a sensitive manner.

- Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed on the wellbeing notice board for ease of access also.
- Mental Health Day, Multicultural Day, Anti-Bullying Week events and activities such as Random acts of Kindness, Kindness Awards, Mindfulness Book of Positivity etc. form part of the school's initiatives to support an Anti-Bullying culture.
- Playground helpers – students in higher classes volunteer to support younger classes on the yard to help with games and positive interactions.
- Stay Safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.
- Class and School Behaviour Expectations (Rules/ Charter) development as well as notice board to promote kindness and build responsibility amongst pupils.
- Holy Family Senior School recognises the need to work in partnership with and keep parents informed on procedures to improve relationships within the school community.
- We recognise the rights of parents to share in the task of equipping pupils with a range of life skills.
- We recognise the role of other community agencies in preventing and dealing with bullying. (Child Friendly Anti-Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell. Parents receive information at times regarding useful information on Anti Bullying.) We understand that the assistance of Gardaí, Tusla and Community Workers may be required in some cases.
- We promote habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- We promote qualities of social responsibility, under the direction of the Principal, to act in preventing bullying behaviour/ aggressive behaviour by any member of the school community.

### **Curriculum (teaching and learning)**

We strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion, respect for diversity and positive wellbeing.
- Display a shared understanding of what bullying is and its impact.

Ways in which we work to achieve this:

- Teach SPHE and RSE content which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions. We do this in collaboration with parents.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and extracurricular activities can help to develop a sense of self -worth, working together, inclusion and respect.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events.
- Implementation of education and prevention strategies (including awareness raising



measures) that build empathy, respect and resilience in pupils and that explicitly address the issues of cyber-bullying and identity-based bullying.

- Use of programmes such as the following:
  - The Stay Safe programme
  - Walk-Tall programme
  - The Anti-Bullying module of the SPHE programme as it applies each year.
  - Circle Time
  - Weaving Wellbeing
  - Zones of Regulation
  - A Lust for Life
  - Friends for Life/Fun Friends
  - The Incredible Years Programme
- Staff record and keep track of minor incidents in their personal class notes in case they escalate.
- Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
- Through staff meetings and presentations, the school staff are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the "Relevant Staff Member."
- Mobile phone use by pupils in school is forbidden.
- Books on well-being/diversity in our wellness library.
- Books on diversity used for guided reading.
- HSCL Officer assisting with incidents and helping promote positive behaviour.
- Weekly Care Team meetings
- Linking in with parents regularly and when needed.

#### Supports for staff:

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going discussion/ evaluation/ review of the effectiveness of the anti-bullying policy.
- All staff have a uniform interpretation of what is expected in relation to tackling bullying behaviour, how to identify bullying behaviour, how to manage disclosures and how to deal effectively with incidents of bullying within the classroom context.
- Ongoing CPD in relation to anti bullying is encouraged/ available to staff.
- Staff are aware that supporting one another is a key aspect to the prevention of bullying behaviours.
- The Wellbeing Committee and Social Committee arrange a number of events and initiatives to promote positive well-being and relationships with staff.
- Staff are regularly reminded of the Employee Assistance Service Spectrum Life and their services.
- We have a Staff Wellbeing Notice board in the staff room.
- Celebrate World Teachers Day/ SNA Day - Staff Wellbeing Week is in October

## Policy and Planning

The aim of Holy Family Senior School's Bí Cineálta policy is:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.
- The Acceptable Use Policy, Supervision Policy, Special Education Policy and Code of Behaviour all support the implementation of the Bí Cineálta policy.
- Effective leadership is a key component with the Principal (DLP), Deputy Principal (DDL), and all staff members focused on supporting the implementation of this policy.

