LORETO ABBEY SECONDARY SCHOOL, DALKEY

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

'Our school is a caring Christian Community in which pupils have the opportunity to achieve academic excellence and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment.'

The Board of Management of Loreto Abbey recognises the very serious nature of bullying behaviour and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following best practice in preventing and tackling bullying behaviour. This policy 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. The nurturing of the person of each student is unashamedly at the heart of the education which a Loreto school seeks to provide. Care for the individual student is a hallmark of Loreto Education (A

Loreto Education: Continuing the Journey, pg. 15). Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care. As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be diminished or devalued and everybody has a part to play in the school community, regardless of difference.

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.

Loreto Abbey Secondary School, Dalkey is committed to developing and implementing 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.

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.

How bullying behaviour occurs

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

Direct bullying behaviour:

Physical bullying behaviour:

Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in "mess fights" they can sometimes be used as a disguise for physical harassment or inflicting pain. Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal bullying behaviour:

Continual name calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often namecalling of

this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student's accent, distinctive voice characteristics, academic ability, race or ethnic origin.

Written bullying behaviour:
Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

Extortion
Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

Indirect bullying behaviour:

Exclusion
Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

Online bullying behaviour:
Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This form of bullying behaviour can include:
sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
posting information considered to be personal, private and sensitive without consent making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game.

Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

As online bullying uses technology to carry out bullying behaviour and does not require face to face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an "offline" experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the nonconsensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

Types of bullying behaviour:

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

Disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need.

Exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents.

Gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity.

Homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ Community.

Physical appearance bullying: behaviour or language that intends to harm a student because of their physical appearance. Students who "look different" can be mocked or criticised about the shape, size or appearance of their body.

Racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism as "a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against

individuals or groups, based on race, colour, descent, or national or ethnic origin".

Poverty bullying: behaviour and language that intends to humiliate a student because of a lack of resources.

Religious identity bullying: behaviour and language that intends to harm a student because of their religion or religious identity

Sexist bullying: behaviour and language that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex.

Sexual harassment: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student.

Where bullying behaviour can occur

Bullying behaviour can happen anywhere, online or offline and at any time, but there are certain places and times where bullying behaviour can be more likely to occur. These can include the following, which is not an exhaustive list:

Inside School

School physical environments can have a significant influence on social relationships among students and can impact on the ability of school staff to effectively prevent and address bullying. Welldesigned school environments play a vital role in preventing bullying behaviour and promoting inclusion, positive relationships, and a safe and supportive learning environment.

School yard:

Bullying behaviour can take place in the school yard. School grounds with hidden or obscure parts may provide an environment where bullying behaviour is more likely to occur. Many common school yard games present opportunities for bullying behaviour because of their physical nature. Continuing provocation may lead to a physical fight and in some cases the student experiencing bullying behaviour may appear to be the aggressor as they give vent to their frustration. In the classroom: Bullying behaviour can take place in class. It may occur subtly through glances, looks, sniggers or may take the more overt form of physical

intimidation or deliberate isolation. Bullying behaviour may also occur between class periods when the students or the teacher moves.

Other areas:
Bullying behaviour can take place in other areas such as toilets, corridors, cloakrooms, locker areas, changing rooms, showers, gym, canteen and assembly hall.

Outside 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 in accordance with their Bí Cineálta policy.

Coming to and from school: Bullying behaviour can occur in the area immediately outside the school, the local shops and the wider local area. Bullying behaviour can take place at the busstop or on the journey to and from school whether the students are walking, cycling or on school buses.
Bullying behaviour can also take place in organised clubs and groups outside of school such as sports clubs.

Online bullying (cyberbullying) behaviour, along with all other types of bullying behaviour, can cause significant harm and can have a lasting impact on students who experience this behaviour. Access to technology means that online bullying behaviour can happen anytime, and the student's home is no longer a safe place. The nature of these technologies means that digital content can be shared and seen by a very wide audience almost instantly and the content is almost impossible to delete permanently.

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 farreaching 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 nonconsensual 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.

