

Comeragh College



Bí Cinealta Policy to Prevent and Address Bullying Behaviour

August 2025



Rialtas na hÉireann
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Comeragh College

Mission Statement

At Comeragh College we aim to provide a quality education for life in an innovative, responsive, and caring learning environment. In our school, students can attain the highest standards of excellence, academically and in all other aspects of their school activities.


In accordance with the requirements of the Education (welfare) Act 2000 and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools*, the board of Management of Comeragh College has adopted the following Policy to prevent and address bullying behaviour in conjunction with and within the framework of the school's overall Code of 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*.

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

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

Signed:  Date: 11/9/2025
(Chairperson of board of management)

Signed:  Date: 11/9/2025
(Principal)

Link to Mission Statement & Key Principles of Best Practice

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to ensuring that policy and practice in the school is guided by the four key principles of *Cineáltas*:

1. Prevention
2. Support
3. Oversight
4. and Community

The Board of Management of Comeragh College 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 of Comeragh College acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

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

Definition of Bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.

Each school is required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis.

The core elements of the definition are further described below:

Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the 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 still be addressed under the school's code of behaviour.

Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

Imbalance of power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education.

In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated

behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

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 can't control.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying, can be distressing.

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

One off instance of negative behaviour

Disagreement between students

Or where students do not want to be friends or remain friends (unless the intention is to be unkind and exclude)

A student with SEN social communication difficulties – this will not be considered bullying unless the intention is unkind.

Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, **criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images.**

If bullying behaviour **involves physical violence or threats of violence**, it may be considered **assault**.

If bullying behaviour involves **discrimination or hate speech** targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be **considered a hate crime** under the Prohibition of Incitement to Hatred Act 1989, and those engaging in

such behaviour may face criminal charges.

If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour. **An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.**

Types of Bullying Behaviour

(This list is not exhaustive — all bullying is taken seriously. Examples below are for clarification purposes only).

General Bullying – What Can Happen Anywhere

These behaviours are not acceptable:

- **Harassment** based on someone's identity
Example: Repeatedly mocking someone's religion or making sexist jokes.
- **Physical aggression**
Example: Hitting, tripping, pushing, throwing items at someone.
- **Physical disrespect**
Example: Blocking Someone's Path, Physical Intimidation or Threatening Gestures, Invading Personal Space in a Threatening Way
- **Damaging or taking someone's property without permission**
Example: Snapping someone's ruler or stealing their headphones, Hiding another student's belongings, Interfering with another student's locker in any way.
- **Name-calling or insults**
Example: Calling someone "loser," "weirdo," "fat," or "stupid."
- **Bad-Natured Teasing (slagging - even if "just messing")**
Example: Making fun of someone's clothes or how they talk, then claiming it was only a joke.
- **Grunting/Making Noises**
Example: Animal noises or any noise to imitate or offend.
- **Spreading hurtful content** (notes, drawings, online posts)
Example: Passing around a cruel drawing or sharing a meme about someone.
- **Offensive graffiti**
Example: Writing/drawing anything designed to be hurtful or offensive in a bathroom area or any part of the school building.
- **Threats or intimidation**
Example: Telling someone they'll get "done" or threats of physical harm. This includes arranging fights.
- **Inappropriate or insulting gestures**

Example: Giving the middle finger or any inappropriate gesture, mimicking someone mockingly.

- **“The Look”** — silent intimidation (see full section below)

Example: Glaring at someone to make them feel unwelcome, self-conscious or excluded.

- **Invading personal space**

Example: Standing too close to someone in a threatening way.

- **Extortion** — pressuring someone to give you something

Example: “Give me your lunch or your phone gets it.”

- **Getting others involved** - to bully someone

Example: Asking friends to block someone on social media or spread rumours.

- **Deliberate exclusion**

Example: Making plans loudly in front of someone, knowing they’re not invited.

- **Being a bystander**

Example: Watching someone get bullied and laughing or doing nothing when you are aware of adults that can help the person experiencing bullying behaviour.

- **A combination of these behaviours** can also be bullying.

Everyday Comments That May Excuse Bullying

“We’re Just Friends” Is Not an Excuse

Sometimes people say:

“We’re only joking” or “It’s fine — we’re friends.”

But:

- **Being friends does NOT make it okay to mock, exclude, intimidate, or hurt someone — even as a ‘joke’.**
- What matters is the **impact** your words or actions have on others, not whether you meant it “as a laugh.”
- If someone feels embarrassed, left out, or targeted — it is **taken seriously**, no matter what the relationship is.

