



St. Michael's House

Special National School Raheny

Bí Cineálta Policy

to Prevent and Address Bullying Behaviour

Introduction and Rationale

The Board of Management of St Michael's House Special National School Raheny 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.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying and Bí Cineálta*: 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 Bi Cineálta Policy to Prevent and Address Bullying Behaviour

	Date consulted	Method of Consultation
School Staff	9 th May 2025	Staff Training
Students	8 th May 2025	Student Council meeting
Parents/Guardians	19 th May 2025	Policy to Parent's committee
Board of Management	10 th June 2025	Policy sent prior to meeting
Wider School Community	19 th May 2025	Policy distributed
Date Policy was approved: 10 th June 2025		
Date policy was last reviewed: N/A until academic year 2026/2027		

All members of our school community were provided with the opportunity to input into the development/review of this policy.

Section B

Preventing Bullying Behaviour: A Whole School Approach

School Culture and Environment

Our positive school culture is essential in preventing bullying. An environment that promotes kindness, respect, and inclusivity helps pupils feel safe, valued, and supported. Embedding the *Bí Cineálta* ethos in everyday school life ensures that these values become an integral part of interactions among pupils, staff, and the wider school community. A structured approach to teaching empathy, self-advocacy, and emotional regulation further strengthens this culture, empowering pupils to build positive relationships and manage conflicts effectively.

Our school is a telling environment

A telling environment is one where pupils feel comfortable expressing their emotions and reporting concerns. The school actively encourages open communication through circle

time, role-play activities, and social stories, helping pupils understand that seeking help is a positive action. Structured programmes such as the *Stay Safe Programme* provide practical strategies to recognise unsafe situations and report them confidently. Additionally, visual supports and communication aids, including cue cards and social stories, ensure that all pupils, regardless of their communication abilities, can express concerns effectively.

Trusted adults

Having a trusted adult in school is a crucial protective factor for pupils. Recognising that some pupils form strong connections with particular staff members, the school remains flexible in fostering these relationships, even if the staff member is not directly assigned to their class. Initiatives such as Staff Swap Week provide opportunities for pupils to develop additional supportive relationships.

Children First

With all staff trained in child protection procedures, pupils are assured that they have a safe and familiar adult to turn to when needed. A strong home-school partnership further reinforces the school's commitment to pupil well-being, ensuring consistent support both at school and at home.

Safe Physical Spaces

The school offers a variety of safe spaces that pupils can access as needed, supporting their emotional regulation. In addition to specialised areas such as the Sensory Room and Sensory Pod, the school also provides auxiliary rooms such as the Home Economics (HE) Room for practical, sensory-friendly activities. The Music Room allows pupils to engage with music as a form of emotional expression or relaxation. The Library offers a quiet area for reading or reflection. And the Resource Room provides additional support in a more structured, individualised setting. Our Soft Play Room, PE Hall and the two yards (playgrounds) offer space for physical activity and associated emotional self-regulation. These areas ensure that pupils have access to environments that meet their individual needs as they arise.

Supervision

Our school maintains a high staff-to-pupil ratio due to the needs presenting. This enables us to provide supervision of all pupils' activities in the classroom, on the yard and during transitions. Staff get to know pupils very well in this type of environment and are therefore well placed to use their professional judgement determining changes in behaviour over time that may be indicative of a child being subjected to bullying. Also, this level of supervision also reduces the likelihood of unnoticed incidents of bullying at school.

Preventing Cyberbullying Behaviour

The increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour. Schools should proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- Implementing the SPHE curriculum
- Implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- Having regular conversations with students about developing respectful and kind relationships online
- Referring to our Internet acceptable use policy.

It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

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

Preventing Racist Bullying Behaviour

Schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to 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

Schools should focus on gender equality as part of the school's measures to create a supportive and respectful environment.

Strategies to prevent sexist bullying behaviour include the following, 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

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. Schools must make it clear that there is a zero-tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter. Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- Using the updated SPHE specifications at post primary level to teach students about healthy relationships and how to treat each other with respect and kindness
- Promoting positive role models within the school community
- Challenging gender stereotypes that can contribute to sexual harassment

Additional Strategies for the prevention of Bullying Behaviours

A structured and predictable school environment is essential for creating stability and reducing anxiety among pupils, thereby mitigating the risk of potential conflicts and bullying. By visually communicating a consistent daily routine, pupils can anticipate their activities, fostering a sense of security.

Whole-school initiatives, such as buddy class systems, collaborative projects, and group activities, promote inclusivity and encourage positive peer relationships, further reducing the likelihood of interpersonal issues.

