



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Scoil Naomh Feichín 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.

As a school community, we have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

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

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

Definition of Bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm.

The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. Cyberbullying can be repeated or a serious one-off incident. Even a single incident online can cause significant distress and is treated as seriously as in-person bullying.

The detailed definition is provided in Chapter 2 of the *Bí Cineálta Procedures*.

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

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	7 th May 2025	<ul style="list-style-type: none"> ▪ Half Day Closure for Professional Learning for Staff ▪ Introduction to Cineáltas and the Importance of Kindness. ▪ What is Bullying Behaviour? <ul style="list-style-type: none"> - Group activities dealing with sample scenarios ▪ Discussion about our school's responsibilities to address bullying behaviour ▪ Bí Cineálta Procedures discussed ▪ Draft Bí Cineálta Policy discussed
Students	April – May 2025	<ul style="list-style-type: none"> ▪ Bí Cineálta introduced and discussed as part of SPHE lessons in classes ▪ Anti-Bullying Posters and Projects ▪ Discussion with Student Council about a new Child Friendly Bí Cineálta Policy ▪ Student Council consulted about poster and management of bullying in school generally ▪ Representative group of pupils surveyed using recommended survey template for primary school pupils
Parents / Guardians	May – June 2025	<ul style="list-style-type: none"> ▪ All parents / guardians surveyed using the recommended questionnaire ▪ Draft Bí Cineálta Policy forwarded to parents - feedback and suggestions invited ▪ Draft Policy shared with members of the Parents' Association
Board of Management	June 2025	<ul style="list-style-type: none"> ▪ Draft Policy shared with all members of the Board of Management prior to the BoM meeting on June 9th 2025. ▪ Board members invited to submit feedback and suggestions. ▪ Final draft of Bí Cineálta Policy agreed at BoM meeting on June 9th 2025. ▪ The new policy was subsequently ratified. ▪ The Bí Cineálta Policy will be implemented from the start of the school year 2025/26 and the effectiveness of the policy will be measured through feedback from the principal at each meeting and its annual review.
Wider school community as appropriate, for example, bus drivers...	June 2025	<ul style="list-style-type: none"> ▪ The new Bí Cineálta Policy was brought to the attention of the wider community through the school website. ▪ The new policy was circulated and explained to all those who have contact with our pupils – bus escorts, bus drivers, caretaker, school cleaners, sports coaches, etc.
Date policy was approved: June 9th 2025		
Date policy was last reviewed: May 27th 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 (see Chapter 5 of the Bí Cineálta procedures):

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 discussed regularly at 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 dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

The Board of Management of Scoil Naomh Feichín 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:

Culture and Environment

A positive and inclusive school culture and environment which -

- ✓ is welcoming of difference and diversity and is based on inclusivity
- ✓ is a 'telling' environment which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
- ✓ promotes and models respectful relationships across the school community
- ✓ effective leadership that sets high standards and expectations
- ✓ A school-wide approach where each member of staff takes a consistent approach to effective observation and addressing of bullying behaviour
- ✓ Students promoting kindness and inclusion in peer groups
- ✓ Parents as active partners in their child's education, fostering an environment where bullying is not tolerated through promoting empathy and respect
- ✓ A 'trusted adult' who reassures and supports students they have done the right thing by reporting bullying behaviour
- ✓ Creating safe, visible physical spaces in school

Curriculum- Teaching and Learning

- A shared understanding of what bullying is, its impact and bullying as a form of unacceptable behaviour.
- 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

- SPHE Curricular Programmes to include:

Stay Safe, RSE, Walk Tall etc.

- SPHE methodologies to include:

- ✓ Group work/ Collaboration
- ✓ Role - play, acting out scenarios
- ✓ Extra - curricular activities to develop positive self – worth
- ✓ Circle Time
- ✓ Co-operative games (particularly in P.E) etc.
- ✓ Morning Meetings

Policy and Planning

- Bí Cineálta Policy developed, communicated, implemented and reviewed in consultation with all partners
- Consistent recording (see Appendix 1), investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the Bí Cineálta Policy
- Student Friendly Bí Cineálta Policy
- Code of Behaviour
- Child Safeguarding Statement and Risk Assessment
- Acceptable Use Policy
- Supervision Policy
- SPHE & RSE Policy
- SEN Policy
- Health and Safety Policy Statement
- Effective supervision and monitoring of pupils (both within school and on yard, unstructured activities, trips, swimming, etc.)
- Teacher Professional Learning and other such relevant supports for staff

□ **Relationships and Partnerships**

- Strong interpersonal connections supported through a range of formal and informal structures such as Student Council, Parents' Association, focus groups etc.
- Student and parent/guardian active participation
- Workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying
- Promoting acts of kindness and activities that build empathy, respect and resilience e.g. Friendship Week, Wellbeing Activities, etc.
- Teaching problem solving skills and critical thinking skills
- Promoting self-awareness and awareness of others
- Encouraging peer tutoring and buddying etc.

