



# Presentation College, Bray

## Bí Cineálta Policy to Prevent and Address Bullying Behaviour

### Bí Cineálta Anti-Bullying Policy to Prevent and Address Bullying Behaviour

The Board of Management of Presentation College Bray has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* 2024.

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

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

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

### PBST Mission Statement

We are committed to working together to make Christ's Gospel of love known and relevant to each succeeding generation.

Our educational tradition draws on the Gospel values of love, justice, freedom, mutual respect and hope. It is both a vision and a tradition which sees education as the key growth and transformation in the context of the search for meaning, happiness and the common good. This tradition honours Mary, the mother of Jesus, Our Lady of the Presentation, as our model in faith and in living the teaching of Jesus and of His Church.

Catholic schools have a distinctive understanding of the human person,

recognizing that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care.

As a Catholic School, we are committed to respecting the dignity of every individual. No human person is to be diminished or devalued, and all have an indispensable 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.

Presentation College will 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.

## 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.

## Scope

This policy applies to incidents of bullying occurring:

- During school hours (including break times) within the school grounds, both within and outside the school building.

- During an individual's journey to and from school.
- During school tours and trips.
- During extra-curricular activities.
- During inter-school activities.

The 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, Presentation College will support the students involved. Where the bullying behaviour continues in school, Presentation College will deal with it in accordance with their Bí Cineálta Anti- Bullying policy.

## 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	20-03-2025	Online Survey
Students	13-03-2025	Online Survey
Parents	04-03-2025	Online Survey
Board of Management	14-04-2025	BOM Meeting
Wider school community as appropriate, for example, bus drivers	01-04-2025	Questionnaire
Date policy was approved: 23-06-2025		
Date policy was last reviewed:		

## Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.

### Culture and Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported. Relationships between all members of the school community should be based on respect, care, integrity and trust.

Open communication between the Patron, the Board of Management, school staff, students and the parents of Presentation College will help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and maintains standards and expectations for the school community when preventing and addressing bullying behaviour. Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all. Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

### A Telling Environment

It is important that Presentation College supports a 'telling' environment. Students should feel comfortable to talk about concerns regarding bullying behaviour.

The reasons why students may not report include the following:

- Fear of retaliation from the student displaying the bullying behaviour or their friendship group.
- Concerns about being seen as a "telltale" for reporting bullying behaviour.
- Fear that the adult may make the situation worse.
- Fear that the adult doesn't have the knowledge and skills to deal appropriately with the bullying behaviour.
- Fear that the adult may deny access to their smartphone.
- Not knowing what will happen when they report bullying behaviour.
- Fear that they will not be believed.
- Concerns about "getting into trouble" for reporting bullying behaviour.
- Not having evidence to back up the allegation of bullying behaviour, this can be seen particularly with relational bullying behaviour.

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

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

The dignity and wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to, and in dialogue with parents, and thereby build a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will take as much time as is practicable listening to young persons and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement, by the school, young persons and parents, will be used to discern appropriate supports for young people in this school and will help inform future prevention strategies.

## **A Trusted Adult**

The concept of “a trusted adult” can be an effective strategy to encourage students to report if they or another student is experiencing bullying behaviour. Staff could support this strategy by letting students know that they can talk to them.

Students who witness bullying behaviour should be supported and encouraged to report the behaviour to a trusted adult in the school so that the behaviour can be addressed. Students who witness bullying

behaviour on social media have an important role in helping to address the behaviour by reporting the witnessed behaviour to a trusted adult.

The trusted adult should reassure the student that they have done the right thing by reporting the behaviour. The trusted adult should continue to support the student, as appropriate, while the behaviour is being addressed by the relevant member of staff.

## **Creating safe physical spaces in schools**

The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. Spaces that have a clear line of sight make it easier for school staff to supervise students. Hidden spaces in hallways, around staircases and in the schoolyard can be areas where there is a greater risk for bullying behaviour to occur.

Presentation College will take the following measures to create safe physical spaces:

- Ensure good lighting is present to avoid dark corners or spaces
- Remove visual barriers from windows such as posters
- Pay more attention to “blind spots” such as around student toilets and the Sports

Pavilion.

- Improve the visibility of school staff who are supervising at break times including during yard duty.

Murals, artwork and signage can help the school to promote its values such as equality, diversity, inclusion and respect.

The inclusion of spaces within Presentation College for collaborative learning will also play a part in fostering a sense of belonging. It is important that the school grounds will be well maintained to promote a sense of ownership and respect in the school community.

## Supervision

Appropriate supervision is an important measure to help prevent and address bullying behaviour. Presentation College will take all reasonable measures to ensure the safety of their students and to supervise students when students are attending school or school related activities.

