



**Policy to Address
and Prevent
Bullying Behaviour
2025-2026**

The Board of Management of St Brigid's GNS 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 St Brigid's are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

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

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated. Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

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

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. 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. It is behaviour which is deliberate in nature and is unwanted, It is not

accidental or reckless behaviour. This harm can be physical (eg personal injury, damage to or loss of property,) social (eg withdrawal, loneliness, exclusion) or emotional (eg Low self-esteem, depression, anxiety.)

A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Section A: Development/review of our *Bí Cineálta* policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date Consulted	Method of consultation
School Staff	Feb 19th - March 7th 2025	Half-day closure to facilitate engagement with the <i>Bí Cineálta</i> guidelines Staff survey
Students	March 10th - March 14th 2025	Pupil survey (Third to Sixth Class)
Parents	Feb 27th 2025	Parents survey
Board of Management	May 2025	BoM Meeting
Wider school community: bus drivers, lollipop man, caretaker, cleaners, Busy Bees	March 2025	Meeting

Date policy was approved: 07/05/2025

Date policy was last reviewed:

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

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

a. Culture and Environment

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

We strive to:

- create a positive and inclusive school culture
- encourage and model positive relationships between adults and children and between the children themselves
- show effective leadership
- create a telling environment with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly
- ensure that pupils know who to tell and how to tell, e.g.
 - direct approach to teacher at an appropriate time, for example after class
 - hand note up with homework
 - make a phone call or email to the school or to a trusted teacher in the school
 - ask a parent(s)/guardian(s) to tell on your behalf
- ensure bystanders understand the importance of telling if they witness or know that bullying is taking place
- have safe physical spaces in our school building and yards
- ensure good supervisory and monitoring measures are in place

Ways in which we work to achieve these goals are as follows:

- Human Values Education lessons weekly and monthly assemblies
- opportunities to participate in class and whole school activities to raise self-esteem

- Stay Safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes
- playground games
- worry box/ worry monster in classrooms
- effective supervision through staff rota for yard supervision for teaching staff. All SNAs help supervise the yards each break

b. Curriculum (Teaching and Learning)

We strive to:

- provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity
- display a shared understanding of what bullying is and its impact

Ways in which we work to achieve this:

- teaching all aspects of the SPHE (Social Personal & Health Education) curriculum including Stay Safe, RSE (Relationship & Sexuality Education) and Education in Human Values content, which fosters students' well-being and self confidence as well as promoting personal responsibility for their own behaviours and actions
- Modelling respectful behaviour towards colleagues, pupils and visitors in our school environment
- curricular and extra-activities which 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 e.g. Multicultural Day
- implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying
- supports for staff
- consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- on-going evaluation of the effectiveness of the *Bi Cineálta* policy.

c. Policy and Planning

The aim of our *Bi 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, Inclusive and Special Education Policy, Child Safeguarding Statement and Code of Behaviour all support the implementation of the *Bi Cinealta* policy. Effective leadership is a key component of the implementation of the *Bí Cineálta* Policy, with Principal, Deputy Principal and Middle Management focused on supporting its implementation.

The following also support its implementation in our school:

- RSE Policy
- SSE (School Self Evaluation) Wellbeing in Education
- appropriate TPL (Teacher Professional Learning)
- strong interpersonal connections
- anti-bullying awareness initiatives
- student and parent participation

d. Relationships and Partnerships

- interpersonal connections are supported through a range of formal and informal structures such as our Parents' Association and our various 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
- peer mentoring and peer support are encouraged
- active participation of students in school life is supported
- students were actively engaged in 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
- anti-bullying awareness initiatives

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence. In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate support for young people in this school and to help inform

future prevention strategies.

e. Strategies to Prevent Bullying

The following are some of the general prevention strategies used by staff:

- positive reinforcement of positive behaviour
- use of thematic stories
- Wellbeing week
- Human Values lessons promoting kindness, tolerance and empathy
- follow school's anti-bullying procedures
- equipping children with coping skills and resilience building
- using Zones of Regulation to promote emotional self-regulation
- devising rules and consequences, promoting social skills; sharing, taking turns, cooperative games, team building games, board games etc.
- teaching the correct use and understanding of the word 'bullying'
- foster an atmosphere of inclusion and support in class

Preventing cyber bullying behaviour:

(Note - the digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. Children between 13 and 16 must have parental permission to sign up to social media services. Most social media platforms have a minimum age requirement and for the majority of these, it is 13 years old. Therefore children under the age of 13 should not have a social media account)