Impact of experiencing bullying behaviour

When students experience bullying behaviour, it can have a severe and profound impact on them in both the short and long term. Students may develop feelings of stress, insecurity, humiliation and anxiety and therefore become more vulnerable. Experiencing bullying behaviour can have a detrimental effect on their experience of education and education outcomes. The student's selfconfidence may be damaged with a resulting lowering of their selfesteem which can continue into adulthood. While they may not talk about what is happening to them, their suffering can be indicated through changes in mood and behaviour. Extreme cases of bullying behaviour may contribute to mental health difficulties. Online or cyberbullying can be a hidden form of bullying behaviour. It can often go unnoticed as much online activity is not subject to adult supervision and the student who displays the behaviour can be offered a degree of anonymity that could protect them from being detected. It can also involve a wider audience and can be difficult to have offensive comments or material removed.

When bullying behaviour becomes a child protection concern

The Children First National Guidance document 2017 and The Child Protection Procedures for Schools 2025, are the national, overarching guidance with regard to child safeguarding. The Guidance provides that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Generally, bullying behaviour can be addressed without the involvement of Tusla. However,

we recognise that bullying behaviour may become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are not effective. In determining when bullying behaviour should be reported to Tusla the following factors will be considered:

- the impact on the child
- protective/appropriate action taken by the parents
- protective/appropriate action taken by the school
- engagement of child/family with support services such as NEPS If there is doubt about whether bullying behaviour is a child protection concern the school will contact Tusla's social work department for advice. This will enable the social worker to explore the situation with school staff and provide advice on the best course of action.

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	4th April 2025	One half day training on Bi Cinealta. Group feedback on the four areas of wellbeing and how they are contributing to anti bullying procedures in the school. Staff Survey.

Students	18th March 2025 Week of March 31st 2025 April 10th and 11th 2025 May 2nd 2025	Student Survey distributed Bi Cinealta assemblies with each year group Consultation with the SPHE Support Group on preventative strategies Follow up consultation with the SPHE Support Group on preventative strategies
Parents/aGuardians	18th March 2025 25th March	Parent Survey Consultation with the Parents Association on strategies.
Board of Management	28th February 2025 8th May 2025	Presentation made to Board of Management by Will Flanagan and Dara Shortt. Progress update made to the Board of Management by Robert Dunne
Wider school community as appropriate, for example, bus drivers	19th May 2025 23rd/26th May 2025	Consultation survey with School support staff and coaching staff. Consultation with local shops and cafes about our new procedures and to alert them that we are always contactable if they ever witness any kind of bullying behaviour.

Date policy was approved:	**23/06/2025. Amended 26/2/2026**
Date policy was last reviewed:	**27/08/2026.**

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 as laid out Chapter 5 of the Bí Cineálta procedures). In developing the 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 our school in a real way.

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

Homophobic and transphobic bullying behaviour

- Challenging gender stereotypes wherever they may occur.
- Encouraging students to speak up when they witness homophobic behaviour.
- Continue to have Stand-Up' week and promote the notion that 'stand-up' is for all year, not just for a week. The week should also focus on the damage of offensive language.
- Promoting Inclusive language in classes.
- Using inclusive language when greeting students
- Encouraging the use of pronouns
- Continue to have student voice represented throughout school
- Invite LGBTQ+ Advocates or organisations to speak with students at assemblies. Through sharing real life experiences/storytelling empathy and understanding will be evoked for students.
- Inform students about who they can talk to .
- Talk to students about the effects of homophobic language/bullying in SPHE class.
- Caras and Amigas should continue to act as role models for younger students and make it clear to younger years that homophobic comments can be very damaging.
- Cover more about slurs and sexual orientation in SPHE class.

Racist bullying behaviour

- Providing support to school staff to respond to the needs of students for whom English is an additional language.
- Ensuring that reading material in the library represents appropriate lived experiences of different students' backgrounds.
- Providing opportunities within class time to discuss tolerance and equality.
- Having the cultural diversity of the school visible and on display.
- Having a 'Culture Day' as part of Bi Cinealta week to learn about the culture of other students.
- Discuss racist bullying in SPHE class.
- Explain to younger years about racist bullying by organising topic specific assemblies.
- More education on the dangers of negative stereotypes - senior religion or SPHE class.
- Show videos highlighting equality and diversity

Sexist bullying behaviour and sexual harassment

- Using the updated SPHE specifications at post-primary level to teach students about healthy relationships.
- Continue promoting positive role models within the school community
- Encourage students not to be a bystander to events / comments
- Address Boundaries / Physical Boundaries in SPHE
- Engage external guest speakers to discuss the legal consequences of such behaviour - eg COCOs law to emphasise the seriousness of the topic.
- Younger years should be taught in particular about the damage a rumour or image sharing can do. SPHE classes should emphasise this.