A mix of organized activities during break times are encouraged and Presentation College will continue to practice this with a view to accommodating a range of preferences and interests.

## Curriculum (Teaching and Learning)

Teaching and learning that is collaborative and respectful will be promoted in Presentation College. Students will have regular opportunities to work in small groups with their peers, which can help build a sense of connection, belonging and empathy among students.

The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. Presentation College will provide opportunities for students to develop a sense of self-worth through both curricular and extracurricular programmes. There lies within all subjects taught in Presentation College the opportunity to enhance this sense of self-worth.

The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula aim to foster students' wellbeing, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions. Students' social and emotional learning (SEL) skills can be improved through the SPHE curriculum.

The updated SPHE specifications aim to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The RSE strand of the specification also provides space for post primary students to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identity-based bullying as well as sexism and sexual harassment.

Students can also consider diversity and inclusion through the National Council for Curriculum and Assessment's Religious Education specifications/syllabus. As well as this, diversity and inclusion can be experienced via Patron's Curricula with the aim of encouraging respect and understanding of different beliefs, perspectives and ways of living. In Civic Social and Political Education (CSPE), there is a focus on the interdependence of people in communities, at local as well as national and international levels.

History and, at Senior Cycle, Politics and Society can be used to raise awareness of racism and colonialism. By examining historical and contemporary examples of racial discrimination and colonial legacies, students can develop an understanding of the root causes of bias and prejudice.

## Policy and Planning

The wellbeing of the school community is at the heart of school policies and plans.

There are a range of other policies such as the school's:

- Anti-Bullying Policy,
- IT Acceptable Use Policy,
- Supervision Policy,
- Child Protection Procedures
- Mission Statement,
- Additional Education Needs Policy,
- Relationships and Sexuality Education Policy,
- School Tours Policy
- Code of Behaviour
- Attendance Policy
- Mobile Phone Policy

that can support implementation of a school's Bí Cineálta Anti-Bullying policy.

Presentation College supports the participation of students in the development and implementation of school policies and can help increase awareness to ensure effective implementation.

Engaging in appropriate teacher professional learning courses can support school staff in preventing and addressing bullying behaviour. School staff should also share their experiences and examples of best practice. There is a range of training available for school staff which relates to promoting inclusion and diversity in schools.

## Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as student councils, school clubs, parents' associations and student support teams.

The following, which is not an exhaustive list, could be considered to strengthen relationships and partnerships between members of the Presentation College school



community:

- Age-appropriate awareness initiatives that look at the causes and impacts of bullying behaviour including those dealing with navigating friendships, identity-based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment.
- Supporting the active participation of students in school life.
- Supporting the active participation of parents in school life, including those who may find it difficult or daunting to engage with the school due to being unfamiliar with the education system or due to language or cultural barriers.
- Conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying.
- Supporting activities that build empathy, respect and resilience.
- Encouraging peer support such as peer mentoring.
- Promoting acts of kindness.
- Teaching problem solving.
- Hosting debates.

Bí Cineáltas: Action Plan on Bullying recognises the importance of positive relationships across the whole education community to promote empathy, understanding and respect. The meaningful involvement of the Board of Management, staff, students and their parents in the development, implementation and review of their school's Bí Cineálta policy and student friendly version is essential to effectively prevent and address bullying behaviour.

It should be noted that there are a variety of prevention strategies that can be implemented. A school's Student Support Team can support the development, implementation and review of the school's strategies to prevent bullying behaviour. When implementing a prevention strategy Presentation College will consider engaging with members of the wider school community who are in regular contact with students, such as the following, which is not an exhaustive list.

- School bus drivers
- Education welfare officers
- Traffic wardens
- Local businesses that are in close proximity to the school
- Social Care Workers
- Sports Coaches/Managers
- Other extra-curricular mentors/facilitators
- Co-curricular mentors/facilitators

These members of the wider school community can be encouraged to report any bullying behaviour to the school as appropriate.

## Preventing Cyberbullying Behaviour

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. Technology is a part of life that can impact even the youngest members of society. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online

behaviour.

Presentation College will proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- Implementing the SPHE curriculum.
- Implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship.
- Having regular conversations with students about developing respectful and kind relationships online.
- Developing and communicating an acceptable use policy for technology.
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour.
- Promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online.
- Holding Internet safety days to reinforce awareness around appropriate online behaviour

The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16.

For the purposes of data collection, students between the ages of 13 and 16 years old must have parental permission to sign up to social media services where companies use the legal basis of consent to collect, process and store users' data. Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old. Therefore technically, children under the age of 13 should not have a social media account.