- promoting digital citizenship
- implementing SPHE curriculum
- Webwise and internet internet safety lessons and making children aware of Acceptable Use Policy
- open conversations with students about developing respectful and kind relationships online
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- promoting online safety events for parents who are responsible for overseeing their children's activities online
- hosting Internet Safety Week annually
- facilitating visits from the Community Garda to discuss online safety and legal implications
- incorporating Webwise lessons to teach responsible internet usage
- collaborating with companies like Cyber Kidz for expert guidance and to facilitate pupil workshops
- raising awareness about the consequences of enabling cyberbullying
- highlighting legal consequences: use of age-appropriate information to emphasize the criminal age of responsibility (12 years old)

Preventing homophobic/ transphobic bullying behaviour:

- maintaining an inclusive physical environment such as displaying relevant materials that reflect diverse family dynamics and situations, stocking class libraries with books that reflect diversity
- encouraging peer support such as peer mentoring and empathy building activities
- challenging gender-stereotypes
- providing topical and relevant lessons to promote understanding and respect
- demonstrating respect and inclusivity in everyday interactions

Preventing racist bullying behaviour:

- fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment
- encouraging peer support such as peer mentoring and empathy building activities
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds
- the cultural diversity of the school will be visible and on display
- celebrate cultural diversity by recognising and celebrating various cultures within the class and school
- educate about racism by teaching lessons that address racism and emphasise the value of our differences

Preventing sexual harassment:

- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment
- Use of SPHE and RSE lessons to teach students about healthy relationships and how to treat each other with respect and kindness

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):

In alignment with the *Bí Cineálta* procedures and our commitment to fostering a safe and inclusive environment for all students, this procedure outlines the supervision and monitoring strategies implemented to prevent and address bullying

behaviour in St. Brigid's GNS. Effective supervision and monitoring are critical components in ensuring a positive school climate where all students feel safe and respected.

1. Morning Supervision (Arrivals)

Indoors:

- From 8:40 AM each morning, designated staff members will supervise the corridors on both the ground floor and the first floor as pupils arrive to classrooms.
- Staff will be stationed strategically to cover all areas of the school to maximize visibility and reduce opportunities for bullying behaviour.
- Staff will engage actively with students, monitoring interactions and intervening promptly if any inappropriate behaviour is observed.
- Pupils will go straight to class

Outdoors:

- From 8:40 am the Principal will supervise pupils as they enter via the ramp and a staff member will supervise pupils as they enter the pedestrian gate. A third staff member supervises at the end of the ramp.

2. Dismissals

3. Corridor Supervision (Wet Days)

During wet days, designated staff will supervise corridors to ensure that students remain in designated indoor areas and engage in appropriate activities. Staff will monitor for signs of exclusionary or intimidating behaviours and intervene promptly if necessary.

4. Classroom and Break Supervision

- Teachers will remain vigilant during classroom time and breaks, observing interactions among students and addressing any inappropriate behaviour.
- Teachers will monitor communal areas such as yard, the play area and bathrooms as appropriate to ensure these spaces remain safe.
- Teachers will not leave their classrooms unattended except for toilet breaks or urgent medical reasons. In such cases, the teacher in the adjoining classroom will leave their door open and provide supervision for both rooms.

Section C: Addressing Bullying Behaviour

All teachers have responsibility for addressing bullying behaviour.

The class teacher will oversee recording of reports of bullying behaviour for students in their class. This will involve using the procedural guidelines to investigate and record reports of bullying behaviour on the correct form on Aladdin.

The principal/deputy principal and class teacher will follow up after 20 days to investigate if the bullying behaviour has ceased using the correct form on Aladdin

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
- > engage with the students involved and their parents again no more than 20 school days after the initial engagement

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):

Steps to Determine if Bullying Behaviour Has Occurred

1. Initial Inquiry

- Teachers consider **what, where, when, who and why** during the investigation
- Teachers take a calm, unemotional, problem-solving approach when dealing with incidents of alleged bullying behaviour reported by parents, staff or parents
- Interview individuals separately if multiple students are involved. First interview the student who has experienced alleged bullying behaviour, then others that were involved
- Get a written account of what has happened from all students involved
- A template on Aladdin is used to record all incidents of alleged bullying behaviour

2. Group Discussion

- After individual interviews, and if it is deemed helpful, hold a group meeting to clarify everyone's perspective
- Encourage each student to share their account to foster mutual understanding

3. Written Accounts

- Request students to write down their accounts to ensure clarity and provide documentation

4. Defining Bullying

- Refer to the definition of bullying in Chapter 2 of the *Bí Cineálta* procedures and use the following questions to assess if the behaviour meets the criteria:
 - a. *Is the behaviour targeted at a particular student or group of students?*
 - b. *Is the behaviour intended to cause physical, social or emotional harm?*
 - c. *Is the behaviour repeated?*

5. Consideration of Context

- Distinguish between hurtful or unacceptable behaviour and bullying, referencing the school's **Code of Behaviour** for non-bullying issues.

