



POLICIES TO ACCOMPANY ENROLMENT FORM

This booklet contains policies relevant to enrolment.

Please visit our school website at

www.stnaulsns.com

for our full admissions policy & other school policies.

Code of Conduct

Introduction

Aims of Primary Education

The aims of Primary Education may be stated briefly as follows:

- To enable children to live full lives as children,
- To equip them to avail of further education,
- To prepare them to live full and useful lives as adults in society.

Vision & Mission Statement.

Scoil Naomh Náille aims to prepare pupils for life by enabling them to make the best possible use of their inherent and potential capabilities including physical, mental and spiritual skills.

Self esteem is fostered by the valuing of pupils, by a willingness to listen and understand and by a positive view of learning as a shared journey. All achievements are recognised and applauded. These may include academic achievements, positive behaviour, participation in sports and the arts as well as achievements outside the school environment.

The school aims to provide a safe and secure learning environment for each child and to ensure a duty of care at all times while the school is in operation.

Scoil Naomh Náille supports the principals of:

1. Mutual Respect and Inclusiveness – particularly with reference to children with a disability or other special needs.
2. Equality of access and participation in the school.
3. Respect for diversity of values, beliefs, traditions, language and way of life in society.

Religious Education is provided for pupils in accordance with the doctrines and traditions of the Catholic Church. The school is under the Patronage of the Bishop of Raphoe, Rev. Alan McGuckian.

The quality of the relationships between management, teachers, parents and pupils enhances the educational partnership and a sense of community is fostered between them. The importance of parents/guardians as educators of their children is recognised and valued and close contact is maintained between school and home. The pupils are encouraged to have a knowledge, appreciation and understanding of their local area, which will develop their sense of responsibility to their community.

Scoil Naomh Náille also encourages links with the wider community, e.g. St. Naul's G.A.A Club, Eany Celtic F.C., Inver Community Centre, Donegal Town Rugby Club, Donegal Golf Club and the parish church of St. Naul in Ardaghey, Inver.

These guidelines constitute the school's **CODE OF CONDUCT**.

Aims of a Code of Conduct

The aims of a code of conduct are:

- To help create a positive learning environment in which every pupil can benefit from school.
- To help pupils to become more self-disciplined and to encourage good standards of behaviour.
- To help organise a large group so that school can operate smoothly for the benefit of all.
- To care in a practical way for pupils, staff, the school and its environment.

Promoting a Happy School

Encouraging high standards of behaviour among pupils, and creating and maintaining an orderly atmosphere for learning in the school involves a whole school approach. Teachers explain the code of conduct on a regular basis, teaching children the importance of respect for self and others. This results in sound relationships between teachers and pupils, leading to effective teaching and learning. At each assembly we discuss topics such as anti-bullying, respect for fellow pupils and staff and positive behaviour.

Responsibility of Adults

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Roles & Responsibilities of Staff

The Teaching Council has set out a code of professional behaviour and practice for teachers. In conjunction with this code we expect teachers to:

- Be courteous towards each other, pupils and parents.
- Be prepared for lessons, be professional and on time.
- Dress in a professional and appropriate manner.
- Communicate in a positive and appropriate manner.
- Create a positive climate with realistic expectations.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

Roles & Responsibilities of Parents

Parents are expected to:

- Equip pupils with appropriate school materials, sufficient healthy lunch and correct full uniform.
- Be courteous towards pupils and staff
- Make an appointment to meet with a teacher/Principal through the school office or by emailing the teaching directly to their school email address.
- Respect school property and encourage their children to do the same
- Label pupils coats and other property.

- Supervise their young children on school premises when collecting other pupils or visiting the school
- As the Board of Management is responsible for the Health & Safety of all staff and students, parents are requested not to approach or reprimand another child, not their own, on the school premises during official school times.

Content of the Code of Conduct

The Code of Conduct covers the following areas:

- Behaviour in class
- Behaviour in the playground
- Behaviour in the school environment
- Behaviour on school trips/outings
- Attendance at school
- Homework

Class Rules

At the beginning of each academic year, the class teacher will draft a list of class rules with the children. These reflect and support the school rules, but are presented in a way that is accessible to the children. Class rules should be kept to a minimum and are devised with regard for the health, safety and welfare of all members of the school community. They should where possible emphasise positive behaviour (e.g. 'Walk' and not 'Don't run'). Rules will be applied in a fair and consistent manner, with due regard to the age of the pupils and to individual difference. Where difficulties arise, parents will be contacted at an early stage.