At Comeragh College, this behaviour **does not meet the school’s expectations** for a kind, respectful, and inclusive community. If someone says “stop,” you stop — even if you think it’s just banter.

“The Look” – Silent Bullying Through Body Language

What it is:

A glare, smirk, stare, eye-roll, or judgmental expression aimed at someone to intimidate or humiliate them.

Examples:

- Looking at someone up and down to mock them.
- Sharing a “smirking look” with friends when someone enters the room.
- Eye-rolling in class every time a particular student speaks.

These **non-verbal actions still count as bullying** — they send clear messages of disrespect and exclusion.

Cyberbullying – Online, on Devices, or Gaming

Includes using school or personal devices to bully someone.

Cyberbullying Examples:

- **Spreading lies or rumors**
Example: Posting “everyone knows [student] cheated on the test” on a group chat.
- **Harassment — sending repeated cruel or hurtful messages**
Example: Constantly texting or messaging someone things like “Nobody likes you” or “Why are you even here?” even after being asked to stop.
- **Impersonation**
Example: Making a fake account pretending to be someone with or without the use of AI and posting offensive things.
- **Flaming** — online fights with aggressive messages
Example: Getting into a heated comment thread full of swearing and insults.
- **Trickery**
Example: Pretending to be a friend to get personal info, then sharing it.
- **Outing**
Example: Sharing private DMs or personal photos without consent.
- **Exclusion online**
Example: Removing someone from a group chat and mocking them afterward.
- **Forced Inclusion / Online Harassment** — repeatedly adding someone to a group after they’ve asked to leave
Example: A student leaves a group chat because they feel uncomfortable, but others keep adding them back and posting messages like “You can’t escape us” or laughing emojis.
- **Cyberstalking**
Example: Constant messaging or commenting meant to scare someone or track their actions.
- **Silent/abusive calls or messages**

Example: Prank calls late at night or texts like “no one likes you.”

- **Posting hurtful comments** on social media, blogs, or videos

Example: “This person’s voice is so annoying lol” under a video or social media post.

- **Using A.I. tools to make fake, damaging images or videos**

Example: Creating a fake image of a person.

Platforms Frequently Used for Bullying

Social Media & Messaging Apps:

- **Snapchat** – fake stories, screenshots, anonymous bullying
- **Instagram** – DMs, tagging, cruel memes
- **TikTok** – mocking videos or trends
- **WhatsApp** – group chat bullying, exclusion
- **BeReal** – indirect mocking or posts meant to exclude
- **Discord** – bullying in servers or voice chats
- **Facebook/Messenger**

Gaming Platforms:

- **Roblox, Fortnite, Minecraft** – targeting players, using chat to insult
- **Xbox Live/PlayStation Network/Twitch/Discord** – offensive voice messages or messages

School Technology:

- **Microsoft Teams** – misuse of chat, exclusion in group work
- **School laptops/tablets** – using during breaks or after school to access bullying content

Identity-Based Bullying

LGBTQ+ (Homophobic & Transphobic):

- **Spreading rumors** about someone’s sexual orientation
- **Using slurs** like “queer,” “gay,” or “tranny” to insult
- **Mocking someone for their gender identity or expression**
- **Physical threats or harassment** related to identity

Race, Nationality, Ethnic Identity:

- **Making fun of someone’s accent, name, or traditions**
- **Comments about skin colour, culture, or Traveller identity**

- **Exclusion or mistreatment** because of background

Religion:

- **Mocking religious beliefs, clothing, or practices**
- **Telling someone their beliefs are “weird” or “wrong”**

Disability / SEN (Special Educational Needs):

- **Mocking or imitating a disability**
- **Taking advantage of someone’s difficulty understanding social cues**
- **Name-calling**
- **Tricking or manipulating** those with learning difficulties
- **Setting others up for ridicule**

Relational Bullying – Bullying Through Social Manipulation

- **Gossip and rumours**
- **Excluding someone on purpose**
- **Taking friends away**
- **Talking Behind Someone’s Back or Sharing Private Information.** This includes speaking negatively about someone when they are not present or sharing personal or sensitive information with others that was told to you in confidence. This behaviour damages trust and can cause serious hurt or embarrassment.
- **Mocking labels like Swot, Try-hard, NPC, Cringe**
- **Saying cruel things loud enough for someone to hear**

Sexual Bullying

- **Unwanted comments about someone’s body or sexuality**
- **Inappropriate touching or gestures**
- **Spreading sexual rumours**
- **Sharing sexual content or pressuring someone to send it**

This Policy Applies

- To all on school grounds, attending school trips, representing the school or wearing the school uniform or tracksuit.