Exclusion bullying behaviour

- Teachers should always assign roles in group work
- Teachers should create seating plans for all junior classes and change them termly.
- Continue to promote Lunchtime clubs and seek ideas for more
- Promote “put yourself in someone else’s shoes message as much as possible”. This message could be reinforced in morning prayer.
- Introduce more bonding activities for 1st and 2nd Years other than the cinema. There should be activities where students can talk / bond / build skills / work together.
- A new merit should be added to recognise inclusive behaviours.
- The role of amiga should continue and be prominent and visible.
- Caras should emphasise to their 1st years the importance of inclusion. They should highlight the importance of talking to everyone and encouraging them to make friends with girls from different classes.
- The importance of forgiveness should be reinforced in SPHE classes and in RE classes.
- Continue to highlight the importance of sports. All students should be encouraged to do sports as it is a great way to make friends.
- The ‘Make Space’ stools at lunchtime is a very good idea and will be rolled out at all the lunch tables.
- Promote the anonymous email address students can use to report bullying.
- The Student Council should host a clubs and societies day in September where all the clubs promote themselves.

Online bullying behaviour

- Teach students about responsible online behaviour and digital citizenship in SPHE.
- The Digital Ambassadors should hold an Internet safety day.
- Continue to implement the mobile phone policy.
- Facilitate Peer workshops around cyberbullying.
- Teaching students about responsible online behaviour and digital citizenship
- Garda Talks
- Continue to implement the school's acceptable use policy
- Regularly updating blocked apps and sites

Physical bullying behaviour

- Highlight the consequences involved eg: expulsion
- Learn techniques on how to deal with issues without resorting to violence. This could be covered in SPHE
- Self Defence workshops in TY
- Empower students with confidence to stand up for themselves.

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):

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

Following consultation with the school community the following areas have been identified as potential 'blind spots' or hidden spaces. Teachers on lunch/break time supervision will actively monitor and supervise these areas as part of their duty.

- Sports hall staircase
- Back staircase in sports hall
- Side of the Lecture Theatre (outside)
- Fire doors – closed off classrooms creating hidden spaces
- Little laneway to the left of the school gate (opposite the sports hall)
- Green areas towards primary school. Clear demarcation of out of bounds areas.
- Concert Hall and stage area

Section C: Addressing Bullying Behaviour

Whilst a pupil or a parent may bring a concern of bullying to any teacher in the school, the first point of contact concerning an issue of bullying is the Year Head of the alleged victim.

The Year Head will be joined in investigating and dealing with bullying by the Deputy Principal or an Assistant Principal appointed by the Principal. The names, phone numbers and email addresses of all Year Heads are available on the website and outlined below.

The Principal may be involved as the investigation progresses

Senior Management Team	Robert Dunne (Principal) Will Flanagan (Deputy Principal) Roisin Conlon (Deputy Principal)
1st Year Head	Ms. Marie Lonergan
2nd Year Head	Ms. Aisling Green
3rd Year Head	Ms. Therese Ryan
4th Year Head	Ms. Colette Gallagher
5th Year Head	Ms. Roisin Conlon
6th Year Head	Ms. Aisling Mooney

When bullying behaviour occurs, the school will:

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

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:
Identifying if bullying behaviour has occurred ● The Year Head or teacher informed of a concern of bullying will communicate the allegation to the Principal. The Deputy Principal or an Assistant Principal will be appointed by the Principal to join the Year Head in an investigation of the allegation. ● At all times the teacher investigating will ensure that the student experiencing bullying behaviour feels listened to and reassured.

- The parents/guardians of all parties involved will be informed by the relevant teachers that an investigation will be initiated and will be forwarded a copy of the Bí Cineálta Policy.
- The parents/guardians and pupils are required to cooperate with the investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationship of the parties of those involved as quickly as possible.
- Teachers take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- All incidents will be investigated outside of the classroom situation to ensure the privacy of all involved. The teachers seek answers to questions of what, where, when, who and why.
- All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned.
- If a group is involved, each member is engaged with individually at first and thereafter, all those involved may be met as a group. At the group meeting, each member is asked for her account of what happened to ensure that everyone in the group is clear about each other's views. It may also be appropriate or helpful sometimes to ask those involved to write down their account of the incident.
- 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.
- Where it has been determined that bullying behaviour has not occurred the school may refer to the Code of Behaviour.

