

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of **Scoil Naomh Iosef, Dromcollogher (19966B)** 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.

We confirm that we will take all such steps that are reasonably practicable to prevent the bullying or harassment of our students in whatever form and however motivated.

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 each person in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable part to play in the school community, regardless of difference.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. 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	*Croke Park Meetings Throughout 2024/ 2025 School Year	Staff Meetings - professional discourse and dialogue, knowledge sharing, researching programmes and interventions
	March 26th 2025	Staff Questionnaire
	May 9th 2025	Half Day Closure to engage with Bí Cineálta Policy
Students	March 27th 2025	Questionnaire Circle Discussions
Parents	March 26th 2025	Questionnaire
	3/6/2025	Draft Policy available on school websites and available for submissions
Board of Management	25/09/2024	Focused discussion regarding new procedures, the Boards' role, identifying areas for improvement / training needs etc. CPSMA Board of Management training video
	6/2/2025	
	20/06/2025	
Wider school community as appropriate, for example, bus drivers		
Date policy was approved: 18/06/2025		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all

forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

(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.

1. Culture and Environment

- 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.
- We continuously work to maintain a positive and inclusive school culture and environment based on respect, care, integrity and trust
- 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.
- Open pathways of communication among school community
- A consistent approach to addressing bullying behaviour
- Prominent display of the Student Friendly Bí Cineálta Policy throughout the school and regular review (Appendix A)
- Staff maintain a culture where bullying behaviour is unacceptable
- Classroom rules are developed in a collaborative manner
- Students are urged to promote kindness and inclusion; continue with 'Random Acts of Kindness'
- Parents are urged to promote empathy and respect
- Assemblies are used as an opportunity to build people up, recognise success in everyone and to outline strategies in a positive way
- Our school website and noticeboards celebrate occasions, accomplishments and improvements
- 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 school community supports a '**Telling Environment**' in the following manner;

- Reassurance that 'telling is good' and does not have negative consequences
- Provide regular opportunities for pupils to tell; Friday Worries, termly confidential questionnaire, regular check-ins
- Teachers will encourage pupils to see them as a 'Trusted Adult' and let them know regularly that they can talk to them
- Pupils are encouraged to report bullying behaviour they have witnessed so that it can be dealt with
- Parents are encouraged to report knowledge of any incidents of bullying behaviour.

We seek to create **safe physical spaces** in our school in the following manner;

- removing physical barriers such as posters from windows and doors
- keeping internal doors open when possible or deemed necessary to maintain a high level of supervision
- staff will take positions of clear visibility while supervising at break times
- creating a sense of pupil ownership of space through displays of art and creativity including wall murals and the school garden
- student involvement in the maintenance of the school garden and school

Supervision

We maintain a high level of active supervision of pupils throughout the school day and when attending school activities such as school tours and sports outings. We seek to 'spot it before it happens' when supervising. We encourage a mix of activities at break times on the school yard to accommodate a range of preferences and interests.

2. Curriculum(Teaching and Learning)

Teaching and learning that is **collaborative** and respectful is promoted in our school. Pupils have regular opportunities to work in small groups with their peers, which builds a sense of connection, belonging and empathy among students.

We avail of opportunities within the teaching of curricular subjects to **foster inclusion and respect for diversity**. In particular we use the following strategies in our school;

- foster students' wellbeing, self confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions through the **SPHE curriculum and the RSE programme**
- use of circle time in the teaching of SPHE
- use of Webwise resources throughout the year and in particular on Safer Internet Day
- use of Friends for Life, Zippy's Friends and Zones of Regulation and Lust for Life when suitable
- use of strategies and resources from the Amber Flag programme
- reviewing and developing the Student Friendly Bí Cineálta Policy for display throughout the school

3. Policy and Planning

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

This clear and consistent Bí Cineálta policy is enforced by all staff. This policy is reviewed and updated regularly.

Policies which support the implementation of the Bí Cineálta policy include:

- Code of Behaviour
- Child Safeguarding Policy
- Acceptable Usage Policy
- Supervision Policy
- Special Education Teaching Policy

All class teachers follow the whole school SPHE policy which is a two year plan.

Class

teachers plan for the teaching of lessons which address bullying behaviours in their long term and short term SPHE planning.

Staff are encouraged to participate in teacher professional learning courses which support them to prevent and address bullying.

4. Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. Activities to strengthen relationships and partnerships between member of the school community include -

- supporting the active participation of students in school life
- supporting active participation of parents in school life, including those who may find it difficult or daunting to engage with the school due to being unfamiliar with

the education system or due to language or cultural barriers

- promoting acts of kindness
- age appropriate awareness initiatives

Where bullying behaviour has occurred, it is important that parents are informed as early as possible, even if the students would prefer that you don't tell them.