School Rules & Expectations

1: Rules regarding Behaviour in Class

- Pupils are expected to respect the right of other pupils to learn and to avoid disrupting the work of the classroom.
- Pupils are expected to have respect for their teachers and follow instructions given by them.
- Pupils are expected to go to and from their classroom in an orderly manner.
- Running is not allowed at any time in classrooms or corridor.
- Pupils are expected to show courtesy and respect towards other pupils.

2: Rules regarding Behaviour in the Playground

- Pupils are expected to have respect for the person and property of others.
- Pupils are expected to avoid rough play and bullying (both verbal and physical).
- Pupils are expected to obey signals at the end of break.
- Pupils are only permitted to re-enter the school premises during break with the teacher's permission.
- Pupils are forbidden to climb walls or fences.
- Bad language will not be tolerated in the playground.
- Pupils must remain in their own designated areas.

3: Rules regarding Behaviour in the School Environment

- Pupils are expected to move about the school in an orderly manner.
- Pupils shall not remain on the school premises after school activities are finished.
- Pupils are expected to show respect for school property.
- Pupils are expected to come to and from school with due care for other pupils, for property, for traffic and pedestrians.
- Pupils are expected to respect other pupils' privacy when in the bathroom areas. Only one child should be in the bathroom area at any one time.

4: Rules regarding Behaviour on School Tours and Outings

- School tours and outings present particular challenges for the school. As well as the normal standard of behaviour expected from all our pupils, the following should be noted:
- Pupils must wear their uniform on all school tours and outings.
- Pupils must obey the instructions of teachers, drivers, tour guides, or any person designated to be in charge of them during the course of the outing.
- Pupils are not permitted to absent themselves from the travelling group, except with the express permission of the teacher in charge.

5: Rules regarding Attendance at School

- Pupils are required to be regular in their attendance at school.
- Parents are required to explain all absences to the school as the Principal is required by law to report to the Tusla Education Support Service all pupils with absences over 20 days; and the reasons for absences.
- Parents are asked to email the school on the morning of each absence, informing the school of the reason and the possible duration of the absence.
- If a child is to be absent from school for a number of days, parents are asked to inform the school by email in advance.
- A text message is sent to the primary contact through Aladdin pupil management software ten minutes after an absence is recorded, if the absence has not been explained. An explanation for the absence is requested.
- After a pupil has been absent without prior notification and explanation to the school, an email from the parent/guardian must be submitted on the pupils return to school.
- Pupils are expected to be on time for school each day and, in the event of a late arrival, teachers should be informed by email.
- Truancy from school is considered a serious offence and is reported to parents/guardians and to the Tusla Education Support Service.
- Pupils are not permitted to leave the school premises for any reason, unless collected by parents or guardians. The collecting adult should inform the teacher by email in advance.

6: Rules regarding Homework

- Homework consolidates work already done in school.
- It is given on a regular basis and pupils are expected to complete it neatly.
- Parents/guardians are requested to ensure that homework, written and oral is completed. They are requested to check the journal nightly, and sign if requested by the teacher.
- If for some reason homework cannot be completed then a note stating this should be sent to the class teacher by email or in the homework diary.

7. Rules regarding Misc. items

- Pupils are expected to wear their school uniform.
- Tracksuits and runners are essential for physical education.
- Jewellery other than watches and stud earrings are not allowed in school.
- Toys/Trading cards/Games consoles etc. may be allowed on occasion if permission is given by the class teacher.

Reward Systems

The use of praise and rewards for good behaviour is promoted within the school. We aim to help children achieve their personal best - academically, intellectually and socially. We recognise that there are many different forms of intelligence and that similarly children use a variety of approaches to solve problems. Reward systems which are based on academic merit or particular extrinsic goals continuously apply to only a limited number of children and undermine the individuality of children. All children deserve encouragement to attain their own best. Praise is earned by the maintenance of good standards as well as by particularly noteworthy personal achievements. The following are some samples of how praise might be given:

- A quiet word or gesture to show approval,
- A comment in a pupil's exercise book,
- A visit to another member of Staff or to the Principal for commendation,
- A word of praise in front of a group or class,
- Prizes at Assembly for behaviour/lining up at break time/attendance, etc.,
- Delegating some special responsibility or privilege,
- A mention to parent, written or verbal communication.

The following are samples of reward systems currently in use in the school:

Junior Classes	–	Stickers/Star Charts/Team or Table of the week/Table captain of the day/points reward system/Homework off
Senior Classes	–	Student of the week/Best Irish speaker/Homework off (stamp sheet)/Gardening Activities
Learning Support/ Resource	–	Stickers/prizes

School Organisation

Yard:

The school yard has designated play areas for different classes/yard games. Teams for yard games should be assigned by teachers.