□ **Preventing Cyber Bullying 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. Our school 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 - this 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
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online
- involvement in Internet Safety Week to reinforce awareness around appropriate online behaviour to include a visit from Community Guard
- 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
- Voluntary Collective Smartphone Agreement

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 of 13 years of age for the majority of these. Therefore, children under the age of 13 should not have a social media account.

□ **Preventing Homophobic/ Transphobic Bullying Behaviour:**

All students, including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school.

Strategies to prevent homophobic and transphobic bullying behaviour include the following – this 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:**

As our school becomes more culturally diverse, we strive to prevent potential racist bullying behaviour.

Strategies to prevent racist bullying behaviour include the following- this 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 support students from ethnic minorities, including Traveller 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:**

Scoil Naomh Feichín 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 – this is not an exhaustive list:

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- ensuring all pupils have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contribution of all pupils
- encouraging parents/guardians to reinforce these values of respect at home

□ **Preventing Sexual Harassment:**

Scoil Naomh Feichín 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 – this is not an exhaustive list:

- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment

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

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.

The relevant supervision and monitoring policies and procedures are as follows:

- Supervision Policy
- Yard / Field Supervision Rota – ratified by the Board of Management annually.
- Teachers, along with SNAs, under the direction of the teacher responsible for supervision, provide yard supervision and wet day supervision inside the school
- Classes are assigned designated areas on the yard to ensure age-appropriate interactions and ease of monitoring and observing of behaviour
- Children are accompanied by at least one teacher, SNAs and vetted parents/guardians, as relevant and necessary, on all trips, outings, swimming etc.
- Supervising personnel are deployed at strategic positions on buses, walks, trips, etc., to ensure adequate supervision and monitoring of interactions.
- If patterns of inappropriate behaviour are detected these are investigated and documented, as relevant.
- If there are reported incidents or issues between children that warrant closer monitoring on yard and trips this is notified to relevant staff.
- A report on supervision and incidents of bullying behaviour is provided by the principal at each meeting of the Board of Management.

Section C:

Addressing Bullying Behaviour

The teachers with responsibility for addressing bullying behaviour are as follows:

- All Class Teachers.

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 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 pupil who is experiencing the bullying behaviour as to how best to address the situation
- act in a timely manner
- inform parents/guardians 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: (see Chapter 6 of the Bí Cineálta procedures):

- **Identifying if bullying behaviour has occurred:**

Core Definition of Bullying: *Bullying is defined 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 Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools) Cyberbullying*

- **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.

□ **General Principles:**

- It is important for school staff to be fair and consistent in their approach to address bullying behaviour.
- Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.
- It is important that the student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured.
- School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

□ **Requests to take no action:**

A student who reports bullying behaviour may ask a member of staff not to do anything and just “look out” for them due to not wanting to be identified as having told someone about the bullying behaviour. They might feel that telling someone might make things more difficult for them.

Where this occurs:

- It is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the behaviour.
- It must be made clear to the pupil that other parties may need to be informed for their welfare.
- Parents may also make the school aware of bullying behaviour and specifically request that no action is to be taken by the school. Parents should put this in writing to the school.
- The school will consider each such request on a case-by-case basis while reserving the right, if determined that based on the circumstances, it is appropriate to address the bullying behaviour through the Bí Cineálta procedures and/or the Code of Behaviour, where appropriate.

To determine whether the behaviour reported is bullying behaviour the following questions will be considered:

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

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

Note: *One off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.*

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

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

What is not bullying behaviour?

- A once off instance of negative behaviour
- Disagreement between students
- Instances where students don't want to remain friends
- Non-deliberate behaviours of students with special educational needs (*Bí Cineálta Section 2.2*)

□ Cyberbullying

- Bullying behaviour including cyberbullying behaviour, which has occurred outside of school can often continue in school.
- Where a student engages in cyberbullying behaviour when in school, the school must address the bullying behaviour
- Where a student experiences cyberbullying behaviour in school, the school must address the bullying behaviour.
- In the case of cyberbullying, although the hurtful message may have been sent outside of school hours, the student may view the message while in school. Where this happens, the school must address the bullying behaviour.

