



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

The Board of Management of St Mary's N.S. has adopted the following policy to prevent and address bullying behaviour.

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

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

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

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

### **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*

- Bullying is targeted behaviour, online or offline that causes harm.
- The harm caused can be physical, social and/or emotional in nature.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is deliberate, unwanted behaviour which causes harm to others.
- The pupil displaying bullying behaviour knows that their behaviour is/will be perceived as harmful by the child experiencing the behaviour

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

- Accidental or reckless behaviour.
- A one-off instance of negative behaviour towards a pupil 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.
- Some pupils with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is

important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.

- Disagreement between pupils or instances where pupils don't want to be friends or remain friends is not considered bullying **unless** it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- If the repeated harm is real for the pupil experiencing the behaviour, but unintended by the other pupil, this is not bullying, but, importantly, must be addressed under the school 's code of behaviour.

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

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

	Date consulted	Method of consultation
School Staff	3 <sup>rd</sup> April 2025	½ Day closure - using Guidance document and resources Familiarisation with Bí Cineálta Procedures publication Discussion of and, agreement on, TNS draft policy Group activities around scenarios etc. Q&A At staff meetings regularly review effectiveness of new policy especially with regard to preventing and addressing bullying strategies
Pupils	May 2025	Class discussions with Principal Questionnaire for 3 <sup>rd</sup> – 6 <sup>th</sup> Classes
Parents	April/May 2025	Questionnaire sent on Aladdin to all parents Draft policy was distributed to all households and children were given the homework of reading through their policy with parents.
Board of Management	May/June 2025	Send draft policy to all members in advance of the meeting to invite feedback and suggestions Discuss and agree final draft at BOM meeting on 09/06/2025 Ratify and monitor implementation and effectiveness of the policy through feedback from the principal at each meeting and its annual review
Wider school community as appropriate, for example, bus drivers		Publish on Website
Date policy was approved: 9 <sup>th</sup> June 2025		
Date policy was last reviewed: 9 <sup>th</sup> June 2025		

## 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 (see Chapter 5 of the Bí Cineálta procedures):

### **Culture & Environment**

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:

- A positive school culture and climate which –
  - is welcoming of difference and diversity where students and school staff experience a sense of belonging and feel safe, connected and supported.
  - Supports a “telling environment” in which pupils are encouraged to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
  - Relationships between all members of the school community should be based on respect, care, integrity and trust.
  - Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.
- Effective leadership which sets the standards and expectations for the school community when preventing and addressing bullying behaviour.
- A school-wide approach whereby each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and takes a consistent approach to addressing bullying behaviour.
- A shared understanding of what bullying is and its impact.
- Implementation of education and prevention strategies (including awareness raising measures) that –
  - Build empathy, respect and resilience in pupils; and
  - Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils.
- Supports for staff.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
- On-going evaluation of the effectiveness of the anti-bullying policy

### **Our School Philosophy**

Our school motto; ‘Mol an Óige agus tiocfaidh sí’ – ‘praise our youth and they will flourish’ is the core of our school philosophy. We acknowledge the potential of each individual, spiritual, emotional, intellectual and physical, and strive to develop and nurture all aspects of the personality to complement the work which parents, as primary educators, are striving to do. We feel that the child can best grow to be a responsible citizen in a warm, caring and just environment where every child is valued.

### Curriculum (Teaching & Learning)

- Develop a shared understanding of what bullying is, its impact and bullying as a form of unacceptable behaviour through SPHE lessons with each class in a child friendly and age appropriate manner.
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils, promote inclusion and diversity, explicitly address the issues of cyber-bullying and identity-based bullying including homophobic, transphobic, racist, sexist bullying and sexual harassment as appropriate.
- Provide teaching and learning in SPHE that equips students with skills to build positive relationships, resolve conflicts and recognise and deal with bullying behaviour
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in "telling".
- Create a dedicated noticeboard in the school and in the classrooms where students take a leading role in displaying their learning and showcasing the importance of friendship, kindness and bullying prevention.
- The school will specifically consider additional needs of SEN pupils with regard to programme implementation of the development of skills and strategies to enable all pupils to respond.

### Policy & Planning

Bí Cineálta Policy developed, communicated, implemented and reviewed in consultation with all partners

The aims of St. Mary's N.S. Bi Cinealta policy are:

1. To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
2. To model respectful behaviour towards colleagues, pupils and visitors in our school environment.
3. To raise awareness of bullying as a form of unacceptable behaviour with school management, staff, pupils, parents/guardians.
4. To ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
5. To develop procedures for noting and reporting incidents of bullying behaviour.
6. To develop procedures for investigating and dealing with incidents of bullying behaviour.
7. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
8. To evaluate the effectiveness of school policy on anti-bullying behaviour.