Where bullying behaviour has occurred

- Where it has been determined that a pupil has been engaging in bullying behaviour, it is made clear how she is in breach of the school's Anti Bullying Behaviour policy and efforts are made to try and get her to see the situation from the perspective of the pupil being bullied.
- 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 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

- We recognise it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- A record should be kept of the engagement with all involved
- This record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour
- The Principal receives the report and decides on a disciplinary sanction if necessary.

Follow up where bullying behaviour has occurred:

- The teacher dealing with the matter will engage with the students involved and their parents again no more than 20 school days after the initial engagement

Important factors that will be considered as part of this engagement are:

1. The nature of the bullying behaviour
2. The effectiveness of the strategies used to address bullying behaviour.
3. The relationship between the students involved.

- The teacher will 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 Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools
- The date that it has been determined that the bullying behaviour has ceased will also be recorded
- Any engagement with external services/supports will also be noted
- It is recognised that 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 will 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.

The school will use the following approaches to support those who experience, witness and display bullying behaviour in line with Chapter 6 of the Bí Cineálta procedures

A support structure for pupils who have experienced bullying is in place in Loreto Abbey. Such pupils 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. We use restorative practice, mediation or reconciliation where appropriate. We maintain open communications between school, parents and outside agencies. We work together to resolve the situation and protect the victim.

Restorative conversations – allow the student to share their experience in a safe, supported environment.

Check-ins with a trusted adult – regular follow-ups from a teacher, tutor, Year Head or Chaplain to build trust and monitor wellbeing.

Access to counselling – We will offer professional support to rebuild confidence, resilience, and emotional safety.

A programme of support for those pupils involved in bullying behaviour is also part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem opportunities are developed to increase feelings of self-worth. Therefore we recognise that it is important that the learning strategies applied within the

school allow for the enhancement of the pupil's self-worth. 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.

Restorative practices: Facilitate restorative conversations where the student can reflect on their actions, understand the impact on others, and make amends in a supported environment.

Pastoral support and check-ins: Assign a trusted adult (e.g. year head, guidance counsellor, tutor or Chaplain) to meet regularly with the student to provide guidance, monitor progress, and build positive relationships.

Involvement of parents/guardians: Engage families in a constructive and collaborative way to support behavioural change and ensure consistent expectations at home and school.

Referral to support services: Where appropriate, refer the student to in-school or external services (e.g. counselling, NEPS, NEART, etc) to address underlying issues contributing to the behaviour.

Opportunities for positive leadership: Encourage the student to take on responsibility in leadership capacity in a supervised setting, helping to rebuild trust and promote positive behaviour.

Consequences paired with reflection: Use disciplinary measures alongside reflective tasks (e.g. written reflections, learning modules) to ensure the student learns from the incident.

Recording:

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

Procedures for recording bullying behaviour:

The school's procedures for noting and reporting bullying behaviour are as follows:

Pre-determination that bullying has occurred:

- All staff must keep a written record of any incidents witnessed by them or reported to them. All incidents must be reported to the relevant teachers.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teachers, the relevant teachers must keep a written record of the reports
- The relevant teachers must inform the principal of all incidents being investigated as appropriate.

Determination that bullying has occurred

- If it is established by the relevant teachers that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- All records will be kept in a closed file in the Principal's Office.

'Take No Action' Requests

Parents may make the school 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. However, while acknowledging the parent's request, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include:

1	The number of incidents of bullying behaviour that have been reported since the last meeting
2	The number of ongoing incidents
3	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:

1	Information relating to trends and patterns identified
2	Strategies used to address the bullying behaviour
3	Any wider strategies to prevent and address bullying behaviour where relevant

This update does not contain personal or identifying information as laid out in 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, in the student journal and in hard copy on request.

Communicating this policy:

This policy will be made available on the school website. It is also available on the staff website and on the dashboard of VSWare. A student friendly version is displayed prominently in all public places in the school. It is displayed in all classrooms and in the student journal.

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: Eilis Humphreys Date:27/08/2026

Chairperson, Board of Management

Signed: Robert Jones Date: 27/08/2026

Secretary, Board of Management