Additionally, structured techniques like Zones of Regulation equip pupils with the skills needed to gauge and manage their emotions and navigate social interactions effectively, reducing the chances of emotional outbursts or social conflicts.

To maintain a positive school environment and mitigate potential bullying, effective supervision and structured prevention strategies are vital. Staff members are trained in Crisis and Aggression Limitation and Management (CALM), employing a low-arousal approach to support pupils in distress and de-escalate conflicts.

In the classroom the school seeks to promote positive behaviour reinforcement. This is essentially the promotion of positive behaviours through award systems such as token economies, verbal praise for acts of kindness, the Principal's monthly Awards, use of the First-Then approach and rewarding positive behaviour with preferred activities. Each of these helps foster an environment of respect and cooperation between pupils and staff and helps improve interpersonal relationships amongst pupils.

A strong emphasis on structured social skills programmes ensures that pupils develop key skills like friendship-building, turn-taking, and conflict resolution, which are essential for preventing and managing disputes. Additionally, engagement with the wider community, including visits from emergency services such as the fire brigade and Garda Síochána helps pupils identify and trust safe adults beyond the school setting, contributing to a greater sense of security and support.

The school is committed to fostering opportunities for pupils to engage actively within their community. This objective is achieved through a variety of initiatives, including travel training, participation in DCU Sports Days, Circus Club, swimming, and other off-campus experiences. Community engagement is also enriched by regular visits from external partners such as the GAA, FAI, Leinster Rugby, Leinster Cricket, Tennis Ireland, Table Tennis Ireland, and Special Olympics Ireland. Senior students further enhance their personal development and community involvement through participation in the Gaisce and the Junior Entrepreneur programmes.

These engagements help to foster positive relationships and contribute to the promotion of inclusion and thus the prevention of bullying.

NCSE Relate and our School

Our school is committed to the principals of the NCSE's *Relate* in our endeavours to understand and manage pupil behaviour. *Relate* is founded on eight principles that emphasise the importance of relationships in fostering a supportive educational environment. These principles are operationalised through six elements, providing practical strategies and opportunities for reflective practice to help schools address the varying needs of students. Additionally, the NCSE offers a range of tools, resources, and videos aimed at supporting both school staff and pupils. Staff at our school are encouraged to utilise these

resources and to embrace the principles and elements of *Relate* in their professional practice.

Conclusion of Section B

By implementing the measures outlined in Section B, our school aims to align with current best practices and to make effective use of the resources and methodologies endorsed and provided by the NCSE and the Department of Education. These efforts are undertaken to mitigate bullying behaviours, in a manner consistent with the ethos of our school and the principles of *Cineáltas*. However, we acknowledge that there may be occasions when these efforts do not achieve the desired outcomes. In such instances, the procedures for addressing bullying behaviours are clearly outlined in Section C.

Section C

Addressing Bullying Behaviour

Our School's Role in Addressing Bullying

In instances where bullying occurs, the primary responsibility for addressing the issue lies with the class teacher of the student thought to be perpetrating the bullying. The class teacher will be the first point of contact in managing the situation.

The school is not responsible for bullying that occurs outside school hours or off school grounds. However, if such incidents affect a student's well-being, we will intervene and offer support in whatever way we can. If the alleged bully is not a student of the school, we will still take appropriate measures to protect and assist our pupil impacted by the bullying.

Support for Both Parties

Both the student who is experiencing bullying and the student displaying bullying behaviour will receive appropriate support. The goal is to support the bullied student in feeling heard and reassured while addressing any underlying relational difficulties the student engaging in bullying may be experiencing.

Role of the Class Teacher

In the event of bullying, the class teacher of the student thought to be perpetrating the bullying will take the initial steps to address the matter. The teacher is encouraged to seek support from other staff members, SNAs, colleagues, and school management, should additional assistance be required. The class teacher is also urged to engage with the parents/guardians of the students involved in a positive and constructive manner, if deemed necessary, to ensure the best possible outcome.

Escalation of the Matter

If a pattern of ongoing bullying is suspected, and the teacher's initial efforts to resolve the issue have not been successful, school management will intervene and work towards a resolution. Management will assess the situation and implement appropriate measures, including further support and communication with parents.