This policy and its implementation will be reviewed by the Board of Management once in every school year.

Written notification that the review has been completed will be made available to school personnel and be readily accessible to parents and pupils on request.

We regularly update and review a number of school policies and procedures to address the needs of the school and ensure they help prevent bullying behavior in our school. Such policies include:

- Mobile phone and Electronic Device Policy
- Acceptable Use policy
- Code of Behaviour
- Ethos Statement
- SPHE policy

These policies have been made available to all members of the school community via our school website. A copy of these policies will be made available to the Department and the patron if requested.

### **Relationships & Partnerships**

- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association and our various and multiple student committees and groups.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

### **Preventing Cyberbullying Behaviour**

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

St. Mary's N.S. strives to 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:

- We will teach digital literacy and internet safety topics as part of the SPHE curriculum to teach students about responsible online behaviour, digital citizenship, and online safety.
- We will invite the Garda Community Team into school from time to time to deliver talks to the children on internet safety.
- Digital Learning Plan – This will include learning about responsible behaviour and digital citizenship.
- The school has an Acceptable Use Policy which is accessible to pupils, staff and the school community and updated regularly
- Children are educated and guided on the correct and safe engagement and communication with the internet
- Promote or host online safety events for parents who are responsible for overseeing their children's activities online

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

### **Preventing Homophobic/transphobic Bullying Behaviour**

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

- The school will create a welcoming and inclusive environment for all students, regardless of sexual orientation or gender identity.
- The school will challenge gender stereotypes and homophobic language

- Maintain an inclusive physical environment such as by displaying relevant posters
- Encourage peer support such as peer mentoring and empathy building activities challenging gender stereotypes
- Encourage students to speak up when they witness homophobic behaviour

#### **Preventing Racist Bullying Behaviour**

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

- The school will celebrate diversity and will foster a school culture where students from all backgrounds feel valued and respected.
- We will provide support to students for whom English is an additional language and will ensure that learning materials represent diverse perspectives and lived experiences.
- Encourage peer support such as peer mentoring and empathy building activities
- Encourage bystanders to report when they witness racist behaviour
- Ensure that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.
- Positive exposure from an early age to visual and other references of various races in a positive light for example posters in classrooms and corridors.
- Encourage all pupils & parents of varying religions and ethnicities to share and celebrate their own cultural identities.
- Engage parents and carers to encourage and reinforce anti-racist values at home, for example sharing resources to help discuss racism with their children.

#### **Preventing Sexist Bullying Behaviour**

St. Mary's N.S. 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:

- Challenge gender- stereotypes – equal participation of all. Equal recognition.
- Model respectful behaviour by staff of all irrespective of sex
- Ensure all students have the same opportunities to engage in school activities irrespective of sex
- Make clear that our school has a zero-tolerance approach to sexual harassment of any kind
- Encourage parents to reinforce these values of respect at home

#### **Preventing Sexual Harassment**

St. Mary's NS promotes a zero-tolerance approach to sexual harassment. It strives to support this through a focus on education, awareness and clear enforceable policies. Sexual harassment should never be dismissed as teasing or banter.

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

- The Board of Management confirms that the school will in accordance with its obligations under equality legislation (Equality Act) take all such steps that are reasonably practical to prevent the sexual harassment of pupils or staff.
- Modelling respect and positive attitude amongst staff and pupils.
- Relationships and Sexuality programme will be taught in all classes.
- Social Personal and Health Education will be taught in all classes.

**The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour:**

School activities will be supervised and monitored at all times, with particular emphasis on those occasions when situations of bullying are more likely to occur, such as assembly time and play time. St. Mary's NS has a clear set of playground rules, which emphasise positive behaviour and make it clear what activities are permitted.