## Relationships and Partnerships

- Holy Family Senior School recognises the need to work in partnership with and keep parents informed on procedures to improve relationships within the school community.
- We recognise the rights of parents to share in the task of equipping pupils with a range of life skills.
- We promote habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- We promote qualities of social responsibility, under the direction of the Principal, to act in preventing bullying behaviour/ aggressive behaviour by **any member** of the school community.
- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association and our various and multiple student committees and groups.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support.
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

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):

- Technology and social media have provided many positive opportunities for entertainment, social engagement and education. Technology is a part of the modern age that can impact even the youngest members of society. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour
- Preventing Cyber Bullying, Homophobic/Transphobic bullying, Racist bullying, Preventing sexual harassment.
- Appropriate supervision at the following times is firmly in place to ensure the safety of all our students: Morning and evening meet and greet/ supervision; sos time rosters; junior and senior lunchtime rosters; detention roster; behaviour yard supervision. Supervision is also in place for afterschool activities, trips and tours. Additional support is rostered for end of term dismissals.

**In relation to the above, the school has the following in place to prevent and address cyber-bullying:**

- Staff at all times endeavour to encourage pupils to show respect for each other.
- Implementation of the SPHE curriculum. Frequent review of key messages of the Stay Safe programme.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Acceptable Use Policy includes learning about responsible online behaviour and digital citizenship.
- Acceptable Use Policy also developed for technology in our school.
- The school's Bí Cineálta Policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded using the template for this. (Appendix A).
- School wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- Involvement of pupils in contributing to a safe school environment e.g. Kindness/ Well-being Week, Multicultural Day and other activities that can help pupils and encourage a culture of peer respect and support.
- Ensuring that pupils know who to tell and how to tell.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices and in SPHE lessons.
- Promote online safety events or material for pupils and parents.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. [www.tacklebullying.ie](http://www.tacklebullying.ie), [www.antibullyingcentre.ie](http://www.antibullyingcentre.ie), [www.webwise.ie](http://www.webwise.ie)
- Remind parents regularly via school newsletter and school communication systems that 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.

**Preventing homophobic/ transphobic bullying behaviour:**

- Challenge gender- stereotypes – equal participation of all. Equal recognition.
- Raise awareness of the impact of homophobic bullying behaviour with pupils, parents and staff and encourage students to speak up when they witness homophobic behaviour.
- Maintaining an inclusive physical environment such as by displaying relevant posters.
- Encouraging students to speak up when they witness homophobic behaviour.
- Ensure bystanders understand the importance of telling if they witness or know that homophobic/ transphobic bullying is taking place.

**Preventing racist bullying behaviour:**

- Foster a culture where diversity is celebrated and students “see themselves” in the school environment. Every culture represented in the school (display).
- Ensuring the library has material that reflects the diversity of the world population (from different national, ethnic and cultural backgrounds).
- Modelling of respectful behaviour by staff of all.
- Ensure bystanders understand the importance of telling if they witness or know that racist bullying is taking place.
- 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 support to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents.
- Providing support 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 to join us in our Multicultural Day celebrations.

**Preventing sexist bullying behaviour and sexual harassment:**

- Ensuring all students have the same opportunities to engage in school activities irrespective of sex.
- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex.
- Celebrating diversity at school and acknowledging the contributions of all students.
- Organising awareness campaigns, workshops and presentations on gender equality and respect.
- Encouraging parents to reinforce these values of respect at home

**Preventing sexual harassment**

- Making clear that our school has a zero-tolerance approach to sexual harassment of any kind with enforceable policy - See Code of Behaviour.
- Sexual harassment should never be dismissed as teasing or banter.

**Section C: Addressing Bullying Behaviour**

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

- The class teacher (relevant teacher) will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form
- Jillian Bridge (DLP) will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform the Board of Management of incidents of Bullying.

When bullying behaviour occurs, the school will:

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

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

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

- a. While all reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- b. If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- c. The 'Relevant Teacher(s)' must record the bullying incident on the school template by adding an Alleged Bullying Behaviour Report to the relevant pupil's file on Aladdin and a physical copy to be sent to the Principal.
- d. The 'Relevant Teacher' must inform the Principal.

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved. With this in mind, the school's procedures are as follows:

- In investigating and dealing with bullying the teacher(s)/relevant teacher will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.
- Parents/Guardians and pupils are required to cooperate with any investigation and assist the school in resolving any issues and restoring, as far as is possible, the relationships of the parties involved.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report instances of bullying they are not considered to be 'telling tales' or 'snitching' but are behaving responsibly.
- Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the student(s) experiencing bullying behaviour(s) and discuss the feeling which they have experienced because of the bullying behaviour. It is important that the student experiencing bullying behaviour feels listened to and reassured.

- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the 'Relevant Teacher(s)' should 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.
- If a group is involved each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about the other's statements.
- Each member of a group should be supported through the possible pressures that they may face from the other members of the group after an interview by the teacher.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy) The school should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- Where the relevant teacher has determined that a pupil has engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Anti-Bullying Policy and efforts should be made to try to get him/her to empathise and see the situation from the perspective of the pupil being bullied.
- Where a pupil has been found to have engaged in bullying behaviour, he/she will be encouraged to engage in a promise to say they will not repeat this behaviour again and bullying will stop. Depending on the severity of the incident the school's behaviour code will come into place and the pupil may be placed on a card. (Green/Orange/Red)
- If bullying reoccurs/ or there is a very serious incident, the pupil will be sanctioned in accordance with the school's behaviour policy and a Red Card, referral to the BOM and/or suspension may result.
- It must also be made clear to all involved (each set of pupils and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his/ her parents/guardians and the school.
- When an investigation is completed and/or a bullying situation is resolved the "Relevant 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.
- Where a Student Support File exists for a student, a copy of the record can be placed in the support file along with updates to reflect supports and response strategies.
- 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.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred to the school's parental complaints procedure.
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their rights to make a complaint to the Ombudsman for Children.
- The School will maintain care for the student(s) experiencing bullying behaviour over time. This will be done by speaking to the child a number of weeks after the incident to check on



their continuing welfare. The child's parents will also be consulted if there are continuing concerns.

- If a child makes a report of bullying, but asks that nothing is to be done about it, the relevant teacher will support the child appropriately to explore how it will be handled sensitively and how parents may be notified. If a parent does so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.
- The relevant 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. If bullying 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.

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.

**Supporting Pupils who were bullied:**

- 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 Pupils who engaged in bullying behaviour:**

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'fresh start'.
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate supports available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- 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 with no blame in return for keeping a promise to reform.

- Supports will be requested, where applicable and on a case by case basis from NEPS, OIDE, Webwise and outside agencies for both pupils who experience bullying and pupils who engage in bullying behaviours.

## Procedures to Prevent and Address Bullying Behaviour

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

### Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

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

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: \_\_\_\_\_

Chairperson

Signed: \_\_\_\_\_

Principal

Date: \_\_\_\_\_

Date \_\_\_\_\_

Review: \_\_\_\_\_



## Informal Recording Sheet

(Appendix A)

(to be completed by the relevant staff member when he/she is gathering information)

Name(s) of the child(ren) that are being impacted by bullying behaviour		
---	--	--

A short description of the bullying behaviour occurring (form, type, where and when)

--

Details of Actions/Outcome:

--

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



## Formal Recording of Incidents of Bullying (Appendix A)

(to be completed by the relevant staff member when he/she is sure that bullying has occurred/ is still occurring and after the 20 school days review, despite efforts to curb it)

Name of pupil impacted by the bullying and class level:

---

Name(s) and class(es) of pupil(s) engaging in bullying behaviour:

---

Source of bullying concern/ report and location of incidents (tick relevant box(es):

The child (impacted by the behaviour)		Yard	
Another child		Classroom	
Parent		Corridor	
Teacher / ANA		Toilets	
Other source (specify)		Other (specify)	

Name of person(s) who reported the bullying concerns:

---

Form of Bullying Behaviour (tick relevant box(es)):

Type of Bullying behaviour	Tick as appropriate	Type of Bullying behaviour	Tick as appropriate
Physical Bullying		Cyber bullying	
Intimidation		Name calling/ verbal bullying	
Damage to property		Extortion	
Isolation/ exclusion		Intimidation	
Malicious gossip		Relational	
Written Bullying		Other	

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

Homophobic	Disability/ AEN related	Racist	Membership of minority group	Exceptionally able
Gender identity/ sexist bullying	Physical appearance	Poverty	Religious identity	Sexual harassment

A short description of the bullying behaviour occurring and its impact:

Details of Actions/ Strategies implemented to date:

Follow up/ resolution information:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



## Student Friendly Policy (Appendix B)

**Bí Cineálta Student Policy**

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 to help.