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why? (see Appendix 1 for *Bí Cineálta Record Template*)

- 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)

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 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
- this record should 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

- 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 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, it must be made clear to all (pupils and parents/guardians) that this is a private matter (under GDPR) between the student being disciplined, his/her parents/guardians and the school

□ Recording Bullying Behaviour:

The teacher will use the agreed recording template (Appendix 1) which includes all the required details/fields.

- 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.
- where a Student Support File exists for a student a copy of the record should be placed on the student's support file with a brief reference to it on a Behavioural Log of Actions (priority document)
- where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.
- where no Student Support File exists open a Behavioural Log of Actions and mark it as a 'Priority document'.
- If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools* (Section 2.4)

□ Complaint Process

- if a parent 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 student and/or 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 (see Chapter 6 of the Bí Cineálta procedures):

□ Supports:

The school's programme of support for working with pupils who experience, witness and display bullying behaviour, in addition to supports referenced in the steps above, may include but is not limited to the following:

- ✓ Listening
- ✓ Showing empathy
- ✓ Reassuring the student
- ✓ Asking them to let you know if the bullying behaviour occurs in school
- ✓ Devising appropriate 'check in' mechanisms
- ✓ Discussing how the pupils can inform their parents of the situation if they haven't already done so
- ✓ Discreet lessons may be taught as appropriate
- ✓ Pupils who have been bullied, witness or engage in bullying behaviour will be supported by the school, within the limits of resources available in the school, through the provision of opportunities to participate in activities designed to raise self-esteem, to develop friendships and social skills and thereby build resilience and a sense of self-worth whenever this is needed.
- ✓ Where relevant and available, a referral for appropriate supports as offered through e.g. The Family Resource Centre may be made.

Supports available to help prevent and address bullying include the following:

- NEPS- providing advice on best practice to prevent and address bullying when issues arise in schools and/or training in preventative initiatives pg.46
- Oide – providing TPL pg.47
- Webwise – online safety awareness raising and education initiative for pupils and parents pg.47
- National Parents Council – online and in person courses to support parents to prevent and address bullying pg. 48
- DCU Anti bullying centre - FUSE programme that can be used to promote a positive school culture and assist in preventing and addressing bullying behaviours. Pg.48
- Tusla – for cases where it is considered that bullying behaviour becomes a child protection concern. Pg.48
- Cyberbullying and Internet Safety expert Ger Brick- Parent and pupil seminars.

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 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: *Fr. Paul Byrne*

Date: 27.05.26

(Fr Paul Byrne - Chairperson of Board of Management)

Signed: *Mags Leonard*

Date: 27.05.26

(Mags Leonard - Principal)



Bí Cineálta Record

STRICTLY CONFIDENTIAL



Date:		Reported by:	
Name/s:		Class:	
Forms of Bullying			
Direct bullying behaviour: <input type="checkbox"/> Physical bullying behaviour <input type="checkbox"/> Verbal bullying behaviour <input type="checkbox"/> Written bullying behaviour <input type="checkbox"/> Extortion	Indirect bullying behaviour: <input type="checkbox"/> Exclusion <input type="checkbox"/> Relational	Online Bullying Behaviour:	
Type of Bullying			
<input type="checkbox"/> disablist bullying behaviour <input type="checkbox"/> exceptionally able bullying <input type="checkbox"/> gender identity bullying <input type="checkbox"/> poverty bullying	<input type="checkbox"/> homophobic/transphobic (LGBTQ+) bullying <input type="checkbox"/> physical appearance bullying <input type="checkbox"/> racist bullying	<input type="checkbox"/> religious identity bullying <input type="checkbox"/> sexist bullying <input type="checkbox"/> sexual harassment <input type="checkbox"/> other	
Location			
<input type="checkbox"/> Playground <input type="checkbox"/> Classroom	<input type="checkbox"/> Corridor <input type="checkbox"/> Toilets	<input type="checkbox"/> School Bus <input type="checkbox"/> Other	
When:			
Why:			
1. Student Account A			
2. Student Account B			
3. Restorative Meeting with students involved - if appropriate	<input type="checkbox"/> Attach written accounts <input type="checkbox"/> What happened?		
4. Meeting with Parent/s			
5. Agreed action/s to be taken	<input type="checkbox"/> Include the views of the students and their parents		

Student Support File	Yes/ No
External Services/Supports	<input type="checkbox"/> NEPS <input type="checkbox"/> Oide <input type="checkbox"/> Webwise <input type="checkbox"/> National Parents Council <input type="checkbox"/> Tusla <input type="checkbox"/> Other _____
Follow Up Date	By _____ (20 days max)
Review	Date Bullying Behaviour Ceased:

Signed: _____ (Principal/ Deputy Principal)