- To any behaviour that adversely affects the school reputation or impacts negatively on the education of any student in the school.

It should be noted, however, that in accordance with the Department of Education Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools: Comeragh College considers that a school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, Comeragh College will deal with it in line with our Bí Cineálta policy.

Rights and Responsibilities of Each Member of the School Community

Right	Responsibility
<ul style="list-style-type: none"> • I have the right to be safe in school 	<ul style="list-style-type: none"> • I have a responsibility to make our school a safe and secure place for others

Rights and responsibilities of students and staff

I have a right to be:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • Treated with respect • Physically safe and to expect my property to be safe at school • Free from all forms of bullying • Able to learn & teach without disruption 	<ul style="list-style-type: none"> • Others are treated with respect • Others feel physically safe, and the property of others is safe - how can student insure this • Others are free from all forms of bullying • Others/students are able to learn without disruption • Bullying behaviour is acted upon in accordance with Bí Cineálta guidelines.

Rights and responsibilities of parents

I have a right to:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • Expect that my child is safe in school and can learn without disruption 	<ul style="list-style-type: none"> • I report bullying behaviour to the school • Co-operate fully with the implementation of school policy

Responsibilities of bystanders/witnesses

I should:	I should not:
<ul style="list-style-type: none"> Say 'no' or 'stop' when you see or hear someone behaving unfairly - be assertive but not aggressive – without putting myself in danger or escalating situation. Seek help immediately from an adult, if the situation is dangerous. Tell when you know a student is being bullied. 	<ul style="list-style-type: none"> Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc. Cheer on somebody who is bullying. Stay in a dangerous situation – e.g. fight Bully the 'bully' i.e. take matters into my own hands.

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	Tuesday 29 th April 2025	Half day staff presentation
Students	Monday 10 th April 2025	Student focus groups
Parents	Wednesday 28 th May 2025	Meeting – Consultation with staff
Board of Management	Wednesday 28 th May 2025	BOM Meeting
Wider school community as appropriate, for example, bus drivers	Wednesday 28 th May 2025	Meeting – Consultation with staff
Date policy was approved:		
Date policy was last reviewed:		

Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

Bullying Prevention aligned with Key Areas of Wellbeing Promotion

1. Culture and Environment

- Promoting **kindness, inclusion, and respect** through our Bí Cineálta values.
- A proactive **Student Council**, guided by our Ethos Coordinators, helps build leadership and student voice.
- **Calm and sensory-friendly areas**, such as the **Cubbie Sensory Space**, are available to help students manage stress and support focus.
- **The Comeragh Suite** provides specialised, inclusive support for students in the NCSE Special Classes.
- Visible and positive **wellbeing visuals** throughout the school encourage self-care and emotional awareness.
- Regular **student anti-bullying surveys** help us listen and respond effectively.
- **Acts of kindness initiatives**, like Christmas hampers, hot chocolate sessions, and “tea and chats,” promote caring relationships and provide tangible demonstrations of empathy and compassion. These events are not only enjoyable and inclusive but also model positive social behaviour. By participating in and witnessing acts of kindness, students internalise the values of generosity, gratitude, and emotional awareness, reinforcing a school culture where wellbeing is prioritised and everyone feels seen, valued, and supported.
- A **uniform wardrobe** ensures all students feel included and supported. This initiative promotes sustainability by reducing waste and supporting a circular economy. More importantly, it helps prevent bullying by removing visible socioeconomic differences among students. By ensuring that all students have access to appropriate, well-maintained uniforms, the school fosters equity and reduces the chances of exclusion, stigma, or negative attention based on appearance or affordability.