Supervision:

The yard has one teacher supervising each break. There are also up to five SNAs on the yard at break times. Pupils who require bathroom visits during break must ask permission from the teacher on yard duty.

Wet Day Supervision:

Pupils remain in their seats – board games/colouring activities will be provided. One teacher walks between the rooms and up to five SNAs are in attendance in their respective classes.

Absences:

If a teacher is absent then another teacher will carry out supervision.

Special Needs Pupils:

Children with SNA allocation have SNA supervision in the yard.

Misbehaviours

Maintaining standards of behaviour will also involve, in some instances, the application of sanctions to register disapproval of unacceptable behaviour. When sanctions are invoked, pupils should understand that what they have done is unacceptable and it is the misbehaviour that is rejected. The following are samples of unacceptable behaviours. This is not an exhaustive list:

Minor Misbehaviours:

Homework not done and no note received from parent, mobile phone at school, interfering with others, rudeness, borrowing items without asking, inattentiveness, answering out of turn, alienating friends, not wearing uniform, throwing small items, swinging on chairs.

Serious Misbehaviours:

Fighting, bullying, truancy, bad language, bad attitude, name calling, exclusion, rough play, disrespecting others, hitting, back talking, belittling personal comments, damaging play equipment or school property, stealing, leaving school premises without permission, climbing on walls/fence.

Gross Misbehaviours

Gross Misbehaviours are where a student's behaviour has a seriously detrimental effect on the safe operation of the school. Examples of Gross Misbehaviour include:

- Serious damage to school property
- Striking a member of staff
- Serious physical violence which threatens safety of other pupils

A single incident of gross misbehaviour may be grounds for suspension.

Sanctions

The use of sanctions or consequences should be characterised by certain features;

- It must be clear why the sanction is being applied
- The consequence must relate as closely as possible to the behaviour
- It must be made clear what changes in behaviour are required to avoid future sanctions
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is the focus

The following steps will be taken when the children behave inappropriately. They are listed in order of severity with one being for a minor misbehaviour and ten being for serious or gross misbehaviour. The list is by no means exhaustive. The aim of any sanction is to prevent the behaviour occurring again and if necessary to help the pupils devise strategies for this. The particular stage used will depend on the seriousness of the misbehaviour.

1. Reasoning with the pupil (including advice on how to improve).
2. Reprimand or warning regarding behaviour
3. Temporary separation from peers, friends or others (5-15 minutes within own classroom/yard area to complete task at hand or cool down)
4. Loss of privileges/Consequence sheet (2nd – 6th class)
5. Teacher communicates with parents/guardians – solutions and strategies outlined. Teacher also informs Principal at this stage.

6. Referral to the principal teacher.
7. Exclusion from some school outings.
8. Temporary suspension.
9. Expulsion

Communication with parents/guardians through letters, phone call or meetings will occur at all stages from stage four or where necessary so that parents/guardians are involved at an early stage rather than as a last resort.

Procedures in respect of Suspension. (as per pages 70- 77 of the NEWB Guidelines)

The BOM of a recognised school has the authority to suspend a student. Suspension should be a proportionate response to the behaviour that is causing concern. The following procedures will apply in respect of suspension:

- Investigation of the facts to confirm serious misbehaviour.
- Parents will be informed by phone or in writing about the incident.
- Parents will be given an opportunity to respond.

If suspension is still decided upon:

- Principal notifies parent in writing of the decision to suspend. The letter should confirm:
 - The period of the suspension and the dates on which the suspension will begin and end.
 - The reasons for the suspension.
 - Any study programme to be followed.
 - The arrangements for returning to school, including any commitments to be entered into by the student and the parents.
 - The provision for appeal to the Board of management or Secretary General of the Dept. Of Education (Only where the total number of days for which the student has been suspended in the current school year reaches 20 days.)
 - Where the cumulative total of days reached 6, the NEWB will be notified.

Records and reports.

Formal written records will be kept of:

- The investigation (including notes of all interviews held)
- The decision-making process.
- The decision and rationale for the decision.
- The duration of the suspension and any conditions attached to the suspension.

Expulsion.(As per page 82 of the NEWB Guidelines)

Procedures in respect of expulsion.

- A detailed investigation carried out under the direction of the principal.
 - Inform parents in writing of alleged misbehaviour, how it will be investigated and that it could result in expulsion.
 - Give parents and students the opportunity to respond before a decision is made.
- A recommendation to the BOM by the Principal
- Consideration by the BOM of the Principal's recommendations and the holding of a hearing.