Key Principles for Addressing Bullying at SMH SNS Raheny

- **Listen and Reassure:** Ensure the bullied student feels heard and supported.
- **Maintain Privacy:** Protect the confidentiality of all individuals involved.
- **Sensitively:** Discussions and investigations should be conducted with care, empathy, and respect.
- **Consider Age and Ability and communicative ability:** Take into account the developmental stage and ability of all students involved when addressing the matter.
- **Take Timely Action:** Bullying incidents should be addressed promptly and effectively.
- **Inform Parents:** Parents of all students involved should be informed appropriately throughout the process.

Compliance with National Guidelines

Our school implements an approach to addressing bullying behaviour in accordance with Chapter 6 of *Bí Cineálta – Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* (June 2024). This ensures that our actions align with national best practices and policies on bullying prevention and intervention.

Procedures to identify and address bullying

1. Gathering Information of suspected bullying

What occurred: Specific actions or behaviours.

Where it occurred: The location(s) of the incident.

When it occurred: The time of the incident.

Why it occurred: Possible motivations/antecedents behind the behaviour.

2. Identifying Bullying Behaviour

We consider the following when determining if bullying is occurring.

- a. Is the behaviour harmful to the physical or emotional well-being of a pupil?
- b. Is the behaviour directed at an individual(s) in a targeted way?
- c. Is the behaviour repetitive?
- d. Is there an imbalance of power between the two parties involved?

If the answer is yes to each of the questions above then the behaviour is bullying behaviour and the behaviour should be addressed using the BÍ Cineálta procedures. If the answer to any of these questions is no then the behaviour is not bullying behaviour.

The teacher may also determine that the behaviour as observed does not meet the threshold for bullying. In such cases the non-bullying behaviour may be considered inappropriate behaviour and should be addressed in line with the code of behaviour.

Teachers should use the bullying definition on pages 1 and 2 of this policy to help distinguish between bullying and other inappropriate behaviour.

3. Addressing Bullying Behaviour

The school plays a crucial role in addressing bullying. Staff must be equipped to respond to both reported and witnessed incidents. While the school is not responsible for incidents outside school hours, it must intervene if the behaviour continues within the school. If the bully is not a student, the school must still support the bullied student.

Support should be provided to both the bullied student and the one engaging in bullying. The bullied student must feel heard and reassured.

4. Principles for Addressing Bullying

Supporting a pupil who has experienced bullying is of paramount importance. Listening attentively and offering reassurance helps the pupil feel safe and supported. It is essential to maintain privacy in order to protect the pupil's confidentiality, and all communication should be approached with sensitivity and empathy. Their perspective should be respected, and their input into possible solutions should be valued.

A) Involving Parents and Parental Concerns

Parents/Guardians will be informed at an early stage and actively involved in discussions regarding intervention strategies. They will be kept updated throughout the process, and their cooperation will be sought in addressing the issue. The school is committed to overcoming communication barriers—such as literacy or language differences—to ensure inclusive and effective engagement.

Any pupil or parent/guardian with concerns about bullying is encouraged to raise the matter with the teacher in a spirit of trust and collaboration. Open, respectful communication underpins our approach to resolving such issues.

Parents may contact the relevant teacher through established communication methods, including email, Seesaw, or by phoning the school office to arrange a convenient meeting time. This facilitates thoughtful, constructive dialogue without interrupting classroom learning.

Given the seriousness of bullying, parents or guardians reporting an incident will be requested to submit a signed statement outlining the details, including names, times, locations, and the nature of the incident. They will also be advised that the family of the alleged perpetrator will be informed and may be provided with a copy of this statement.

All reports will be managed with discretion and empathy, ensuring that every pupil involved receives appropriate support and is treated with respect and dignity.

B) Restorative Practices and Mediation

These can be effective but should only be used when staff are trained, and pupils participate voluntarily.

C) Our Commitment to Kindness and Respect

At our school, we embrace the ethos of Bí Cineálta—Be Kind—where every child is valued, supported, and encouraged to thrive in a safe and respectful environment. Our primary aim in addressing bullying is not to apportion blame, but to resolve issues and restore relationships with empathy and fairness. We foster an approach that encourages accountability, understanding, and meaningful resolution for all involved.

Each case will be handled with sensitivity and care, ensuring that all pupils involved are supported and treated with dignity.

D) Staff Responsibilities

All members of our school community—Teachers, SNAs, Secretaries, visiting Professionals, Bus Escorts and Drivers, Kitchen staff, and Cleaners—play a vital role in fostering a culture of kindness. If they witness or are made aware of any bullying behaviour, they are encouraged to report it to the relevant teacher.

Our approach prioritises the emotional well-being of each child. If a child is found to be frequently involved in incidents, the teacher will maintain confidential records detailing the situation, actions taken, and conversations held. These records serve to:

- Ensure clarity and fairness in handling concerns.