- **Canteen vouchers** are available for students who may forget their fob or money. This measure ensures that no student is left out during break or lunchtime and helps prevent any potential embarrassment or teasing. It supports dignity and inclusion while reducing anxiety and supporting positive peer interactions.
- The use of **WayToPay links** for money collection related to trips or school events helps avoid potential embarrassment for students who may not have immediate access to funds. Teachers never ask for cash in classrooms, and any issues of non-payment are handled privately and sensitively. This fosters dignity, reduces anxiety, and ensures every student can participate equally.
- **Ethos Core Values** are displayed in classrooms to promote a shared sense of respect and responsibility.
- The **Helping Hands Programme** fosters empathy, respect and cooperation in classrooms.
- Participation in the **Erasmus Wellbeing and Mindfulness Programme** supports a culture of calm and positivity.
- Creative, inclusive school-wide projects like **Creative Schools** and the **BLAST Arts Programme** help students work together and build friendships through shared creative experiences.
- **Social Media Highlights:** The school regularly celebrates student achievements and successes on social media to foster a culture of affirmation, build community pride, and promote positive peer recognition.
- **Teacher-based classrooms:** Teachers have autonomy to set up seating arrangements tailored to the teaching strategies and learning styles of their students, creating more effective and inclusive learning environments.
- **No Mobile Phones During School Hours:** Comeragh College enforces a no-phone policy during the school day, on all bus trips, and during school excursions. For overnight trips, phones are collected at 10 p.m. and returned the following morning. This reduces opportunities for online bullying, including the sharing of harmful messages or images. By removing access to phones, the policy limits distractions, supports focused learning, and fosters more face-to-face interactions. It helps create a safer, more respectful environment by preventing cyberbullying incidents and encourages healthier, more inclusive social dynamics.

2. Curriculum

The school curriculum actively promotes wellbeing and inclusivity. These areas are integrated into

classroom teaching and extra-curricular learning:

- **Wellbeing Indicators** such as being connected, resilient, and respected are included in all subjects.
- **SPHE (Social, Personal and Health Education)** helps students understand respect, empathy, consent, and online safety.
- **CSPE (Civic, Social and Political Education)** lessons focus on human rights, diversity, and justice.
- **Daily Wellbeing Tutor Classes** give time for students to discuss mental health, peer relationships, and anti-bullying. These sessions also provide space for reinforcing positive behaviours, supporting social-emotional learning, and addressing concerns in a timely and respectful manner.
- **Awareness Points in the School Year** related to some of the following areas: Mental Health, Internet Safety initiatives, Inclusion, and themed classroom and tutor activities allow for shared learning and positive reinforcement.
- The **Transition Year Programme** includes volunteering, leadership, and wellbeing-focused projects.
- **PE and Sport Workshops** promote teamwork, peer connection, and mutual respect.
- **Webwise Safer Internet Ambassador Programme** teaches online safety and digital wellbeing through SPHE, CSPE, and Computer Studies.
- **Daily Wellbeing Classes** include themed lessons aligned with annual wellbeing events.

Additional Information

Wellbeing Focus	Where It Happens	How It Helps Prevent Bullying
Mental Health	SPHE, PE, Wellbeing Class	Builds emotional resilience and confidence
Respectful Relationships	SPHE, RSE	Teaches empathy, kindness, boundaries, and consent
Online Safety	SPHE, CSPE, Computer Studies	Promotes responsible digital behaviour
Inclusion and Equity	Erasmus+, Helping Hands, Creative Schools, BLAST	Builds a culture of belonging and shared identity
Student Voice	Wellbeing Tutor Classes, Student Council	Encourages speaking up and peer leadership
Physical Activity	PE, Sport, Extra-Curricular	Builds teamwork and healthy social interaction

3. Policy and Planning

- Anti-bullying principles are central to the **DEIS Plan** and **School Self-Evaluation**.
- **Bullying surveys** are conducted four times per year to monitor school climate.
- Regular **meetings** ensure our student support systems are reviewed and improved.
- **Provision mapping** ensures students with additional needs are fully supported.
- A strong **transition programme** helps new students integrate and feel welcome.

4. Relationships and Partnerships

- **Student voice groups** and leadership programmes build communication and ownership.
- **Homework Club and Learning Hub** support students academically and socially.
- Teachers use **seating plans** to support positive class relationships.
- Students are encouraged to **speak to someone** if they are worried about themselves or others.

5. Staff Wellbeing and Training

- All staff receive **training** in anti-bullying, diversity, and wellbeing.
- Staff participate in wellbeing and kindness activities to build community and model respectful behaviour.
- Staff opportunities for professional development are supported, encouraged and provided on agreed areas. For example:
- **2024/25** – Child Protection
- **2025/26** – Restorative Practice

6. Student Support Systems

- A dedicated **Student Support Team** responds early to student concerns.
- **Tutors encourage students** to get involved in extracurricular and co-curricular activities to broaden their experiences, foster meaningful connections with peers and staff, and provide them with positive engagement opportunities beyond the traditional classroom setting. These experiences help students build self-esteem, develop new interests, and contribute to a stronger sense of belonging within the school community.