5. Prevention of CyberBullying

- Implementing the SPHE Curriculum
- Facilitating conversations re developing respectful and kind relationships online
- Communicating the schools Acceptable Usage Policy to the student body and their parents
- Reference to online behaviour in the Code of Behaviour Policy
- Hosting online safety events for parents who are responsible for overseeing their children's activities online
- Participating in Safer Internet Day

6. Prevention of Homophobic Bullying

- encouraging peer support such as peer mentoring and empathy building activities
- Challenging Gender Stereotypes
- Encouraging students to speak up if / when they witness homophobic behaviour

7. Prevention of Racist Bullying Behaviour

- 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
- encouraging peer support such as peer mentoring and empathy building activities
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to respond to the needs of students for whom English is an additional language and for communication with parents
- support pupils from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- ensuring that library reading materials and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

8. Prevention of Sexist Bullying Behaviour

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

9. Prevention of Sexual Harassment

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

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 following policies and actions are in place to prevent and address bullying behaviour:

- Staff Supervision - All staff members are trained to recognise and respond to bullying behaviour. Staff are present and visible during break times.
- Student Supervision Class teachers supervise children during class time. A supervision rota is in place for break and lunch time supervision.
 - ❖ Morning Supervision- Teachers supervise in their own classrooms from the time when the entrances to the school are opened to pupils at 09.05.
 - ❖ Children remain in the supervised areas i.e. on the playground during break and lunch etc.
 - ❖ Supervision Rota - a supervision rota is devised and circulated yearly, amendments are made as the needs arise. Teachers organise swaps and cover if they are to have a planned absence. The Principal and or Deputy principal will organise cover for supervision arising from an unplanned absence.
 - ❖ The Board of Management and staff regularly review the Schools' Supervision Policy
 - ❖ The Board of Management strive to ensure that all reasonable measures are in place to provide a safe and happy environment for the students.
 - ❖ A range of games and activities are available in the classrooms during "wet" breaks. Supervision is maintained by the teachers on duty monitoring from the corridor. All classroom doors remain open.
- Visitor Supervision- Visitors to the school should be supervised at all times. They should not be left alone with children. Where possible visitors should make appointments to complete on site works outside of the school day.

Policies:

- Supervision Policy
- Intimate Care Policy
- Child Safeguarding Statement and Risk Assessment
- SSE - Wellbeing School Improvement Plan
- Acceptable Usage Policy
- Code of Behaviour
- Special Education Policy
- SPHE Policy (Stay Safe)
- Friday Worries Initiative

By implementing these policies, Scoil Naomh Iosef can create a safer, more positive school environment for all children.

● Section C: Addressing Bullying Behaviour

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

- The relevant teacher is firstly the class teacher.
- When an incident occurs outside of class it is brought to the attention of the class teacher by the supervising teacher / teacher on duty.
- The principal or deputy principal may need to be involved.

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 (see Chapter 6 of the Bí Cineálta procedures):

Identifying if bullying behaviour has occurred -

- Each student should be engaged with individually at first
- Thereafter, students should be met as a group
- At a 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 will be supported, as appropriate following the group meeting.
- If appropriate and/or helpful the students may be asked to write down their account of the incident.
- The teacher with responsibility for addressing bullying behaviour will use the standardised school recording template to keep records. This template will be used to record facts. (Appendix B)
- The teacher with responsibility for investigating if bullying occurred will use the definition of bullying and criteria provided in Chapter 2 of the Bí Cineálta Procedures to establish bullying behaviour.

"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."

3 Questions the teacher will use to establish if bullying has occurred:

- Is it targeted?
- Is it repeated?
- Is it intended to cause harm?
- Teachers will use Appendix C as a reference support to follow correct procedure and in determining if bullying behaviour has occurred

Where Bullying has occurred -

- An initial intervention will be put in place by the class teacher (i.e. re-teaching of SPHE Anti-Bullying lessons, The intervention will most likely be context specific depending on the type of bullying behaviour in question etc.)

Review of progress

- The teacher will engage with the students and parents involved no more than 20 days after the initial discussion to review progress.
- If the bullying behaviour has ceased, ongoing supervision and support may continue for both of the students
- If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying has ceased (up to another 20 days)
- Where it becomes clear that the student who is displaying bullying behaviour is continuing to display the behaviour the school will use strategies to deal with inappropriate behaviour 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.

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):

Support -

- All staff and children will be aware through the Bí Cineálta Policy and student friendly version of the policy what actions will be taken when bullying behaviour is reported.
- School staff will be fair and consistent in their approach to addressing bullying behaviour. Both the student who is experiencing the bullying behaviour and the student who is displaying bullying behaviour need support.
- It is important that the child experiencing bullying behaviour is engaged without delay and that they feel listened to, supported and reassured.
- Supports with regards to managing relational difficulties will be put in place for the child displaying bullying behaviour. (Reteaching of Anti-bullying lessons)

The following principles will be adhere to when addressing bullying behaviour -

- ❖ ensure that the student experiencing bullying behaviour feels listened to and reassured
- ❖ seek to ensure the privacy of those involved
- ❖ conduct all conversions 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

Supports for those experiencing bullying, displaying bullying behaviours or witnessing bullying behaviours may include:

- re-teaching Anti-Bullying content from SPHE Programmes- Stay Safe / Walk Tall - Relational Lessons etc.
- type specific programmes such as-
- Cyber Bullying/ Internet Safety- Webwise/ HTML Heroes /Myselfie and the Wider World/ All Aboard for DigitTown / STAR SEND Toolkit (SEN) / FUSE
- Race based- Toolkit for Diversity in the Primary School
- Gender based - Gender Equality Matters (DCU)
- Homophobic Bullying - All Together Now (St. Patrick's DCU)
- Social Skills Groups
- Friends For Life / FRIENDS

This is not an exhaustive list and the supports identified and implemented will be with consideration for each particular circumstance.