**Get help!**

**Tell someone!**

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

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

Holy Family Senior 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 we could do better. We will always consult with our students when reviewing the policy.

**Bullying behaviour is when someone keeps being mean or hurtful to others over and over again. When it happens alot. Not just once.**



## Guide to Addressing Bullying Behaviour (Appendix C)

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: 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 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

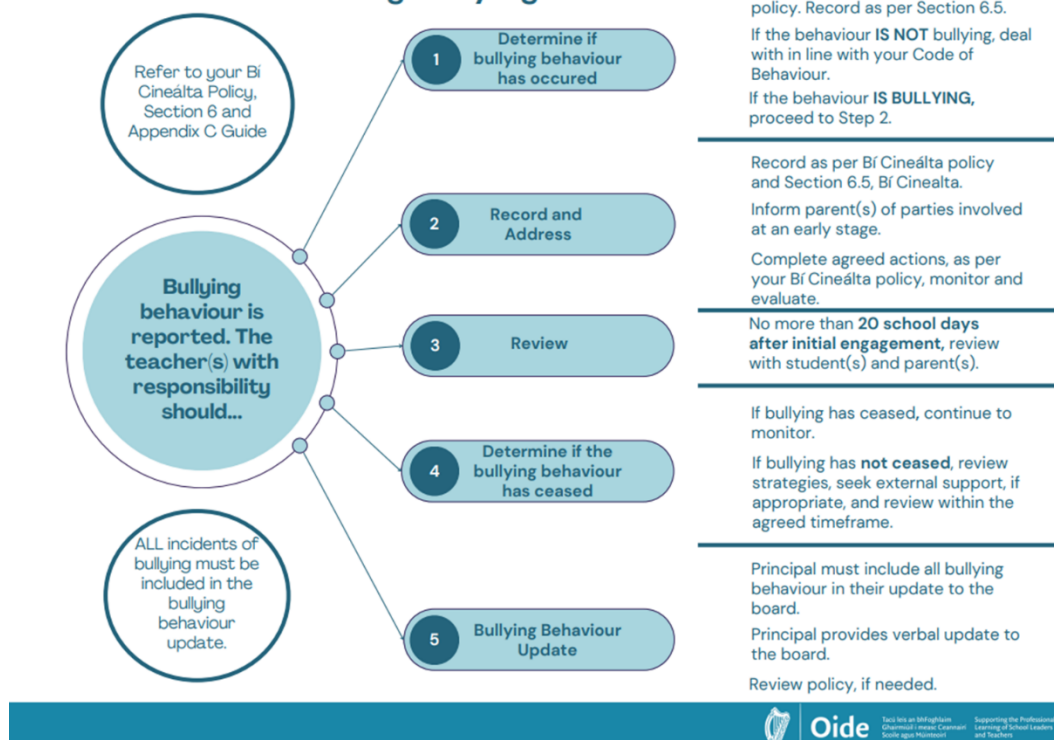


using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school

> 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.

## Bí Cineálta: Addressing Bullying Behaviour





## Bullying Behaviour Update to Board of Management of Holy Family Senior School (Appendix D)

Bullying Behaviour Update for the Board of Management meeting of \_\_\_\_\_.

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous Board of Management meeting, \_\_\_\_\_, following information must be reported by the principal 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	

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

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.



## Review of the Bí Cineálta Policy (Appendix E)

The Board of Management must undertake an annual (calendar) review of Holy Family Senior 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.

Initially adopted: June 2025

Last adopted: \_\_\_\_\_

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

- Bí Cineálta Notice Board
- All entrances/ exits to school building
- Yards
- School website
- Each classroom/ SET room

3. What date did the Board publish the Bí Cineálta policy and the student- friendly policy on the school website?

Initially published: June 2025 Most recent publication: \_\_\_\_\_

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

- Pupils consulted in the development of the policy during collaboration
- Start of term lessons acting as a reminder/ drawing attention to the school policy
- Discussion at school assembly
- Shared in school newsletter/website
- Included in school homework journals
- Displayed throughout the school and on school grounds

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

- Discussed at Parent Teacher Association meeting
- Shared in school newsletter
- Included in school homework journals
- Published on school website

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?

Yes ☐ No ☐

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?