- Comeragh College is currently developing the following areas to further strengthen its anti-bullying approach:
- **Anonymous Reporting Tool:** This initiative is being developed to ensure students have a private and secure method to report bullying. It promotes early intervention and provides a safe outlet for concerns.
- **Parent/Guardian Workshops:** These sessions will help parents understand bullying prevention strategies, build awareness of warning signs, and support healthy communication and digital behaviour at home. The aim is to create stronger partnerships between home and school.
- **Lunchtime Peer-Led Clubs and Safe Spaces:** By providing inclusive, interest-based social spaces during lunch breaks, the school fosters friendships, reduces isolation, and helps students build confidence. These environments are being developed to promote belonging, inclusion, and peer support—key protective factors against bullying.
- The school has established a very strong network of professional supports in the community (e.g., Tusla, Gardaí, Foróige, etc.) to help address student needs collaboratively and holistically.
- **Guidance provision** allows for one-to-one meetings with students. Comeragh College has two timetabled Guidance Counsellors available to provide tailored support.
- The Student Support Team offers a high level of professional expertise and benefits from extensive professional learning opportunities to ensure high-quality, individualised care.
- A **School Counsellor and Independent Psychotherapist** are available to support mental health.

Conclusion

Comeragh College is committed to creating a safe and inclusive environment for every student. Through whole-school strategies and strong curricular links, we ensure that our students are supported to be kind, connected, and confident. Parents and guardians are key partners in this work, and we welcome continued collaboration to support every young person in our care.

To help make our information accessible to all families, the **Comeragh College website includes a translation feature** that allows content to be viewed in multiple languages. This ensures parents for whom English is not a first language can stay informed and involved in their child's education.

Supervision & Monitoring

Comeragh College has the following supervision and monitoring policies in place to prevent and address bullying behaviour.

In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships Comeragh College has the following supervision and monitoring policies to prevent and address bullying behaviour:

- Yard and Corridors and in class - A weekly schedule of student supervision on corridors and yard is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management. CCTV may be reviewed as an extra layer of supervision.
- All staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are always expected.
- Survey of Students – Anti-bullying surveys are carried out during wellbeing time. These booklets are reviewed by tutors/BFL teacher. Any concerns or worrying responses are followed up promptly.
- Student Support Team – the student support team meet weekly and operate a check and connect system where teachers meet students where concerns may have been brought to their attention.
- Posters throughout the school address the need for a telling environment and wellbeing classes and assemblies reinforce this.
- A support email address is available for parents and students to contact the school to report any concerns or share information that may be relevant to school life. Information is shared with Student Directors to follow up before the anti-bullying team review.
- When required by class tutors, a class teacher or member of the SST will act as “one good adult” for a child who may need additional support using a check and connect system which is linked to the SST.
- There is a digital CCTV system throughout the school and in line with Child Protection risk assessment all classrooms have windows on the doors.
- There are designated areas for break and lunchtime and designated bathrooms for various year groups. A teacher is assigned to the bathroom areas at break and lunch to monitor students.
- We have posters and artwork throughout the school to promote a culture of kindness and support for students.

- Throughout the school grounds there are benches and picnic area for students to sit and relax in a safe space.
- Teachers are informed if there are concerns about particular students to allow them to be extra vigilant in certain cases.
- There is a library space available for those students who may wish to take a timeout during unstructured times of the day especially if they feel overwhelmed by other students.

Addressing Bullying Behaviour

Comeragh College reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is being carried out by a member of the school community and it is impinging on the work or wellbeing of a student in the school, even where the bullying acts are committed outside of the school. Comeragh College takes a restorative approach in addressing bullying behaviour.

Comeragh College reserves the right, in accordance with Section 6 Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary in dealing effectively with bullying behaviour. In any case, where Comeragh College deems bullying behaviour to be potentially abusive (Section 2 Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools) it will consult with the HSE's Children and Family Services to assist it in:

- (a) drawing up an appropriate response or
- (b) to obtain advice or
- (c) to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES Child Protection Procedures for Primary and Post-Primary (revised 2023)

The steps that will be taken by Comeragh College 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):

Responsibility for addressing bullying behaviour is as follows:

- Student Director for each year group assisted by Principal and Management if necessary
- Following investigation firstly by Student Director then a follow up by the anti-bullying team

Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour the Student Director 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.

