



School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Bennekerry National School 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	School closure April	Read, review and discuss Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools Draft policy
Students		Meeting with student council, poster campaign across entire school Assembly discussion with all classes
Parents	Meeting held on February 26 th 2025	Open meeting held in School hall at 1:30pm
Board of Management	Meeting held on March 27 th at 7:30pm	Board of Management meeting
Wider school community as appropriate, for example, bus drivers		Publish on website
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

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

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

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

There is a range of strategies which can be used and the most appropriate strategies will be identified. The following is not an exhaustive one.

Strategies used will be at an appropriate and relevant level for each class.

Curriculum :

- Prevention and awareness raising measures which include exercises from the "Awareness- raising" Strand of the Anti-Bullying Campaign Website. These lessons will help pupils to recognise bullying behaviour, examine the issue of bullying in a calm and rational way, make them aware of the impact of bullying and encourage them to report bullying behaviour. All members of the School Community will be made aware of the fact that bullying behaviour is completely unacceptable in our school.
- Prevention and awareness raising measures focusing on cyber-bullying - educating pupils on appropriate online behaviour, how to stay safe while online – regular conversations with students about developing respectful and kind relationships online.
- Provide pupils with opportunities to enhance their self-esteem and develop a positive sense of self-worth. Encourage pupils to show empathy and respect for all members of the School Community.
- Teachers can influence attitudes to bullying behaviour in a positive manner by acting as good role models.
- The implementation of the SPHE curriculum, RSE and Stay Safe Programmes.
- The work can be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects
- Sporting activities in particular can provide excellent opportunities for channeling and learning how to control aggression. GAA, soccer and rugby coaching is offered to some classes from outside agencies and teachers are also involved in coaching the school's Gaelic and basketball teams.
-

Culture and Environment

- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Supervision will also apply to monitoring student use of communication technology within the school.
- Whole staff professional development on bullying to ensure that all members of staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.
- School wide awareness raising on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.

- The school's Bí Cinealta policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school.
- Fostering a school culture where diversity is celebrated and acknowledge the contribution of all students.
- Encourage peer support such as peer mentoring and empathy building activities across the school.
- The mission and ethos of Bennekerry N.S promotes an education system where every child feels valued and is actively supported to reach their full potential
- Ensuring that pupils know who to tell and how to tell:
 - Direct approach to teacher at an appropriate time, for example break time.
 - Hand note up with homework.
 - Worry box/Post Box where children can pop in a note to the teacher.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential school wellbeing questionnaire once a term to pupils in all classes from 2nd to 6th
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place

Policy and Planning;

- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the RSE programme at the appropriate level for the pupils
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- The School will ensure all policies are relevant to wellbeing.
- Staff will engage regularly on wellbeing practices and policy in the school.
- Resources / Programmes currently in use in Bennekerry N.S. –Stay Safe, RSE Resource Manuals, Weaving Well Being, Walk Tall, Talkabout, Bullyfree Zone (Song and Actions), Circle Time Activities, "Bullying in a Cyber World" (Prim-Ed, Anti-Bullying poems).
- The school will engage in 'Kindness' and 'Anti-bullying' activities at specific times during the school year.

Websites currently used by teachers in the school:

anti-bullyingcampaign.ie webwise.ie [Cool School \(HSE\)](http://Cool School (HSE)), www.tes.co.uk www.kidsheath_intheclassroom, bullvfree.com, goodcharacter.com, Invisible Isabelle, [anti-bullying week.org](http://anti-bullying_week.org), bullyproofclassroom.com, YouTube videos Mc Gruff,

- Anti-Bullying Support Materials (PDST/ Oide) – a copy will be made available to all teaching staff.

The following resources may also be considered for use: Lessons on Relational Aggression (Cool School)

Programme: A Friend in Deed), Cyber Bullying (#UP2US, Be Safe-Be Web wise, Think before you click

Let's Fight it Together, The Trust pack Diversity and Interculturalism, Yellow Flag

Programme. Friends For Life programme, Stay Safe Programme and Weaving Well Being.

- Recommended websites to teach Internet Safety <http://www.webwise.ie> Garda Schools Programme <http://www.saferinternetday.org> <http://www.internetsafety.ie/> <http://www.stopcyberbullying.org> <http://www.barnardos.ie/information-centre/young-people/teen-help/bullying/cyberbullying.html>
- Linkage to other School Policies /Practice/ Activities : Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities.