- Identify patterns of behaviour and assess the frequency and impact of incidents.
- Plan appropriate interventions.
- Support both the bullied student and the perpetrator in a constructive and compassionate way.
- Serve as a basis for discussions with parents to find positive solutions.

Should the teacher determine that bullying has occurred, they will inform the Principal or Deputy Principal. Parents of all involved will be invited to discuss the matter in a respectful and solution-focused manner.

In cases where the behaviour is not deemed severe, monitoring and guidance may be implemented before taking further steps. However, if the issue persists, additional support will be sought, including a referral to the Children's Disability Network Team in the Progressing Disability Services (PDS).

While we encourage open communication between families, any necessary disciplinary actions remain a private matter between the school, the pupil, and their parents/guardians.

5. Investigating a Report of Bullying

Stage One

The relevant teacher will:

- Maintain open and supportive communication with the pupils involved.
- Monitor the situation and provide check-ins with both the bullied student and the alleged perpetrator(s).
- Reinforce the school's values of kindness and respect through class discussions, role-play, and peer support initiatives.
- Keep a record of the steps taken and the outcome of the situation.
- Ensure that any necessary follow-ups take place when the class moves on.

Staff investigating bullying will adopt the following principles:

- A calm, compassionate, and problem-solving approach.
- Investigations conducted outside the classroom setting to minimise disruption and embarrassment.
- Private conversations with each child involved to ensure they feel heard and respected.

- Parental involvement when bullying has been identified.
- Continued follow-up to ensure the issue is fully resolved and that all children feel safe and supported.

If the issue remains unresolved, the school will proceed to Stage Two.

Stage Two

The Principal will:

- Meet separately with the parents of both the Bullied student and the alleged perpetrator.
- Engage external professionals (such as a clinician from PDS) if necessary to support the process.
- Place the child demonstrating bullying behaviour on a monitored support plan, with a focus on positive reinforcement and personal growth.
- Arrange ongoing meetings between the child and their teacher to reflect on behaviour, encourage empathy, and reinforce positive progress.

This stage emphasises growth over punishment, aiming to guide children towards respectful interactions while ensuring that bullied students feel heard, safe, and empowered.

If the situation remains unresolved, the school will move to Stage Three.

Stage Three

The Principal, teacher, and parents will review the child's progress in scheduled meetings.

- If improvement is noted, review meetings may be spaced further apart.
- The bullied student and their family will receive emotional support and guidance to build resilience and confidence.
- If the issue persists, the Principal will escalate the matter to the Board of Management.
- If bullying behaviour is not fully addressed within 20 school days, the teacher must formally document the case including the form and type of Bullying.

When determining if the case has been resolved, the teacher will consider:

- Whether the bullying behaviour has stopped.
- Whether relationships have been restored as far as possible.
- Any feedback from pupils, parents, and school leadership.

Stage Four (if necessary)

If a parent/guardian is not satisfied with how the school has handled a bullying case, they will be referred to the school's complaints procedure.

Should concerns remain unresolved after this process, parents will be advised of their right to bring the matter to the Ombudsman for Children.

The relevant teacher must document bullying behaviour in the following cases:

- If the issue remains unresolved after 20 school days.
- If the behaviour involves serious concerns such as cyberbullying, requiring immediate recording and notification to the Principal.

All documentation will be securely maintained in the school office, with a copy kept by the Principal. At the end of the year, the record will be placed in the pupil's file.

In serious cases, the HSE or the Designated Liaison Person may be consulted to determine if further action is required.

If the Board of Management becomes involved, all resolutions or final actions will be formally recorded and communicated accordingly.

Requests to Take No Action

A student may ask for no action beyond staff monitoring. In such cases, respond with empathy, discuss the issue sensitively, and work with the student to decide how to proceed and how to inform parents.

- Parents may request no action, but the school can still address the issue based on circumstances.

Stage Five

Determining if Bullying Has Ceased

Review progress **within 20 school days** of the initial meeting, considering:

- Nature of the bullying
- Effectiveness of strategies used
- Student relationships

Even if bullying stops, ongoing support may be necessary. If bullying continues, review strategies with students and parents and schedule follow-up meetings.

If bullying persists, the **Code of Behaviour** may be invoked, and disciplinary actions may be considered.

6. Recording Bullying Behaviour

Record all bullying incidents, including:

- Form and type of bullying
- Location, time, and date of the initial engagement with students and parents
- Actions taken and feedback from students and parents

Records should comply with the school's **record-keeping policy** and data protection regulations. If a **Student Support File** exists, place the record there for consistency in support.