- BOM deliberations and actions following the hearing.
- If the BOM is of the opinion that the student should be expelled, it must notify the Tusla Education Support Service in writing of its opinion and the reasons for this opinion. The intention to expel a student does not take effect until 20 school days have elapsed after TESS have received written notification. TESS should be notified using a **Notice of Intention to Expel form** which is available on www.schoolreturn.ie or from their helpline (1890 36 3666).
- Consultations arranged by TESS.
- Confirmation of the decision to expel.

Appeals.

A parent may appeal a decision to expel to the Secretary General of the Department of Education (Education Act 1998 section 29)

The following policies should be read in conjunction with this policy:

- Anti-Bullying Policy
- Child Protection Policy

Timeframe for Review:

This policy was originally drafted and ratified by the Board of Management in February 2013. It was reviewed in January 2018 and again in January 2023 and was ratified by the Board of Management on 8th February 2023.

This policy will be reviewed in January 2026.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

September 2025

The Board of Management of Scoil Naomh Naille 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](#)

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

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

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

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* 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.

A student friendly version of this policy is available as Appendix A.

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	February 2024 March 2025	Questionnaire – online Staff meetings School half day closure for Staff to discuss and plan the new procedures.
Students	February 2024	Questionnaire – printed
Parents	February 2024	Questionnaire - online
Board of Management	Each Meeting	New policy and procedures discussed at BOM meetings.
Date policy was initially approved: May 2025		
Date policy was last reviewed: September 2025		

Section B: Preventing Bullying Behaviour

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

Our school's strategies to prevent bullying behaviour are set out under the headings in the *Wellbeing Policy Statement and Framework for Practice*:

1. Culture and Environment

Relationships between all members of the school community should be based on respect, care, integrity and trust. Open collaboration between the patron, board of management, school staff, students, and their parents and guardians will help to foster a collaborative approach and shared responsibilities in relation to the prevention and addressing of bullying behaviour.

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

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

Our school community will endeavour to ensure that our school is a "telling" school, where students feel comfortable to talk about concerns regarding bullying behaviour.

2. Curriculum (Teaching and Learning)

We provide opportunities for students to develop a sense of self-worth across all curricular subjects. The Social, Personal and Health Education (SPHE) curriculum is taught every year to every class level, including the Relationships and Sexuality Education (RSE) module and the Stay Safe and Walk Tall modules. Students also learn about diversity and inclusion as part of the Grow In Love Patron's programme.

3. Policy and Planning

The wellbeing of students is at the heart of the school plans and policies in our school.

Wellbeing promotion is addressed in school policies and plans including, but not limited to:

- SPHE and other curricular subjects
- Code of Behaviour Policy
- Supervision Policy
- Child Safeguarding Statement
- Critical Incident Policy
- Health and Safety Statement
- Acceptable Use Policy
- Special Educational Needs Policy

In addition, we will continue to ensure that appropriate professional development is available for school staff to prevent and address bullying behaviour.

4. Relationships and Partnerships

Scoil Naomh Naille continues to develop strong relationships and partnerships with parents and guardians and the wider school community, to effectively prevent and address bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures, including committees with parental and student input (Green School Committee, Active School Committee, Student Council), and Parent's Association.

The following, which is not an exhaustive list, are ways in which we strengthen relationships and partnerships between members of our school community:

- Age appropriate awareness initiatives that look at the causes and impacts of bullying
- Behaviour including those dealing with navigating friendships, identity based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment
- Supporting the active participation of students in school life
- Supporting the active participation of parents in school life, including those who may find it difficult or daunting to engage with the school due to being unfamiliar with the education system or due to language or cultural barriers
- Conducting workshops and seminars for students and school staff to raise awareness of the impact of bullying
- Supporting activities that build empathy, respect and resilience

- Encouraging peer support such as peer mentoring, e.g. buddy system.
- Promoting acts of kindness
- Teaching problem solving

Scoil Naomh Naille has the following supervision and monitoring policies in place to prevent and address bullying behaviour:

- Our school constantly works towards creating safe, engaging spaces in our school environment for students to engage with each other in.
- Our school has a supervision policy in place to ensure the appropriate supervision of students and we also offer a mix of organised activities during breaks (sports coaching, outdoor play space, senior class games with younger pupils etc.) to accommodate a range of interests and preferences.
- We also have created safe physical spaces in our school for students to learn and play in. This provides psychological safety for children in the school. The students have also had a voice in the creation of new spaces, including a sensory garden and planting spaces, giving them ownership of their play spaces and responsibility in relation to their maintenance and upkeep. The provision of an outdoor classroom and polytunnel have provided collaborative outdoor spaces for learning and engagement, providing opportunities for the students to increase their sense of belonging in our school.
- Staff in our school build positive relationships with students, including letting them know that they can talk to them. This builds the concept of a “trusted adult”, an effective strategy to encourage students to report bullying behaviour relating to themselves or others.

To prevent cyber-bullying behaviour, our school:

- Implements the SPHE curriculum
- Have regular conversations with students about developing respectful and kind relationships online
- Have developed and communicated an acceptable use policy for technology
- Refer to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- Promote online safety events for parents who are responsible for overseeing their children’s activities online
- Provide workshops on digital literacy and online engagement to reinforce awareness around appropriate online behaviour.

To prevent homophobic and transphobic behaviour, our school:

- Maintains an inclusive physical environment
- Encourages peer support such as peer mentoring and empathy building activities

- Challenges gender stereotypes
- Provides a dialogical space for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- Encourages students to speak up when they witness homophobic behaviour.

To prevent racist bullying behaviour, our school:

- Fosters a school culture where diversity is celebrated and where students “see themselves” in their school environment
- Has the cultural diversity of the school visible and on display
- Creates dialogical spaces for students, school staff and parents to raise awareness of racism
- Encourages peer support such as peer mentoring and empathy building activities
- Encourages bystanders to report when they witness racist behaviour
- Provides supports to school staff to respond to the needs of students for whom English is a second language
- Provides supports to school staff to support students from ethnic minorities, including Traveller and Roma students
- Invites speakers from diverse ethnic backgrounds
- Ensure that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

To prevent sexist bullying behaviour, our school:

- Ensures staff members model respectful behaviour and treat students equally irrespective of sex
- Ensures students have the same opportunities to engage in school activities irrespective of sex
- Celebrates diversity at school and acknowledging the contributions of all students
- Provides information to parents before aspects such as the ‘Busy Bodies’ program are covered.
- Encourages parents to reinforce these values of respect at home.

To prevent sexual harassment, our school:

- Teaches students about healthy relationships and how to treat each other with respect and kindness

- Promotes positive role models within the school community
- Challenges gender stereotypes that can contribute to sexual harassment.

Section C: Addressing Bullying Behaviour

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

Principal Rory O'Donnell, Deputy Principal Carmel McDaid, and all class teachers.

When bullying behaviour occurs, the school will:

- (a) ensure that the student experiencing bullying behaviour is heard and reassured
- (b) seek to ensure the privacy of those involved
- (c) conduct all conversations with sensitivity
- (d) consider the age and ability of those involved
- (e) listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- (f) take action in a timely manner
- (g) 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:

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.

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
- Given the complexity of bullying behaviour it is generally acknowledged that no one approach works in all situations. Each school must therefore decide on an approach that is best suited to its own circumstances
- 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 if this is known
- Any engagement with external services/supports should also be noted
- Ongoing supervision and support may be needed for students, 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 time frame 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

Requests to take no action

A student reporting bullying may ask that a member of staff does nothing about the behaviour other than “look out” for them. In such circumstances, staff members should show empathy for the student and speak to the student to work out together how parents will be informed about the situation.

Parents may also make staff aware of bullying behaviour and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where required. However, the school may still decide to address the bullying behaviour, based on the circumstances.

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

Support for children who experience bullying:

1. **Follow up:** a crucial component to support students who have experienced bullying is regular follow up with them and their parents to ensure that the pattern of bullying has stopped. This is an important first step for the student to feel secure and to build confidence levels.
2. **Social group intervention:** if considered appropriate, we design and implement social groups for victims to share their experiences, build confidence levels and to teach strategies to mitigate against bullying behaviour reoccurring. Where appropriate, this group would include the perpetrator of the bullying.
3. **Safe reporting mechanisms:** we encourage pupils to approach a staff member with any concerns or to report bullying without fear of retaliation.

4. **One trusted adult:** we also encourage victims to identify a trusted adult to whom they can go with concerns or fears in relation to the reoccurrence of bullying behaviour.
5. **Professional support:** Our school has access to the National Educational Psychological Service (NEPS). We can therefore ask for advice from a NEPS psychologist to support victims of bullying.

Support for students who witness bullying

1. **Positive reinforcement:** A crucial component when following up with children who report bullying not involving themselves is to reinforce the point that they did the right thing. This follow up also involves ensuring that there has been no negative impact on the bystander for reporting the bullying behaviour. If this has occurred, follow up interventions take place to mitigate against any such negativity.
2. **Bystander training:** Through our 'Stay Safe' Program we teach students how to safely intervene or report bullying when they witness it, promoting a culture of collective responsibility. Testimonies from bystanders who reported such behaviour is a powerful component of this training.
3. **Encourage kindness:** We also promote initiatives that reward acts of kindness and support among peers.

Support for students who engage in bullying behaviour

1. **Follow up:** a crucial component to support students who have engaged in bullying behaviour is regular follow up with them and their victim/s to ensure that the pattern of bullying has stopped. This is an important first step to break the pattern of bullying behaviour.
2. **Social group intervention:** if considered appropriate, we design and implement social groups for students who engage in bullying behaviour to understand the impact of their behaviour on others, identify reasons for the behaviour and improve their social skills, emotional regulation, and conflict resolution to help them develop healthier interactions with others. Where appropriate, this group would include the perpetrator of the bullying.
3. **Engage parents:** Inform and involve parents of students who engage in bullying behaviour in discussions about their child's behavior and the steps being taken to address it. This also involves parents being asked to monitor and evaluate their child's behaviour at home to ensure consistency of approach.

Professional Support

Our school has access to the National Educational Psychological Service (NEPS), Oide. the National Council for Special Education (NCSE) and Tusla. We can, therefore, seek advice from any or all of these bodies to support perpetrators, victims and bystanders of bullying, as required

Record of Incidents

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*.

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.

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.

Get help!

Tell someone!

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.

When it happens a lot.
Not just once.

Please tell someone if you think that you are being bullied or someone else is being bullied.

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.



Child Safeguarding Statement

September 2025

Scoil Naomh Naille (St. Naul's National School) is a primary school providing primary education to pupils from Junior Infants to Sixth Class.

In accordance with the requirements of the [Children First Act 2015](#), [Children First: National Guidance for the Protection and Welfare of Children 2017](#), [the Addendum to Children First \(2019\)](#), the [Child Protection Procedures for Primary and Post-Primary Schools \(revised 2023\)](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of Scoil Naomh Naille has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is **Rory O'Donnell (Principal)**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Carmel McDaid (Deputy Principal)**
- 4 The Relevant Person is **Rory O'Donnell (Principal)**
- 5 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters;
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

- 6 The following procedures/measures are in place:
 - In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)* and to the relevant agreed disciplinary procedures for school staff which are published on the gov.ie website.
 - In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the [National Vetting Bureau \(Children and Vulnerable Persons\)](#) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and available on the gov.ie website.
 - In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training

- Encourages Board of Management members to avail of relevant training
- The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school's website, the gov.ie website or will be made available on request by the school.

Note: The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

- 7 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 8 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on 9th October 2025.

This Child Safeguarding Statement was reviewed by the Board of Management on 9th October 2025.

Child Safeguarding Risk Assessment
Written Assessment of Risk of Scoil Naomh Naile
September 2025

In accordance with section 11 of the Children First Act 2015 and with the requirements of Chapter 8 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*, the following is the Written Risk Assessment of Scoil Naomh Naile.

1. List of school activities

- Daily arrival and dismissal of pupils
- Recreation breaks for pupils
- Classroom teaching
- One-to-one teaching
- Outdoor teaching activities
- Sporting Activities
- School outings
- Use of toilet/changing areas in schools
- Annual Sports Day
- Fundraising events involving pupils
- Use of off-site facilities for school activities
- School transport arrangements including use of bus escorts
- Care of children with special educational needs, including intimate care where needed,
- Management of challenging behaviour amongst pupils, including appropriate use of restraint where required
- Administration of Medicine
- Administration of First Aid
- Curricular provision in respect of SPHE, RSE, Stay Safe
- Prevention and dealing with bullying amongst pupils
- Training of school personnel in child protection matters
- Use of external personnel to supplement curriculum
- Use of external personnel to support sports and other extra-curricular activities
- Care of pupils with specific vulnerabilities/ needs such as
 - Pupils from ethnic minorities/migrants
 - Members of the Traveller community
 - Lesbian, gay, bisexual or transgender (LGBT) children
 - Pupils perceived to be LGBT
 - Pupils of minority religious faiths
 - Children in care
 - Children on CPNS
 - Children with medical needs
- Recruitment of school personnel including -
 - Teachers/SNA's
 - Caretaker/Secretary/Cleaners
 - Sports coaches
 - External Tutors/Guest Speakers
 - Volunteers/Parents in school activities
 - Visitors/contractors present in school during school hours
 - Visitors/contractors present during after school activities
- Participation by pupils in religious ceremonies/religious instruction external to the school
- Use of Information and Communication Technology by pupils in school
- Application of sanctions under the school's Code of Behaviour.
- Students participating in work experience in the school
- Student teachers undertaking training placement in school
- Use of video/photography/other media to record school event
- Student Council/Green Schools Meetings involving students, staff and other adults
- Students being sent to alternative classrooms when a teacher is absent
- Online Teaching
- Pupils learning remotely

2. The school has identified the following risk of harm in respect of its activities -

- Risk of harm not being recognised by school personnel
- Risk of harm not being reported properly and promptly by school personnel
- Risk of child being harmed in the school by a member of school personnel
- Risk of child being harmed in the school by another child
- Risk of child being harmed in the school by volunteer or visitor to the school
- Risk of child being harmed by a member of school personnel, a member of staff of another organisation or other person while child participating in out of school activities e.g. school trips
- Risk of harm due to bullying of child
- Risk of harm due to racism
- Risk of harm due to inadequate supervision of children in school
- Risk of harm due to inadequate supervision of children while attending out of school activities
- Risk of harm due to inappropriate relationship/communications between child and another child or adult
- Risk of harm due to children inappropriately accessing/using computers, social media, phones and other devices while at school
- Risk of harm to children with SEN who have particular vulnerabilities, including medical vulnerabilities
- Risk of harm to child while a child is receiving intimate care
- Risk of harm due to inadequate code of behaviour
- Risk of harm in one-to-one teaching/coaching situation
- Risk of harm due to inappropriate use of online remote teaching and learning communication platform.
- Risk of harm caused by member of school personnel communicating with pupils in an inappropriate manner via social media, texting, digital device or other manner
- Risk of harm caused by member of school personnel accessing/circulating inappropriate material via social media, texting, digital device or other manner
- Risk of harm caused by school personnel or another child when engaging in remote teaching and learning, e.g. 'screen shotting' images and sharing without consent, changing images to cause hurt and embarrassment etc.
- Risk of harm being caused to child while engaging in remote teaching and learning, e.g. viewing inappropriate behaviour or images.

3. The school has the following procedures in place to address the risks of harm identified in this assessment -

- All school personnel are provided with a copy of the school's *Child Safeguarding Statement*
- The *Child Protection Procedures for Primary and Post-Primary Schools 2017* are made available to all school personnel
- School Personnel are required to adhere to the *Child Protection Procedures for Primary and Post-Primary Schools 2017* and all registered teaching staff are required to adhere to the *Children First Act 2015* and its Addendum (2019)
- The school implements in full the Stay Safe Programme
- The school implements in full the SPHE curriculum
- The school has a *Bí Cineálta* Policy which fully adheres to the requirements of the Department's *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*
- The school supervision policy ensures appropriate supervision of children during, assembly, dismissal and breaks and in respect of specific areas such as toilets etc.
- The school has in place a policy and clear procedures in respect of school outings
- The school has a Health and safety policy

- The school adheres to the requirements of the Garda vetting legislation and relevant DE circulars in relation to recruitment and Garda vetting
- The school has a code of conduct, including roles and responsibilities for school personnel (teaching and non-teaching staff)
- The school complies with the agreed disciplinary procedures for teaching staff
- The school has a Special Educational Needs policy
- The school has an intimate care policy/plan in respect of students who require such care
- The school has in place a policy and procedures for the administration of medication to pupils
- The school –
 - Has provided each member of school staff with a copy of the school’s Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school’s Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages board of management members to avail of relevant training
 - Maintains records of all staff and board member training
- The school has in place a policy and procedures for the administration of First Aid
- The school has in place a code of behaviour for pupils
- The school has an Acceptable Use Policy in place.
- The school has in place a policy governing the use of smart phones and tablet devices in the school by pupils as per circular 38/2018
- The school has in place a Critical Incident Management Plan
- The school Health & Safety Policy has a provision on visitors to the school.
- The school has in place a policy and clear procedures for one-to-one teaching activities
- The school has in place a policy and procedures in respect of student teacher placements
- The school has in place a policy and procedures in respect of students undertaking work experience in the school
- The school has taken all steps to ensure that rooms where teaching and learning takes place in all settings (one-to-one, group setting or whole class) have clear glass panels, etc. as appropriate.

Important Note: It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

Examples of activities, risks and procedures

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive. It is the responsibility of each school to ensure, as far as possible, that any other risks and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as “any potential for harm”. Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to (1) identify, as required under the Children First Act, 2015, any risks of harm that may exist in respect of the school’s activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

The Addendum to *Children First: National Guidance for the Protection and Welfare of Children* published in January 2019 clarifies that organisations providing relevant services to children should consider the specific issue of online safety when carrying out their risk assessment and preparing their Child Safeguarding Statement.

The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that their Acceptable Use Policy (AUP) informs and guides remote or distance learning activity.

Important Note: It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act, 2015 and not general health and safety risk. The definition of harm is set out in chapter 4 of the *Child Protection Procedures for Primary and Post Primary Schools (revised 2023)*.

Internet Acceptable Use Policy

Incorporating Cyber Bullying Policy

February 2022

Introduction

The internet is a valuable teaching and learning tool. It provides information and allows people to communicate with others and share information. It can develop children's independent research skills and promote life-long learning. However, some material available on the Internet is unsuitable for children and therefore these guidelines will be followed when using the internet.

Pupils' use of the Internet

Pupils are responsible for good behaviour on the internet. Access to the Internet may be withdrawn from pupils who fail to maintain acceptable standards of use. Teachers will refer to the schools Code of Conduct Policy if a pupil breaches school rules. Internet access in the school includes a filtering service. However, no filtering service is completely foolproof and therefore pupils will be supervised during the use of the internet. Parental consent is obtained on enrolment for the pupils to access the internet during their time here at Scoil Naomh Náille.

Staff will ensure to the maximum extent possible, that pupils know and understand that no internet user is permitted to:

- Use the internet for any illegal activity including accessing other computers.
- Retrieve, send, copy or display offensive messages or pictures.
- Use obscene or offensive language.
- Cause damage to computers, computer systems or networks.
- Violate copyright laws.
- Use another user's password.
- Trespass in another user's folders, work or files.
- Cause any form of vandalism to the machine or the work of others including the up loading or creation of viruses.

Organisation and Management of Internet Use

Staff will select sites which will support pupils' learning. Pupils may be given details of suitable sites to extend their learning at home as and when appropriate.

Promoting Safe and Independent Use of the Internet

Internet access will be supervised. Teachers will ensure that pupils understand appropriate use of the internet and are aware of the rules. Pupils will be encouraged to tell a teacher immediately if they encounter any material that makes them feel uncomfortable.

Children's Use of Email

Children in school must only use email for educational purposes and e-mails will be checked before being sent. Pupils will not be allowed to send personal emails from the school system without permission. Incoming email will be regarded as public and may be examined by any staff member. The use of chat rooms is forbidden.

Cyber Bullying Policy

Scoil Naomh Náille aims to ensure that children are safe and feel safe from bullying, harassment and discrimination. This school is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly.

WHAT IS CYBER-BULLYING?

There are many types of cyber-bullying. The more common types are:

1. **Text messages** – can be threatening or cause discomfort. Also included here is ‘Bluejacking’ (the sending of anonymous text messages over short distances using bluetooth wireless technology)
2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed
3. **Mobile phone calls** – silent calls, abusive messages or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else’s name
5. **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room
6. **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools
7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal ‘own web space’ sites such as You Tube, Facebook, Ask.fm, Bebo (which works by signing on in one’s school, therefore making it easy to find a victim) and Myspace – although there are others.

Aims of Policy:

- To ensure that pupils, staff and parents understand what cyber bullying is and how it can be combated
- To ensure that practices and procedures are agreed to prevent incidents of cyberbullying
- To ensure that reported incidents of cyber bullying are dealt with effectively and quickly.

Understanding Cyber bullying:

- Cyber bullying is the use of ICT (usually a mobile phone and/or the internet) to abuse another person
- It can take place anywhere and involve many people
- Anybody can be targeted including pupils and school staff
- It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorized publication of private information or images etc.

Procedures to prevent Cyber bullying:

- Staff, pupils, parents and Board of Management (BoM) to be made aware of issues surrounding cyber bullying
- Pupils and parents will be urged to report all incidents of cyber bullying to the school
- Staff CPD (Continuous Professional Development) will assist in learning about current technologies as appropriate
- Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, friendship week activities, Say No to Bullying Week activities and other curriculum projects
- Parents will be provided with information and advice on how to combat cyber bullying
- Parents will be expected to sign an Acceptable Use of ICT contract prior to enrolment and to discuss its meaning with their children
- Pupils, parents and staff will be involved in reviewing and revising this policy and school procedure
- All reports of cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly.
- Procedures in our school Anti-bullying Policy shall apply
- The police will be contacted in cases of actual or suspected illegal content

Information for Pupils

If you're being bullied by phone or the Internet:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online – if you're in a chat room, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender
- There's plenty of online advice on how to react to cyber bullying. For example, le.reachout.com and www.wiredsafety.org have some useful tips.

Text/video messaging

- You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number
- If the bullying persists, you can change your phone number. Ask your mobile service provider about this.
- Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying
- Visit their website for details.
- Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Review and Ratification

This policy was drawn up by the Principal and Staff and was ratified by the Board of Management in February 2022.