Schools **do not require individual student consent** to monitor digital activity if the processing is necessary for:

- The performance of a task carried out in the public interest (e.g. education).
- Ensuring **student safety and wellbeing**.
- Fulfilling their duty of care and curriculum delivery.

When Bullying Behaviour occurs, Comeragh College 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
- act in a timely manner
- inform parents of those involved
- Restorative Practice – Comeragh College takes a restorative practice approach to bullying and

recognises the need for support of all parties

Parents are an integral part of the school community and play an important role, in partnership with Comeragh College, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in this policy.

- Comeragh College reserves the right to ask any student to write an account of what happened, as part of an investigation. This will be standard procedure and does not necessarily imply that a student is guilty of misbehaviour. As part of this the student who reports bullying behaviour will be asked to note what happened, when it happened and who was present.
- Investigating bullying initially a “no blame” approach is taken but behaviour is taken very seriously. Students are given an equal opportunity to share their account, and honesty is always encouraged even when there has been wrongdoing on their part.
- In investigating bullying behaviour or addressing bullying behaviour in any way, Student Directors are welcome to seek the assistance and support of the Principal, the Management, or the student support team at any time. Indeed, given the extent to which the Principal and Management are privy to all kinds of personal information about students, it would be prudent for Student Directors to check in with either of them before taking any action in relation to bullying behaviour.
- Students who are alleged to have been involved in bullying behaviour are interviewed by their Student Director to establish the nature and extent of the behaviour and the reasons for it.
- If it is established that a student has been bullied, they will be referred to the guidance counsellor by their Student Director and encouraged to engage with the supports offered, their parents will be informed, and views of parents will be noted for reporting purposes.
- In all cases if a student has been involved in bullying behaviour, the Student Director will contact their parents, give a report of the investigation to the anti-bullying team - and refer the student to the Anti-bullying Team
- In circumstances where student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and for how their parents will be informed.

The school will consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy, or language barriers.

- The Anti-bullying Team will speak to the student(s) accused of bullying behaviour and if it is a first offence the student(s) will be given a verbal warning and referred to the guidance counsellor for support as deemed necessary. However, in the case of a serious incident Comeragh College reserves

the right to invoke the Code of Behaviour especially where the health and safety of a student is at risk.

- When an investigation is completed and/or a bullying situation is resolved the Anti-Bullying Team members involved will document outcomes - to include the findings of the investigation, strategy adopted and the outcome of the intervention, as well as any other relevant information. This will also be noted on VS ware.
- The Anti-bullying Team does not apportion blame but rather treats bullying behaviour as “unkind and unwanted behaviour” that can and must be remedied. It emphasises that its intention is not to punish perpetrators but talk/support to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no immediate penalty and that will be the end of the matter. However, there are cases where the Code of Behaviour must be applied. Students who report bullying therefore are not getting others “in trouble” so much as enabling them to change their ways and avoid trouble which they may ultimately get into if the bullying continues. This is based on restorative practice principles.
- If a student is found to be engaged in bullying behaviour for a second time this will be considered to be an extreme breach of the Code of Behaviour and will be dealt with accordingly. Parents will be asked to attend a meeting with the school to discuss a Student Behavioural/Promise contract [Appendix C] and supports for the student. The Code of Behaviour will be applied at this stage.
- Student Directors will liaise with the Anti Bullying team within 20 days after the initial engagement. Parents and students will be checked in with by the Student Director.
- If bullying has not been resolved within after 20 days, it may be referred to Tusla.
- This will be recorded. The date that it is determined that the bullying behaviour has ceased will also be recorded.
- The Anti Bullying team will check in with students involved with a 2-month period to follow up and make sure the situation has been resolved. They will inform the student to contact their Student Director if any further issues arise.

Recording of Bullying Behaviour

Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, they will comply with relevant data protection legislation. It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

Comeragh College’s procedures for noting and reporting bullying behaviour are as follows:

- All incidents of bullying should be recorded by the Student Director (using appendix B). Based on different student needs, these records may be written/dictated/voice recorded.
- Document the following details (Section 2 Bí Cineálta Procedures to Prevent and Address

Bullying Behaviour for Primary and Post-Primary Schools):

- Type and form of bullying behaviour (if known).
- Where and when it took place.
- The date of the first engagement with the students and their parents.
- Include the views of students and parents on actions to address the bullying behaviour
- Document the review process with students and parents to check if the bullying behaviour has stopped and get their feedback.
- Document the date of each engagement and when it is confirmed that the bullying has ceased.
- Any involvement with external services or supports will also be noted.
- Keep the records according to the school's record-keeping policy and in line with data protection rules.
- If there's a Student Support File, place a copy of the record there to help the support team provide consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan will be updated to incorporate response strategies and associated supports.

Follow up where Bullying Behaviour has occurred

Engagement with Students and Parents:

- The Student Director/Principal/Management must engage with the students involved in the bullying behaviour and their parents.
- This engagement should occur no later than 20 school days after the initial contact.

Factors to Consider:

- During this engagement, important factors to consider include:
 - The nature of the bullying behaviour.
 - The effectiveness of the strategies used to address bullying behaviour
 - The relationship between the students involved.

Review of Strategies:

- If the bullying behaviour has not stopped, the Student Director/deputy Principal/Principal should:
 - Review the strategies used to address bullying behaviour.

Consult with the students involved and their parents to determine the next steps. Agree on a Timeframe:

- A timeframe should be set for further engagement and follow-up until the bullying behaviour ceases.

Further Action if Bullying Continues:

- If the bullying behaviour continues, the school should consider using strategies from the school's Code of Behaviour to address the inappropriate behaviour.

Disciplinary Sanctions:

- If disciplinary sanctions are necessary, the matter should be handled between the student, their parents, and the school.

If Parents Are Unsatisfied:

- If a parent is not satisfied with how the bullying has been addressed, they should refer to the school's complaints procedures, as outlined in the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Complaint to Ombudsman for Children:

- If a parent remains dissatisfied after the complaint process, they can contact the Ombudsman for Children if they believe the school's actions negatively affected the student.

Requests to take no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. *Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.*

Support

Comeragh College will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

Students who experience Bullying or Witness Bullying:

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

- Students may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.
- In this regard the relevant Student Support Team will work closely with the students to ensure they are actively supported in the school and to engage in school-based activities they enjoy. They may be placed on our school's lean in/ lean out support list and/or engage in check and connect.
- The school's guidance department may also put in place a program of support in conjunction with the Student Director
- The learning strategies applied within the school will also allow for the enhancement of the pupil's self-worth

Students who display bullying Behaviour:

- Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- The Student Director in conjunction with the relevant Student Support Team will work closely with the student in this regard.

Outside agency support:

- The school in certain circumstances may also seek the support and advice of TUSLA, EWO, NEPS, NCSE, second level school support services, HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying.

Links with other policies:

- Code of Behaviour
- Acceptable Use Policy
- Wellbeing Policy/AI Policy under ratification
- Child Safeguarding Statement

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 been reported since the last meeting, 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
- any wider strategies to prevent and address bullying behaviour where relevant.
- 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 needs urgent review in advance of the annual review.

This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

The minutes of the board of management meeting will document the number of new incidents of bullying behaviour; the number currently ongoing and the total number of incidents of bullying behaviour since the beginning of the school year.

The minutes will also note where the board has considered bullying behaviour verbal update and document when the board has decided that an urgent review of the policy is required.

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.

Appendix A

Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour the Student Director 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.

Appendix B

Alleged Bullying Incident Student Statement Form

DATE: _____

STUDENT: _____

DETAILS: Include time, place, names of alleged perpetrators, names of bystanders. Detail here both sides of the event

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Comeragh College Student Behaviour

Promise

Student Name: _____ Class: ?

I recognise that my fellow students and I are all unique in many ways - such as our hair colour, skin colour, clothing, height, weight, size, accents, religions, nationalities, sexual orientations, past and current homes, hobbies, personalities, academic abilities, study habits, athletic skills, musical preferences, and much more.

I don't want to be treated unfairly or made to feel bad because of any of these differences, or simply because someone might not like me.

I understand that I have the right to be different, and no one has the right to treat me unfairly or be unkind because of that.

I know I am entitled to fair and respectful treatment both in Comeragh College, in line with the school's Bí Cineálta Policy & Code of Behaviour, and outside of school as well.