It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

## **Preventing Homophobic/Transphobic Bullying Behaviour**

All students, including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported in Presentation College.

Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- Maintaining an inclusive physical environment such as by displaying relevant posters
- Encouraging peer support such as peer mentoring and empathy building activities
- Challenging gender stereotypes
- Conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- Encouraging students to speak up when they witness homophobic behaviour

## Preventing Racist Bullying Behaviour

Presentation College recognises that schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour.

Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:

- fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment.
- having the cultural diversity of the school visible and on display.
- conducting workshops and seminars for students, school staff and parents to raise awareness of racism.
- encouraging peer support such as peer mentoring and empathy building activities.
- encouraging bystanders to report when they witness racist behaviour.
- providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents.
- providing supports to school staff to support students from ethnic minorities, including Traveler and Roma students, and to encourage communication with their parents.
- inviting speakers from diverse ethnic backgrounds.
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

## Preventing Sexist Bullying Behaviour

Presentation College will focus on gender equality as part of the school’s measures to create a supportive and respectful environment.

Strategies to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

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

## Preventing Sexual Harassment

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. Presentation College will make it clear that there is a zero-tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- Using the updated SPHE specifications at post primary level to teach students about

- healthy relationships and how to treat each other with respect and kindness
- Promoting positive role models within the school community
- Challenging gender stereotypes that can contribute to sexual harassment

Many of the preventative strategies listed above can be implemented by schools to prevent all types of bullying behaviour.

Resources to support schools to prevent bullying behaviour are contained in the Resources Guide which accompanies these procedures.

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 the following key principles of best practice in preventing and tackling bullying behaviour:

- (i) A positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity; encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and promotes respectful relationships across the school community.
- (ii) Effective leadership.
- (iii) A school-wide approach.
- (iv) A shared understanding of what bullying is and its impact
- (v) 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.
- (vi) Effective supervision and monitoring of pupils
- (vii) Supports for Staff
- (viii) Consistent recording, investigation and follow up of bullying behaviour
- (ix) On-going evaluation of the effectiveness of the anti-bullying policy.

**The Management of Presentation College Bray, in conjunction with the Board of Management, will:**

- Ensure that pupils, parents and staff members are made aware that Year Heads are the relevant teachers responsible for dealing with bullying

concerns.

- Ensure that school rules and other information on bullying are provided in pupil friendly, age-appropriate formats and displayed around the school buildings, (e.g. Anti-Bullying Charter).
- Promote a positive school culture.
- Strive to engender an ethos of zero acceptance of bullying.
- Involve both staff and pupils in developing and implementing a vision of the school where diversity is accepted and celebrated.
- Be good role models – be firm, fair and consistent in disciplinary measures (restorative practice/justice).
- Promote relevant home/school/community links, to counter bullying behaviour, e.g. bus companies, Parents' Association, local sports clubs, local shops, etc.
- Promote the use of the school website to communicate with various groups.
- Seek the assistance of other local persons and formal agencies such as NEPS, HSE, Social Workers, Án Garda Síochána, etc. where necessary.
- Ensure that all relevant members of the school community have a shared understanding of what constitutes bullying behaviour. Measures to ensure this understanding will include staff CPD, information talks/workshops for the Parents' Association AGM, curricular work, extra-curricular work and visual reminders for students.
- Ensure that all staff members are informed of any student with special educational needs.
- Provide students, through curricular and extra-curricular programmes, with opportunities to develop a positive sense of self-worth, e.g. through sports, debating, CSPE and SPHE programmes, etc.
- Promote Transition Year as an opportunity whereby students can engage in personal development initiatives, explore their own personal strengths and progress in the areas of confidence, independence and maturity.
- Deal appropriately and expeditiously with the issue of identity-based bullying – especially homophobic and transphobic bullying.
- Highlight LGBTI issues through posters, discussions with parents, information sessions for parents, facilitating student representation at workshops and youth forums on homophobic and transphobic issues, organise LGBTI awareness events and advertise them on the school planner, etc.
- Promote the anti-bullying components of SPHE programmes.
- Emphasise issues of bullying during the annual "Spirit of Pres. Week".
- Involve students in creating posters and visual displays for the electronic noticeboard.
- Focus on educating students on "netiquette" - appropriate on-line behaviour, how to stay safe while on-line, and on developing a culture of reporting in relation to any concerns about cyber-bullying.
- Organising formation evenings for parents on internet safety.
- Involve the student councils in being ambassadors in the school.
- Take particular account of the needs of students with Additional Educational needs.
- Ensure that all members of the school community understand what bullying is and how the school deals with bullying behaviour.

- Have regular staff days (or part thereof) on the subject of bullying and an awareness day for pupils and parents.
- Regularly feature anti-bullying reports on staff meeting agendas.
- Ensure proper systems of supervision are in place. “Hot spots” and “hot times” should be identified in collaboration with students, student councils, prefects, teaching and nonteaching staff, etc.
- Ensure that all members of the school community have sufficient familiarity with the school’s anti-bullying policy.
- Enable staff to recognise bullying, implement effective strategies for preventing bullying and, where appropriate, intervene effectively in bullying cases.
- Ensure that all temporary and substitute staff have sufficient awareness of the school’s anti bullying policy.
- Inform parents of the role they must play in education, awareness and prevention of bullying.

## Parents/Guardians should:

1. Familiarise themselves with the school’s Anti-Bullying Policy and Charter.
2. Discuss the policy and charter with their son before they or their son sign it.
3. Support the school’s Anti-Bullying stance.
4. Attend/participate in any Anti-Bullying events organised by the school (e.g. awareness evenings).
5. Inform the school of any high-risk factors in relation to their son, e.g. Special Educational Needs, previous history of bullying/being bullied, etc.
6. Become familiar with the school’s procedures for reporting and investigating allegations of bullying.
7. Support the school’s procedures in investigating and dealing with bullying.
8. Pass on information in relation to incidents of bullying whether it is about their son or not.
9. Support their son whether he is the bully or the victim – there is no shame in being bullied.
10. Encourage their son to report any incidents of bullying.
11. Talk about bullying before it happens. Have conversations about bullying at home – even if their son is not engaging in or affected by bullying behaviour.
12. Be aware of the importance of leading by example and being a model of respect and tolerance of others.
13. Strive to have a supportive and positive relationship with their son in which he feels valued and listened to in a non-judgmental and positive manner so that he will be comfortable discussing issues of bullying.
14. Explicitly show disapproval of all forms of bullying.
15. Promote good social skills, especially empathy, good moral reasoning, a sturdy self-esteem and resilience.
16. Encourage their son to do the following if he witnesses or is aware of another person being bullied:
17. Support the victim
18. Report the behaviour
19. Don’t join in with the bullying.

20. Be aware that their son can be both bullied and bully others.
21. Take non-aggressive action when they suspect their son is being targeted or is targeting someone else in a harmful manner.
22. If their son is being bullied – don't over-react. Instead, discuss ways of dealing with bullying, contact the school and access any relevant services.
23. If their son is bullying or begins to adopt bullying behaviour, – stress their disapproval and talk about how hurtful and damaging it can be for the victim.
24. In relation to cyber-bullying, parents should:
  - Inform themselves about safer use of the internet, mobile phones and other electronic devices. Websites such as [www.webwise.ie](http://www.webwise.ie) can be useful in this regard.
  - Set boundaries for internet use and technology.
  - Discuss how these can be used in a negative way to bully.
  - stress that in accessing their son's online activity, they want to keep their son safe, not pry into his life.
  - Know how to contact mobile and internet service providers.
  - Educate their son on how to report a problem, secure his privacy settings or block the sender of abusive messages or images.
  - Inform themselves of signs of cyberbullying, especially:
    - Becoming withdrawn, moody or depressed.
    - Being visibly upset or angry when online or reading a text.

## Teachers should:

1. Participate in any CPD courses provided by the school management.
2. Respond and react promptly to all forms of bullying.
3. Report any incidents of bullying or bullying related issues to the relevant Year Head.
4. Encourage more senior students to mentor new or younger students to help them settle into Presentation College
5. Be aware of any students in their classes with special educational needs. Be mindful that they may need help to develop skills such as: sharing, taking turns, thinking before acting, social skills.
6. Support any Anti-bullying workshops, activities, etc. including those organised as part of "Spirit of Pres." week.
7. Support and promote the school's Anti-bullying Policy where the content of their subject area would lend itself to doing so.
8. Be aware of and report bullying that may occur in their classroom in the form of "putdowns", body language, class atmosphere and comments.
9. Monitor student behaviour at high-risk times – beginning and end of the

school day, break times, during class, between classes, on corridors, at lockers, etc.