Approaches to support those who experience, witness and display bullying behaviour **Bullying Behaviour** (see Chapter 6 of the *Bí Cineálta* procedures)

1. Engagement with Students

- Meet promptly with students involved to ensure they feel **listened to, supported, and reassured**.
- Maintain privacy and conduct sensitive conversations appropriate to the age and ability of the students.

2. Support Mechanisms

- **For the student experiencing bullying:** Provide emotional support and involve them in deciding the next steps.
- **For the student displaying bullying behaviour:** Where it has been determined that a student has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the perspective of the student experiencing the bullying behaviour. Address underlying relational issues and provide strategies for improved behaviour.

3. Involvement of Parents

- Notify and consult parents of students involved at an early stage, once it has been established that bullying behaviour has occurred
- Parents of all students involved will be contacted
- If a parent makes a report of bullying behaviour and requests no action to be taken, they must do so in writing but even so, the school may still deem it necessary to investigate and address behaviour appropriately.

4. Timely and Tailored Actions

- Take prompt action, ensuring measures align with the *Bí Cineálta* policy.
- Avoid actions that diminish the student's agency.

5. Strategies

- Utilise restorative practices, mediation, values or other approaches when students consent to the process

6. Addressing Complex Cases

- Handle cases involving external parties or off-school bullying impacting school life through supportive interventions
- Use the school's **Code of Behaviour** for ongoing or severe issues requiring disciplinary action
- Sanctions will be proportionate to the seriousness of the bullying behaviour
- It must be made clear to all involved (each set of students and parents/guardians) that in any situation where disciplinary sanctions are used, that this is a private matter between the student being disciplined, her parents/ guardians and the school

Steps to Review Progress

Follow-Up Review

- Engage with students and parents within **20 school days** of the initial intervention. Record this follow up investigation on the correct form on Aladdin
- Assess the nature of the bullying, effectiveness of strategies, and current relationships
- 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

Continuous Monitoring

- Supervise both the student experiencing bullying and the student displaying the behaviour to ensure ongoing support
- Address lingering relational difficulties proactively

Adjustments as Needed

- If bullying persists, revise strategies with input from students and parents and schedule further reviews
- Apply the school's **Code of Behaviour** where necessary

Documentation

- Maintain detailed records of incidents, actions taken, and follow-ups

- Update Student Support Files or Plans as applicable, ensuring consistency in addressing the issue
- **Final Assessment**
 - Confirm if the behaviour has ceased
 - Document all engagements, including dates of resolution and any consultations with external services

Complaint and Support Resources

If parents are dissatisfied, guide them to the school's complaint process or external bodies like the Ombudsman for Children

Highlight supports available through NEPS, Oide, Webwise, NPC, for long-term resolution and prevention

This approach ensures fairness, sensitivity, and clarity while addressing bullying effectively and promoting a safe school environment.

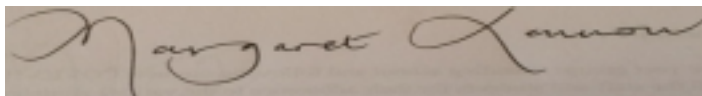
All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern 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

Margaret Lennon

(Chairperson of board of management)

Date: 07/05/2025

Appendix A

Bí Cineálta: Follow Up Review of Bullying Behaviour

Name of Child	
Class	
Teacher	
Date of initial report	

Date of follow up review	
Nature of bullying behaviour	
Strategies that were used to address bullying behaviour	
Has the bullying behaviour ceased?	
Date bullying behaviour ceased	
Was there any engagement with external services/supports?	
Is ongoing supervision and/or support needed for student?	
Comments from student about current situation	
Comments from parent(s)/guardian(s) about current situation	

If the bullying behaviour has not ceased:

Which strategies worked?	
New strategies to be engaged	

Comments from student about current situation	
Comments from parent(s)/guardian(s) about current situation	
Date for review of these further strategies	

- 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 B
Student friendly version



Bí Cineálta



We want everyone at our school to feel safe and happy!

Our school has a Bí Cineálta policy to stop bullying behaviour!

What is bullying behaviour?
Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

Tell a teacher or an adult you trust if you think you or someone else is being bullied. They will know what to do to help.

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



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 E
Bí Cineálta Policy Review

The Board of Management must undertake an annual 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?

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?

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?

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?

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

Review Date: _____

Appendix F

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

The Board of Management of St Brigid’s GNS 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:

Signed:

(Chairperson of board of management)

(Principal)

Date: _____

Date: _____

Date of next review: _____