Relationships and Partnerships

- Student voice is valued in the school and the student council have regular meetings with the leadership team.
- Relationships and partnerships:
- Strong interpersonal connections
- Bullying awareness initiatives
- Student and parent participation
- TPL (Teacher Professional Learning)
- Critical thinking Skills
- Promoting peer support -Supporting activities that build empathy, respect and resilience
Preventing cyber bullying behaviour: (Note -In Ireland the digital age of consent is 16 .Children between 13 and 16 must have parental permission to sign up to social media services. Most social media platforms have a minimum age requirement and for the majority of these, it is 13 years old. Therefore children under the age of 13 should not have a social media account)

Preventing cyberbullying behaviour

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

- implementing the SPHE curriculum >
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online*
- holding an Internet safety day to reinforce awareness around appropriate online behaviour.

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):

- Bennekerry National School ensures appropriate supervision occurs at all times to prevent bullying behaviour. The following are some measures:
- During morning supervision SETs, the Principal and deputy principal greet every child at the gate and each entrance door in the morning. Children walk straight to their classroom where they are supervised by their teachers.
- All of the physical spaces in the yard are safe open spaces where teachers have clear vision of all students, good lighting in present avoiding dark corners or spaces.
- Spaces on the yard are divided into class/age groups so that children play with their own age group.
- Specific rules around equipment and games are implemented in each yard.
- In the event of alleged bullying behaviour extra supervision by principal/deputy/AP1 is deployed for a time in that area.
- Positive art work promoting the schools values is visible throughout the school.
- When using toilet facilities during break time children are asked to walk inside with a friend so that they are not on their own.

Preventing homophobic/transphobic bullying behaviour

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

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

Preventing racist bullying behaviour

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

- 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 communicating with their parents
- providing supports to school staff to support students from ethnic

minorities, including Traveller and Roma students, and to encourage communication with their parents

- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing sexist bullying behaviour

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

- ensuring members of staff 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

Preventing sexual harassment

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

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

Section C: Addressing Bullying Behaviour

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

Class teacher supported by Special Education Teacher in consultation with Principal

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):

Guide to address incidences of bullying: Appendix C Guide in the Bí Cineálta procedures will be used by teachers to assist in the incidence of bullying behaviour. See attached.

To determine if bullying behaviour has occurred

In order to determine if bullying behaviour has occurred the following questions will be considered:

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

It is important to note that some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they cant control (Bí Cineálta Procedures to address bullying, p.18)

Approaches to address the bullying behaviour

1. In dealing with bullying, the teacher(s) will investigate the complaint to determine whether bullying has occurred, what type if it has and how best the situation might be resolved
2. All reports, including anonymous reports of bullying will be investigated and dealt with by the class teacher(s). In that way, pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly
3. Non-teaching staff i.e. the secretary and special needs assistants (SNAs), must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
4. Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible
5. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents
6. Initial investigations of bullying will be done in class where possible, but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
7. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way
8. When analysing incidents of bullying behaviour, the relevant teacher(s) should seek answers to questions of what, where, when, who and why. This should

be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner

9. If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved may be met as a group.
10. Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.
11. Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's BÍ Cinealta policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied
12. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
13. In cases where it has been determined by the relevant teacher(s) that bullying behaviour has occurred, the parents of the parties involved should be contacted to inform them of the matter and to explain the actions being taken. The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
14. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
15. Follow-up meetings with the relevant parties involved may be arranged separately with a view to possibly bringing them together at a later date if deemed appropriate.

Review of Progress

- An additional follow-up meeting/ call with parents of the children involved will take place within 20 days to review progress following the initial intervention.

Additional Information

- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedure
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- Requests to take no action: Parents may make the school aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this in writing to the school or be facilitated to do so if language barriers exist. However, while acknowledging the parent's request, schools may decide that based on the circumstances, it is appropriate to address the bullying behaviour.

RECORDING: Noting and reporting of bullying behaviour is to be documented using

the school's ' Investigation' template (Appendix 2) and Recording bullying behaviour template' (Appendix 1). All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

- I. While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- II. If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved
- III. The relevant teacher(s) must use the recording 'Investigation template' at Appendix 2 and the recording 'bullying behaviour' template at Appendix 1 to record the bullying behaviour .Where the relevant teacher(s) considers that the bullying behaviour has taken place it will be recorded and reported immediately to the Principal.

Incidents reported on the Recording Template will be stored in the file in the Principal's Office.