10. Monitor student behaviour at high-risk locations - on corridors, at lockers, at the sports' pavilion, at changing rooms, behind school buildings, etc.
11. Be alert to the fact that bullying can take place directly in front of you.
12. Emphasise the dangers of cyber-bullying and how easy it is to get involved in it.
13. Try to improve student knowledge about cyber safety.
14. Develop rules on "netiquette" with a focus on what is appropriate, acceptable on-line behaviour.
15. Try to develop the students' digital skills in order for them to stay safe on-line.
16. Be aware of potential cyber-bullying from technology within the school and report any knowledge of online bullying promptly to school personnel.

## Students should:

1. Familiarise themselves with the school's Anti-Bullying Policy and Charter and Code of Behaviour before they sign it, (Appendix 3 below).
2. Support the school's Anti-Bullying stance.
3. Attend/participate in any Anti-Bullying events organised by the school (e.g. awareness workshops).
4. Treat every other student and staff member in the school community with respect and courtesy.
5. Value each person's individuality.
6. Strive to enhance the happiness and security of other members of the school community.
7. Be aware of any inappropriate behaviour including the deliberate isolation of another student.
8. Report any incidents of bullying behaviour (including cyber-bullying) they are witness to, have knowledge of or are involved in, to the relevant Year Head or any other trusted adult. In reporting incidents of bullying, students are not considered to be telling tales, but are behaving responsibly.
9. Cooperate with and, where necessary, participate in the activities organised during "Spirit of Pres." week.
10. Participate in the creation and promotion of Anti-Bullying posters, etc.
11. Get involved in mentoring new or more junior students.
12. Try to improve their knowledge about cyber safety.



13. Develop their own digital skills in order for them to stay safe on-line.
14. Practice “netiquette” with a focus on what is appropriate, acceptable on-line behaviour.
15. Be aware of the long-term consequences of their on-line behaviour.
16. Familiarise themselves with the signs of bullying and inform someone if they think another student is being bullied.

## **Presentation College has the following supervision and monitoring in place to prevent and address bullying behaviour:**

### ***Presentation College has supervision in place throughout the school day:***

- Locker areas supervision before/after school and at break times
- Small break supervision- canteen and yard areas
- Lunchtime supervision - canteen and yard areas, sports pitches
- Key attention is given to “blind Spots” e.g. bathroom supervision and changing rooms corridor supervision in the school pavilion.
- Dedicated supervision on the corridor adjacent to Junior cycle bathrooms and Senior Cycle bathrooms
- Supervision on buses to and from outings/school trips/extra-curricular activities
- Mentorship programme 5th year student mentor’s 1st year Class
- Prefect Roster
- Class Tutor / Year Head system / Pastoral Care Team/ DLP
- Designated Liaison Person ( School Principal) / Deputy Designated Liaison Person (Deputy Principal) are responsible for dealing with any child protection issues that may arise from bullying incidents.

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

All staff have a responsibility to monitor and report incidents of bullying to the relevant Year Head.

Addressing this bullying behaviour lies with each relevant Year Head in the first incidence.

While all teachers are expected to monitor and report bullying behaviour, it is the relevant Year Heads who address the behaviour. It then may pass from Year Head to the Deputy Principal and then to the Principal if the incident requires it to do so.

**The relevant teacher(s) for investigating and dealing with bullying are as follows:**

- The appropriate Year Head(s) of the student(s) engaging in the bullying behaviour and the victim(s) of such behaviour.
- Other teachers who may assist the above.
- Other staff members, SNA's, Supervisors, Admin Staff who may assist with the above.
- Deputy Principal.
- Principal.

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:

## Approach

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

### *When addressing bullying behaviour teachers should:*

- Ensure that the student experiencing bullying behaviour feels listened to and reassured.
- Seek to ensure the privacy of those involved.
- Conduct all conversations with sensitivity.
- Consider the age and ability of the students involved.
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- Take action in a timely manner.
- Inform parents of those involved.

### *Identifying If Bullying Behaviour Has Occurred*

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

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

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

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

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

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

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

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

**Presentation College will use the following approaches to support those who experience, witness and display bullying behaviour:**

***Where bullying behaviour has occurred***

- Parents are an integral part of the school community and play an important role in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- A record will be kept of the engagement with all involved.
- This record will document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students involved and their parents.
- The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

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

***Presentation College will observe the following principles which will be adhered to when addressing bullying behaviour:***

- The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement.
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.
- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.
- The date that it has been determined that the bullying behaviour has ceased should also be recorded.
- Any engagement with external services/supports should also be noted.
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they should be referred to the school's complaints procedures.
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

## 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.

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.

*Carol Mooney*

Signed: \_\_\_\_\_ Date: 23-06-2025

Carol Mooney

(Chairperson of board of management)

*Martin Locke*

Signed: \_\_\_\_\_ Date: 23-06-2025

Martin Locke

(School Principal)