(a) Parents

- Questionnaire via Microsoft Form
- Parent Teacher Meetings
- Parent Association Meetings

(b) Students

- discussion during collaboration
- discussion during assembly
- questionnaire via Microsoft Form

(c) Staff

- discussion at staff meeting
- questionnaire via Microsoft Form

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, Board of Management

Date:

Signed: \_\_\_\_\_  
Principal/ Secretary to the Board of Management

Date:

Date of next review: \_\_\_\_\_



Notification regarding the board of management's annual review of the school's  
Bí Cineálta Policy  
(Appendix F)

To: Holy Family Senior School Community

The Board of Management of Holy Family Senior School confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviours and its implementation was completed at the Board of Management meeting of \_\_\_\_\_.

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, Board of Management

Date:

Signed: \_\_\_\_\_  
Principal/ Secretary to the Board of Management

Date:

Date of next review: \_\_\_\_\_



## Antibullying Checklist of Prevention Strategy Interventions (Appendix G)

Initials of Child: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

- ☐ Fortnightly assemblies where the principal educates the children on issues such as diversity, respect, inclusivity and social interaction. Use of images and catch phrases to emphasise that Holy Family is a caring school and that all children have a right to be safe and happy;
- ☐ Regular whole school/group sessions on acceptable playground behaviour and school rules in Holy Family School
- ☐ Close supervision and monitoring of classrooms, corridors, school grounds, extra-curricular activities;
- ☐ Clear and open communication between all staff members;
- ☐ Regular communication with the students' council who will monitor playground happiness;
- ☐ The Stay Safe Programme is taught in all classes;
- ☐ SPHE Curriculum will have a number of lessons that deal with ant bullying issues;
- ☐ Wellbeing / circle time is explicitly taught and addressed informally in classes;
- ☐ Walk Tall programme is taught in class
- ☐ RSE programme taught each year
- ☐ Regular use of images that portray and celebrate diversity in the school
- ☐ Books in the class and school library that address areas such as diversity, racism etc.
- ☐ The Incredible Years programme/Friends for life programme is taught and addressed
- ☐ Peer mediation training for senior and junior pupils
- ☐ Buddy programmes in curricular areas
- ☐ Worry boxes in every classroom where pupils can write a note to the class teacher
- ☐ Anti-Bullying posters visible in all parts of the school and on windows facing the playgrounds



- ☐ Presentations by local community Gardaí and other outside personnel to speak to classes and engage in anti – bullying workshops
- ☐ The schools Anti-Bullying policy will be sent to all new parents along with the Acceptable Use Policy, Mobile Phone Policy and Code of Behaviour. It will be included in the front pages of the children’s homework diary
- ☐ The school SCP worker will engage in some group mentoring work with the senior classes where necessary
- ☐ SET teachers will target pupils with social difficulties and give individual and group support
- ☐ Pupils with special needs will use social stories to support them with peer interaction
- ☐ The Care team identifies pupils who are struggling socially and initiatives through Schools Completion programme and HSCL will be put in place to support these pupils;
- ☐ Parent’s information meetings will be organised to inform parents/guardians about social networking websites and cyber bullying;
- ☐ The schools mobile phone policy will be strictly implemented by all staff.

#### **Checklist of Support for Working with Pupils Affected by Bullying**

- ☐ Engagement in activities that raise their self-esteem i.e. small group Art/ Craft activities, gardening, helping with manual work in the school, sport, assisting young children, buddy systems, peer mentoring/mediation
- ☐ The pupil referred to play therapy/ Art therapy depending on availability of funding form SCP and places at the time
- ☐ Group workshops set up to support students who have engaged in bullying behaviour and student(s) experiencing bullying behaviour by the school principal and Schools Completion Programme staff.
- ☐ The SET/ Nurture teacher provided one to one support in helping develop social skills and learning empathy.
- ☐ Class teacher used focused circle-time activities.
- ☐ Outside school supports sourced through agencies such as Springboard, NEPs, CAMHs and Community Psychology.
- ☐ A structured and monitored behaviour plan put in place to support the pupil.
- ☐ Opportunities developed to allow confidential reporting for specific student(s) experiencing bullying behaviours.
- ☐ Outside groups employed to run workshops.