Likewise, I recognise that all students deserve to be treated with fairness, equality, and respect. It is wrong to treat anyone in any other way. Therefore, I promise to treat all my fellow students with fairness, equality, and respect, regardless of our differences or personal feeling.

In particular: (Handwrite below "I will always treat (Name) equally, fairly and respectfully")

Signed: Student: _____ Date: _____

Teacher: _____

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for Board of Management meeting of Comeragh College

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

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

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

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

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

Appendix E

Review of the Bí Cineálta Policy

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

Bí Cineálta Policy Review

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

____/____/20____

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

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

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

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

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools*? ☐Yes ☐No
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? ☐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

Appendix F

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

The Board of Management of Corneragh College 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 on

11/9/2025

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

Signed: 
(Chairperson of board of management)

Date:

11/9/25,

Signed: 
(Principal)

Date:

11/9/2025

Date of next review:

May 2026

Appendix G

Cooperative Learning Institute to pilot the Helping Hands Programme.

Helping Hands Wellbeing and Anti-Bullying Programme (WAP) sociometric tool will be used to assign students to psychologically safe teams which will provide students with social and academic peer support.

- The Helping Hands WAP will identify students who may be isolated or rejected in the peer group and those who may be marginalized, at risk of being vulnerable or targeted for bullying either online or in person.
- Targeted support will be provided to students, identified as potentially vulnerable, to ensure prevention, identification and resolution of bullying.
- Universal support will be provided to all students by using supportive teams in class to ensure inclusion. Teamwork skills will be taught, and students will practice and implement them while in these classwork teams. Students will be empowered to use their voice in small teams initially and with a view to growing confidence to use their voice in larger group settings. (Teamwork – A Cooperative Learning Approach may be used).
- The Anti-Bullying/Helping Hands Core Team will complete research informed training to:
 - Use the sociogram to diagnose classroom relationship dynamics, identify hidden bullying, understand the relationship dynamics that can lead to hidden bullying and how to intervene to prevent it.
 - Conduct empathic confidential conversations (welfare checks) with identified vulnerable students. Empathic interviewing creates a trusting relationship between pupil and adult.
 - Link with the teaching team, SPHE team, class tutors to create a powerful united approach.
- The Core Team will regularly meet with the Student Support Team to liaise on the best way to use their knowledge to guide the whole school community on prevention of bullying. The strategies above which are aimed at developing a psychologically safe school for all based on an ethos of cooperation, respect and inclusion for all, where no types of bullying behaviours can take root. In addition, the following strategies will be employed:
- Whole school community will be involved in “Internet Safety Day”, raising awareness for students on appropriate online behaviour and parents on internet safety.
- Cultural diversity is visually and actively celebrated in our school with permanent artwork representative of all cultures and communities attending our school, International Food Day and workshops given by speakers from diverse ethnic backgrounds.
- All members of staff will model respectful behaviour and treat all students equally regardless of their sex. Positive role models will be promoted in our school.
- All students will be provided with equal opportunities regardless of gender, ethnicity or ability.
- The SPHE curriculum will be implemented fully to promote kindness, respect and appropriate behaviour.

- Our school will mark “Stand Up” Week to reflect on the personal and social dimensions of sexual orientation and gender identity, in keeping with our school ethos.
- Friendship Week will be celebrated across our whole school community.

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):

- Sociograms will be completed by classes once per term to monitor any students who are at risk of becoming marginalized
- Insert physical supervision policies appropriate to your school

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

- The students experiencing bullying behaviours will be empathically interviewed by trained member of the Core Team in accordance with best practice
- A sociogram will be conducted in the class or year group in question to understand and reveal relationship or class dynamic that may be relevant to the situation. Unhealthy power dynamics can be identified and healed.
- Subsequent empathic interviews may be conducted
- A member of the Core/Anti-Bullying Team will liaise with the parents of the students involved
- In certain circumstance the school may consult the expert Helping Hands WAP team, including Dr. Maria Garvey for advice in the situation.

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):

- Empathic interviews may be conducted with students who experienced or witnessed bullying behaviour to gain further insight into how best to support them and to maintain open lines of communication with a trusted adult.
- The Helping Hands WAP “Kindness Report” may be employed for individuals or groups displaying bullying behaviours.
- Insert school code of conduct on dealing with bullying behaviours here
- In certain circumstances or on occasion where the bullying behaviour persists after interventions, the school may consult the Helping Hands expert team, including Dr. Maria Garvey for further advice.