- There are three teachers on playground duty for each break. All Special Needs Assistants are also in attendance in the playground.
- Zones have been created within the playground, providing sections for specific class groups.
- Non-teaching staff such as Special Needs Assistants, secretaries, caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the appropriate teaching member of staff

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

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

1. The class teacher will oversee recording of bullying reports for pupils in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on Aladdin
2. The DLP/DDLP will follow up after twenty days to investigate if bullying has ceased.
3. All staff will be vigilant to bullying behaviour.
4. Principal will inform Board of Management of incidences of Bullying

When Bullying occurs, the school will:

- ensure that the pupil 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

**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:**

1. The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved (rather than to apportion blame).
2. Every effort will be made to ensure that all involved understand this approach from the outset.
3. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

#### **Reporting bullying behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher and reported to the Principal/Deputy Principal.
- Teaching and non-teaching staff such as secretaries, SNAs, bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher

### Identifying if bullying has occurred:

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- The following three questions should be considered to determine if bullying has occurred.
  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 procedure,
- If the answer to any of these questions is No, then the behaviour is not bullying behaviour
- Note: One off incident 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.
- The parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy)

### Where Bullying Behaviour Has Occurred:

- If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- The 'Relevant Teacher(s)' must record the bullying incident on the school information management system (Aladdin) by adding an Alleged Bullying Behaviour Report to the relevant pupil's file which will be visible on files of all other pupils named.
- The 'Relevant Teacher' must inform the Principal
- The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

### **Requests no action taken:**

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

### **Bullying Behaviour that occurs when students are not under the care or responsibility of the school**

- 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, schools should deal with it in accordance with their Bí Cineálta policy.
- Where the student displaying the bullying, behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

### **Follow Up Where Bullying Behaviour Has Occurred:**

- The teacher must engage with the pupils and parents involved no more than 20 school days after the initial discussion to review progress.
- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable;
  - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school
- Ongoing supervision of both the child experiencing bullying behaviour and the child displaying bullying behaviour may be required as well as continued support.
- It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.
- If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the pupils and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
- Where it becomes clear that the pupil who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider 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 pupil, their parents and school.
- When an investigation is completed and/or a bullying situation is resolved the "Relevant Teacher" will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
- Follow-up meetings with the relevant parties involved may be arranged separately.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

### **Recording of bullying behaviour**

All incidents of bullying behaviour will be recorded.

The following details will be included on the record:

- form (see section 2.5 of Bí Cineálta procedures)
- type the type of behaviour
- where and when where and when it took place (if known)
- date of initial engagement with the students and their parents
- The actions and supports agreed to address bullying behaviour will be documented
- the views of the pupils and their parents\* regarding the action to be taken to address the bullying behaviour (\*only in relation to their own child)
- when review takes place, it should be noted if the bullying behaviour has ceased and the views of the students and parents in relation to this.
- note the date of reviews and engagements
- note the date that the bullying behaviour has ceased
- any engagement with external services/ supports should also be noted
- if an SSP exists for a pupil involved, schools are encouraged to place a copy of the record on the student's support file
- If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*

### **The school will use the following approaches to support those who experience, witness and display bullying behaviour:**

- Staff will be vigilant in monitoring pupils who experience, witness and display bullying behavior
- Staff will keep maintain open lines of communication with parents of pupils involved
- Promote awareness of the schools Anti Bullying policy through engagement with individual, class-wide or school-wide initiatives such as; Friendship Week, targeted well-being programmes in SPHE lessons and additional lessons on anti-bullying and friendship
- Individual or class support for pupils involved from SET teacher where deemed necessary
- In-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same.
- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience.
- SEN sensitive teaching around behavior such as emotional regulation, appropriate touches by use of circle time and social stories etc.
- Create an open environment within the classroom where the child is comfortable to tell.
- Use a quiet and safe space in the school such as the sensory room to regulate and encourage a discussion where other pupils are not present.
- Encourage them to write down their experiences if they are not comfortable to say it directly to an adult.
- If SNA and other staff members will report behaviour they witnessed to the class teacher so that a record can be kept.
- Emphasise with the child and share personal experiences to help them to feel that they are not alone.
- Noticeboard and posters throughout school and in each classroom to clearly showcase what we will do to 'Bí Cineálta' and what they need to do if we are experiencing/ witnessing bullying.
- Consult with SET teachers and other supporting staff

- Discuss the situation individually with the pupils involved
- Make sure pupils know how to behave in the future and what they should do differently
- Children who have experienced bullying or display bullying behavior will be monitored during playtimes by teachers and SNA.
- Complete the relevant lessons from Stay Safe/Walk Tall/ HTML heroes/ Webwise programmes.
- Include targets in pupils support file, if appropriate.
- Engage with pupils to discuss the impact bullying has on a person.
- Future teachers will be made aware that an instance of bullying has occurred or was reported using colour coding on Aladdin.
- Consult the Code of behavior policy.

## Section D: Oversight

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

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

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

Signed: Brenda Hawbold Date: 09-06-2025

(Chairperson of Board of Management)

Signed: O. Bradford Date: 09.06.2025

(Principal)