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*.

This policy includes:

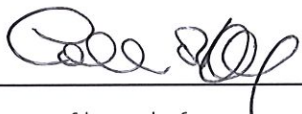
- This main policy document
- Appendix A - Student Friendly Bí Cineálta Policy
- Appendix B - Bullying Behaviour School Recording Template
- Appendix C - Guide to Addressing Bullying Behaviour

Section D: Oversight

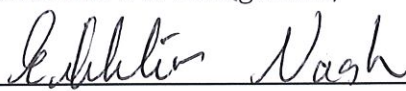
The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning 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: 
(Chairperson of board of management)

Date: 18/6/2025

Signed: 
(Principal)

Date: 19/6/25

Appendix A

Student Friendly Bí Cineálta Policy

Bí Cineálta!

We want everyone at our school to feel safe and happy.

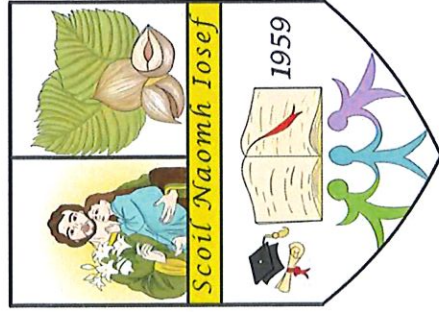
If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.



If a student tells a staff member that they think they are being bullied, we will:

- > talk with the student
- > ask the student what they want to happen
- > work out a plan together
- > talk to their parents
- > talk to the other student(s) involved
- > talk with the other student's parents

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.





Bí Cineálta Recording Template

Recording Template Completed by:	
How the allegation of bullying behaviour became known to the teacher:	
Child/ Children experiencing bullying behaviour:	
Child / Children displaying bullying behaviour:	

Form of Bullying

Direct Bullying Behaviour	Indirect Bullying Behaviour
Physical Bullying Behaviour	Exclusion
Verbal Bullying Behaviour	Relational
Written Bullying Behaviour	
Extortion	
Online Bullying Behaviour	

Type of Bullying

Disablist Bullying Behaviour		Racist Bullying	
Exceptionally Able Bullying		Poverty Bullying	
Gender Identity Bullying		Religious Identity Bullying	
Homophobic / Transphobic Bullying		Sexist Bullying	
Physical Appearance Bullying		Sexual Harassment	

When did the bullying behaviour take place:

Where did the bullying behaviour take place:

Date of Initial Engagement with:

	Date:		Date:		Date:
Pupil experiencing bullying behaviour		Pupil displaying bullying behaviour			
Parents of pupil experiencing bullying		Parents of pupil displaying bullying behaviour			

Record of views of those involved
Student experiencing bullying behaviours

Views of student regarding the actions to be taken to address bullying behaviour	
Views of parent of student regarding the actions to be taken to address bullying behaviour	

Student displaying bullying behaviours

Views of student regarding the actions to be taken to address bullying behaviour	
Views of parent of student regarding the actions to be taken to address bullying behaviour	

Date to be reviewed : _____ (No more than 20 school days after initial discussion)

Review to determine if bullying has ceased
Student experiencing bullying behaviours

Date: _____

Views of student regarding the actions to be taken to address bullying behaviour	
Views of parent of student regarding the actions to be taken to address bullying behaviour	

Student displaying bullying behaviours

Views of student regarding the actions to be taken to address bullying behaviour	
Views of parent of student regarding the actions to be taken to address bullying behaviour	

Further Review Date (if Required) _____ (No more than 20 school days)

Second review to determine if bullying has ceased

Student experiencing bullying behaviours

Views of student regarding the actions to be taken to address bullying behaviour

Views of parent of student regarding the actions to be taken to address bullying behaviour

Date:

Student displaying bullying behaviours

Views of student regarding the actions to be taken to address bullying behaviour

Views of parent of student regarding the actions to be taken to address bullying behaviour

Record of engagement with external agencies or supports

Appendix C

Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Approach

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

When addressing bullying behaviour teachers should:

- > ensure that the student experiencing bullying behaviour feels listened to and reassured
- > seek to ensure the privacy of those involved
- > conduct all conversations with sensitivity
- > consider the age and ability of the students involved
- > listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- > take action in a timely manner
- > inform parents of those involved

Identifying if bullying behaviour has occurred

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

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

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

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

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.

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

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

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
- > the 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 the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- > if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, they should be referred to the school's complaints procedures
- > if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