7. Complaint Process

If parents are dissatisfied, refer them to the school's complaints procedure. Additional information is available at Parental Complaints Information.

If dissatisfied with the outcome, parents or students may contact the **Ombudsman for Children** at ococomplaint@oco.ie.

8. Supports

Various supports are available to prevent and address bullying:

a. **National Educational Psychological Service (NEPS):**

Offers psychological support and advice on preventing and addressing bullying.

b. **Oide:**

Provides professional learning resources to support schools in addressing bullying.

c. **Webwise:**

Promotes online safety and cyberbullying prevention for students, parents, and teachers.

d. **National Parents Council (NPC):**

Offers courses and support for parents to prevent and address bullying.

e. **DCU Anti-Bullying Centre:**

Provides training and resources on promoting positive school culture.

f. **Tusla:**

Schools should contact Tusla if bullying becomes a child protection issue.

Section D

Oversight: Bullying behaviour update to board of management

At each meeting of the Board of Management the Principal must present an update on the number of incidents of bullying behaviour and the measures taken to prevent and address bullying behaviour.

The purpose of the update is to inform discussion at board level on the effectiveness of the measures that the school is taking to prevent and address bullying behaviour and the effectiveness of the school's Bí Cineálta Policy.

The update must include the following:

- The number of incidents of bullying behaviour that have been reported since the last meeting.
- The number of incidents of bullying behaviour that are currently ongoing.
- The number of incidents of bullying behaviour that have been reported since the beginning of the school year.

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- The trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred.
- The strategies used to address the bullying behaviour.
- Any wider strategies to prevent and address bullying behaviour.

- If any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student.
- If a parent has informed the school that a student has left the school because of reported bullying behaviour.
- If any additional support is needed from the Board of Management.
- If the school's Bí Cineálta policy requires urgent review in advance of the annual review.

This update should not include any personal information or information that could identify the students involved.

It is important that the minutes of the Board of Management meeting documents the number of new incidents of bullying behaviour, the number currently ongoing and the total number of incidents of bullying behaviour since the beginning of the school year as reported by the principal. The minutes should also note where the board has considered the bullying behaviour verbal update and document when the board has decided that an urgent review of this policy is required.

The guide included at Appendix D in the Bí Cineálta procedures may be helpful to assist the principal in preparing the update.

Review of our school's Bí Cineálta policy

The Bí Cineálta policy must be reviewed annually or sooner if deemed necessary by the board of management. This review should include input from the school community—board, staff, students, parents/guardians, and, where appropriate, the wider community.

Engagement with the student council and parents' association is encouraged to gather feedback on the policy's content and effectiveness. The template in Appendix E in the Bí Cineálta procedures must be completed to confirm the review process.

In addition to the annual review, regular feedback on the policy's implementation is considered good practice. Open dialogue with staff, students, and parents supports effective implementation.

If bullying has had a serious impact on a pupil, the school must review its response measures to identify lessons learned and update the policy if necessary.

The school community must be notified once the annual review is complete. Appendix F in the Bí Cineálta procedures may be used for this, and the confirmation should be published on the school website.

Use of templates

These procedures require our school to use a number of templates which are included in the Appendices section of the Bí Cineálta procedures. These templates may be updated by the

Department in the future. Accordingly, the school must ensure that the most up to date version of the template as published on the gov.ie website is used. The department will advise schools when the templates are updated.

Role of the Inspectorate

The Inspectorate evaluates both compliance and quality in implementing the *Bí Cineálta*. All inspection models, including unannounced inspections, assess schools' adherence to these procedures.

SPHE subject and curriculum inspections evaluate the quality of teaching, learning, and assessment in relevant topics, including bullying prevention, as well as overall planning and school support for SPHE.

Child Protection and Safeguarding Inspections examine how effectively students learn about bullying and review related school policies and procedures.

During Whole School Evaluations, inspectors assess how schools implement anti-bullying measures, including initiatives that promote a positive school environment.


The inspection model focused on wellbeing, launched in 2024, includes checks on schools' anti-bullying measures.

Inspectors may request access to relevant documents and records required under the procedures. SMH SNS Raheny ensures that these, including board of management minutes, are available on-site and accessible on request.

Ratification and Review

This policy was written in accordance with the requirements of the Department of Education's *Bí Cineálta* Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools.

It was ratified on 10th June 2025 and will be reviewed annually.

Signed  Date 10/06/2025

(Chairperson Board of Management)

Signed  Date 10/06/2025

(Principal)