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):

- The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as possible, as far as practicable, the relationship of the students involved rather than to apportion blame. (see appendix C, p.60 Bí Cineálta). The school follows **Restorative Practice** approach to support those who witness and display bullying behaviour. In order to address bullying behaviour both the student who is experiencing bullying and the student who is displaying bullying behaviour need support. School staff may identify supports available for the student who is displaying bullying behaviour to better manage relational difficulties.
- The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore, various approaches and intervention strategies may be used, including suggesting that parents seek referrals to appropriate outside agencies in order to receive further support for the pupils and their families if needed.
- All teachers and SNAs have engaged in education around restorative practice during the 2025 school year. When dealing with reports of bullying the questions used in restorative practice will be utilized.
- A school is not expected to deal with bullying behaviour that occurs when

students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved.

Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools


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*.

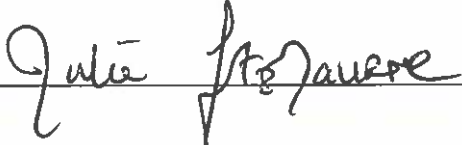
Section D: Oversight

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.

Signed:  Date: 12.06.25.
(Chairperson of board of management)

Signed:  Date: 12.06.25
(Principal)

APPENDIX 1

Template for Recording Bullying Behaviour



In order to determine if bullying behaviour has occurred the following questions will be considered:

1. Is the behaviour targeted at a specific student or a group of students? Yes No
2. Is the behaviour intended to cause physical, social or emotional harm? Yes No
3. Is the behaviour repeated? Yes No

Name of pupil who has experienced bullying behaviour and class group
Name: _____ Class: _____
Name(s) and class(es) of pupil(s) who displayed bullying behaviour
Name: _____ Class: _____
Name(s) and class(es) of pupil(s) who witnessed bullying behaviour
Name: _____ Class: _____

Date and location of bullying behaviour: _____

Form of bullying behaviour			
Direct		Indirect	Alleged/ Online Cyberbullying
Physical		Exclusion	
Verbal		Relational	
Extortion			

Types of bullying behaviour			
Disablist		Physical Appearance	Sexist
Gender identity		Racist	Sexual harassment
Exceptionally able		Poverty	Other
Homophobic/ transphobic		Religious	

Date on which it was determined that the behaviour was bullying behaviour/ initial engagement with student(s)/ parent (s): _____

Support the student who has experienced bullying behaviour

Views of student (s)/ regarding actions to support them

Views of parent (s) regarding actions to support their child

Addressing and Supporting of the student who has displayed bullying behaviour

Views of student (s)/ regarding actions to support them

Views of parent (s) regarding actions to support their child

Date of Review (no later than 20 school days after bullying behaviour has been confirmed): _____

Signed (Relevant Teacher): _____

Date submitted to the Principal: _____

Review of bullying behaviour

Has the bullying behaviour ceased?

Views of student(s) and parent (s) –(student who experienced bullying behaviour)

Views of student(s) and parent (s) –(student who displayed bullying behaviour)

Engagement with External Agencies / Supports

External Agency	Date of Engagement	Recommended Action

Signed (Relevant Teacher): _____

Date submitted to the Principal: _____



APPENDIX 2

Investigation of behaviour/bullying complaints template

In order to determine if bullying behaviour has occurred the following questions will be considered:

4. Is the behaviour targeted at a specific student or a group of students? Yes No
5. Is the behaviour intended to cause physical, social or emotional harm? Yes No
6. Is the behaviour repeated? Yes No

1. Name of pupil being hurt/ bullied

Name: _____ Class: _____

2. Name(s) and class(es) of pupil(s) engaged in behaviours of concern/ bullying behaviour

3. Source of concern/report

Tick relevant box(es)

Pupil concerned	
Other pupil(s)	
Parent	
Teacher	
Other	

4. Location of incidents —

Tick relevant box(es)

Playground	
Classroom	
Corridor	
Toilets	
Other	

5. Name of person(s) who reported the concern:

Form of bullying behaviour			
Direct		Indirect	Alleged/ Online Cyberbullying
Physical		Exclusion	
Verbal		Relational	
Extortion			

Types of bullying behaviour			
Disablist		Physical Appearance	Sexist
Gender identity		Racist	Sexual harassment
Exceptionally able		Poverty	Other
Homophobic/ transphobic		Religious	

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 someone (this may be a teacher or a trusted adult). They will know what to do to help.

Bullying checklist ✓

1. Targeted
2. Repeated (over time)
3. Intended (deliberate, done on purpose)

Ask for help!

Make sure you
Tell someone you trust!

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

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.

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.



This policy was completed by the students and student council of Bennekerry N.S during the month of May 2025. It was brought to the Board of Management and ratified at a meeting on June 12th 2025.

Principal's signature :



Date:

12.06.25

Chairperson's signature:

