



# School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

## **Bí Cineálta Policy to prevent and Address Bullying Behaviour**

The Board of Management of Holy Faith Secondary School, Clontarf, 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: 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

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## 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.

Stakeholders	Date consulted	Method of consultation
School Staff	15/04/2026 16/04/26 - 24/04/26	Staff Meeting Staff submissions to Wellbeing Coordinator
Students	Student Council  Wellbeing Committee	27/04/2026 Reviewed both Policy and Student Friendly Version, where some small display changes were made  Lunchtime meeting on 15/4/26 and 23/4/26 to review full policy and student friendly version
Parents	14/04/2026 - 28/04/2026	Submissions from Parents invited through the school communications app
Board of Management	07/05/2026	Board of Management Meeting
Wider school community as appropriate, for example, bus drivers	16/04/2026 -24/04/2026	In person, followed by email to invite feedback to caretakers, ancillary staff, and food village.
Date policy was approved: 7 <sup>th</sup> May 2026		
Date policy was last reviewed: 19 <sup>th</sup> May 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 (see Chapter 5 of the BÍ Cineálta procedures):

As per Ch5 of the BÍ Cineálta procedures document, the measures and strategies to prevent bullying in Holy Faith Clontarf were developed considering the four key areas outlined in the Wellbeing Policy Statement and Framework for Practice: Culture and Environment; Curriculum (Teaching and Learning); Policy and Planning; and Relationships and Partnerships.

Specific strategies aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment in Holy Faith Clontarf are also outlined below.

### **Culture and Environment**

- A positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity; encourages a 'telling environment' whereby pupils are encouraged to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and promotes respectful relationships across the school community.
- Culture where Student Voice is promoted eg Student council; Prefect System.
- Culture of Care Support promoted- Pastoral Care Team, Student Support Team, Guidance Counsellor.
- Celebration of All e.g. Assemblies; Awards Ceremonies; Spirit Day.
- Initiative and themed weeks e.g. Anti-Bullying Week, Stand Up Awareness Week.
- Safe Physical Spaces.
- BÍ Cineálta on Display; Student Friendly version of BÍ Cineálta in homework journals and displayed on the walls.



- Anti Bullying posters and supports on display.
- Inclusive Practices- Prayer Room for multicultural practices; Sensory Room; School Lift; Year Group Corridors; Notice Boards.
- Extra curricular clubs and sports that encourage students from all years to participate.

### **Curriculum (Teaching and Learning)**

- RSE and SPHE curriculum.
- Teaching and learning in wellbeing Subjects: Anti Bullying taught as part of the SPHE specification; Participation in Anti Bullying Week; Timetabled Wellbeing; Wellbeing embedded in all department planning.
- TY Programme
- Cross-curricular Programmes.
- Workshops e.g. friendships, resilience and anti-bullying.
- Study Skills Workshops, Student friendly numeracy and literacy initiatives.
- Teaching and Learning post.
- Events for Subject Weeks, Class Test Calendar on Staff Teams.
- Blending of class groups for projects
- Materials selected for classes e.g. English can reflect relevant themes
- Subject tasters in first year
- Cross curricular/collaboration between departments
- Collaboration between year heads, management and SPHE team

### **Policy and Planning**

- Bí Cineálta policy-to be published, publicized and available on



website and app; Teachers, Students, Parents, Board of Management to review the policy.

- Student-friendly BÍ Cineálta policy to be published and displayed.
- Other policies: Code of Behaviour (under review); Child Safeguarding; Acceptable Use policy (under review); Supervision plan; RSE policy; Data protection policy; AEN policy (under review).
- Open call to school community for input on policies.
- School Self Evaluation Process.
- Appropriate TPL (Teacher Professional Learning).
- Lunchtime Teachers Supporting Teachers Meetings.
- Droichead Programme.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and On-going evaluation of the effectiveness of the anti-bullying policy.
- Students sign an Anti-Bullying Agreement yearly on registration.
- Anti Bullying Questionnaires
- The Ethos and Mission Statement of the school states that Holy Faith aims to ‘nurture a friendly and caring environment...’
- Our school code of behaviour states that “Bullying breaks the School Code of respect, because if you hurt, threaten or frighten someone, you are not treating her / him with respect. Bullying is not acceptable and will not be tolerated”

### **Relationships and Partnerships**

- Strong interpersonal connections.
- Student Support Team and Year Head System.
- Supporting activities that build empathy, respect and resilience.
- Prefects mentoring first years.
- Open communication with the Parents association and Board of



## Management.

- Parent Information Evening.
- Le Cheile and Vincentians.
- Communication with School Community through the App.
- Year Head System, Student Support Team, Student Council and Prefect system.
- Positive relationships between staff and students.
- Student Induction Days,
- First Year Activities Induction Day.
- Friendship Workshops for First Years
- Retreats.
- TY LIFT Programme.
- Positive Role of All Staff.
- Committees: Green Schools Committee; Ember Committee; Amber Committee.
- Division of classes-TY 5<sup>th</sup> and 6<sup>th</sup> year
- TY trips and team building activities
- Links with CRC
- Paired Reading and Fast Friends in TY
- Seating Plans

The drawing up and implementing of the policy is inclusive, involving staff, parents, students and Board of Management

Students can:

- Be proactive in preventing bullying.
- Promote and embrace an atmosphere of inclusion and respect
- Not take part in bullying behaviour
- Report incidents of bullying
- Respect the procedures put in place by the policy



- Participate fully in all activities and lessons related to the anti-bullying policy

Parents can:

- Give feedback
- Get involved in policy development
- Familiarise themselves with the policy
- Support the school and its policies

Teachers and other staff can:

- Support the Year Heads
- Familiarise themselves with the policy
- Implement the policy
- Follow through
- Give feedback / suggestions
- Be proactive

### **Who to contact:**

Any class teacher / year head / deputy principal / principal / coach / class mentor.

### **Strategies aimed at preventing online bullying behavior**

- Implementation of the SPHE specification
- Implementation of the Digital Media Literacy curriculum as part of the wellbeing hours which teaches students about responsible online behaviour and digital citizenship
- No phone policy
- Website blockers (Social media sites blocked via wifi)
- Having 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

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### **Strategies aimed at preventing homophobic and transphobic bullying**

- Implementation of the SPHE specification
- Maintaining an inclusive physical environment eg displaying posters
- Challenging gender stereotypes
- Participating in Stand Up Awareness Week.
- Encouraging students to speak up when they witness homophobic behaviour
- Equal opportunity to all

### **Strategies aimed at preventing racist bullying behavior**

- Fostering a school culture where diversity is celebrated- Multicultural events.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Encouraging bystanders to report if 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
- TY Social Justice-inviting speakers from diverse ethnic backgrounds
- Library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

### **Strategies aimed at preventing sexist bullying behavior and sexual harassment**



- SPHE specification promotes gender equality and respect; Parents are encouraged to reinforce these values of respect at home
- The updated SPHE specification is used to teach students about healthy relationships and how to treat each other with respect and kindness
- Positive role models are promoted within the school community
- Gender stereotypes are challenged that can contribute to sexual harassment
- Supervision

There is a zero tolerance approach to all forms of bullying

### Telling Environment

- Who to contact: Any class teacher / year head / deputy principal / principal / coach / class mentor/ janitor / secretary.
- All reports will be: Taken seriously; Investigated thoroughly; All those involved on either side of the incident will be helped as far as possible

(NB. Confidentiality cannot be guaranteed, but reports will be dealt with in a discreet manner. It may be necessary to draw on the expertise of other staff eg guidance counsellor, year head, Deputy Principal or Principal, but every effort will be made to be discreet and only forward information on a need to know basis.)

#### How to Tell

- Approach any of the above directly at an appropriate time e.g. teacher after class, prefect at lunch time etc.
- A note can be handed up with homework
- Use of Microsoft Teams
- A parent or friend can tell on a student's behalf



- Parents/Guardians should inform the school of any incidents of bullying behaviour by contacting the Year Head, Principal or Deputy Principal
- Bystanders can approach/accompany the target to any of the above directly at an appropriate time regarding incidents of bullying.
- Approaching a staff member
- Anti-bullying survey administered via Forms

Staff members should respect all reports no matter how trivial they may appear.



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):

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- The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.
- Supervision of corridors at break times, before and after school by teaching staff.
- Teaching and coaching staff supervise class and sporting activities
- In the absence of a staff member, another staff member will supervise the group.

#### Involvement of teaching staff:

It is encouraged that all staff be willing to participate in class observation and filling of sociograms where suspected incidents are being monitored.

- Be punctual at supervision times.
- Be vigilant and observe dynamics when interacting with students.
- Implement and promote policy.

#### Non-teaching staff:

- All members of staff must be familiar with the policy and the school code of behaviour, must implement them and report any incidents or reports they are aware of.
- The school's statement on Responsible Internet Use is given to all staff and students at the beginning of each year.
- Students must be familiar with the school's policy on internet use as a means to counter any possible bullying behaviour.

### **Section C: Addressing Bullying Behaviour**

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
- > act in a timely manner
- > inform parents of those involved

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The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the BÍ Cineálta procedures):

### **Identifying if Bullying Behavior has Occurred**

- Teacher/Year Head considers the 4 W's- What? Where? When? Why?
- If a group of students are involved, each student is engaged with individually first
- Thereafter, group meetings (if applicable). Each student asked for their account of what happened. All students supported, as appropriate, following group meetings.
- Invite student (s) to write their account of the incident
  
- To determine whether the behaviour reported is bullying behaviour, the following questions will be considered:
  1. Is the behaviour targeted at a specific student or group of students?
  2. Is the behaviour intended to cause physical, social or emotional harm?
  3. Is the behaviour repeated?

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

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

If the answer to any of these questions is No, then the behaviour is not bullying behaviour. If bullying has not occurred, but behaviour is unacceptable and hurtful, refer to the code of behaviour for strategies



## Approaches to address the Bullying Behavior

- Policy and Procedures are clear-refer to staff member(s) who is responsible for addressing bullying behaviour. [www.holyfaithclontarf.com](http://www.holyfaithclontarf.com)
- Where bullying behaviour has occurred, the parents of the parties involved will 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 as outlined in the school's Bí Cineálta policy. In circumstances where a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and for how their parents will be informed
- The views of the student who is experiencing bullying behaviour, as to how best to address the situation, will be listened to.
- A record will be kept of the engagement with all involved. This record will document the form and type of bullying behaviour, if known, and when it took place and the date of the initial engagement with the students involved and their parents. The record includes the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.
- Support provided for both students involved.
- A fair and consistent approach will be used by staff.
- Student(s) are listened to, supported and reassured.
- Follow set principles to address behaviour as stated above-privacy, sensitivity, consider age and ability, timely manner, inform parents.
- Ongoing supervision and support of both parties will take place.
- School will allow time to settle and differences in the relationships to repair.

## Follow up and review process where bullying behaviour has occurred

- Students and parents involved will be engaged with no more than 20 school days after initial consultation to review efficacy of strategies and the relationships between students.
- Factors considered 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 staff member will 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 Procedures to Prevent and Address Bullying Behaviour for Post Primary Schools.
- The date that it has been determined that the bullying behaviour has ceased will also be recorded
- Any engagement with external services/supports will also be noted
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.

#### **Where the bullying behaviour has not ceased**

- If the bullying behaviour has not ceased, the staff member will review the strategies used in consultation with the students involved and their parents. A timeframe will 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
- If bullying behaviour has not ceased, strategies will be reviewed



in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.

- If bullying behaviour continues, school should consult the code of behaviour for appropriate strategies.
- If disciplinary sanctions are considered, this is a matter between the relevant students, their parents, and the school.

**Requests to take no action:**

- Student/parent may request that no action take place
- Students will be shown empathy and matter dealt with sensitivity.
- Work with student to decide steps so they feel safe
- Inform parents. If parent requests no action (i) must be in writing (ii) Assist if literacy/language difficulties.
- However, while acknowledging the parent's request, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour

**Bullying behaviour that occurs when students are not under the care or responsibility of the school.**

- A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, the school will support the students involved. Where the bullying behaviour continues in school, the school will deal with it in accordance with the BÍ Cineálta policy.
- Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school will support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken

(NB. Confidentiality cannot be guaranteed, but reports will be dealt with in a discreet manner. It may be necessary to draw on the expertise of other staff eg guidance counsellor,



year head, Deputy Principal or Principal, but every effort will be made to be discreet and only forward information on a need-to-know basis.)

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 school's programme of support for working with pupils affected by bullying is as follows

All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience, e.g.

- Guidance Counsellor
- Year head system
- Student Support Team
  
- If pupils require counselling or further support the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupils affected by bullying or involved in bullying behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher. This is specifically covered in the SPHE specification and reinforced by year heads

## 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: Margaret O'Connell (Chairperson of Board of Management)

Date: 7th May 2026

Signed: Audrey Carty (Principal)

Date: 7th May 2026



## Appendix A: Code of Behaviour

### Respect:

Our first School Regulation requires each student to treat all staff and fellow students with respect.

### Bullying:

Bullying breaks the School Code of Respect because if you hurt, threaten or frighten someone, you are not treating her or him with respect. Bullying is not acceptable and will not be tolerated.

### School Work:

Each student has a duty to do her best with the abilities that she has. Students are expected to participate fully in class and to have the required books, copies, and materials. Homework should be completed with care and submitted at the proper time. The School Journal is a record of homework and monitors the progress of students during the year and must be kept in good condition. The journal is not a private diary and may be consulted by teachers and parents.

### Attendance:

Students must be regular in attendance and punctual for every class. Students who arrive late to school must sign-in. No student may leave school early without a written request from a parent/guardian via the app. Any absence must be explained by way of an app message from the parent/guardian to the Year Head upon return to school.

### Property:

Students must show respect for their own property and the property of others. All books, items of school uniforms, sports kit etc. should be clearly marked with the student's name. Large sums of money or valuable items should not be brought to school.

THE SCHOOL CANNOT BE HELD RESPONSIBLE FOR LOSS OR THEFT.

### Care of the building and Property:

Students are asked to respect their environment. Care should be taken of school property both inside and outside the building. Students are expected not to litter the school as this can be a health hazard. Chewing Gum and use of tippex are ABSOLUTELY FORBIDDEN.

### Uniform:

Each girl is expected to take responsibility for her appearance, as a measure of self-respect and respect for others, Parents are urged to monitor their daughter's appearance as they leave for school each day. Your help and support in the areas listed below will be appreciated and will help our students to be more responsible. Each student must **wear full school uniform** on each school day.

Students must wear a school jacket; no other type of coat or jacket may be worn. Each item of the school uniform must be clearly marked with the student's name. Each student is required to wear the school tracksuit for P.E. and sports. Sports kits may be worn for P.E and sports only.



Medium length and long hair must be kept tied back at all times. Hairstyle and colour must be appropriate.

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Discreet makeup may only be worn by 5th and 6th year students. Discreet makeup may only be worn. Students should not have fake eyelashes or extended fake nails e.g. gel nails.

Dress and appearance must be consistent with safety and hygiene.

Students are required to wear **low heeled black/brown/navy shoes**; no runners, trainers, boots or multi-coloured footwear may be worn.

### **Jewellery:**

If minimal and appropriate, jewellery may be worn. On the grounds of suitability and health and safety, students may not wear nose studs/rings or other facial/tongue piercings and will be asked to remove them.

### **Mobile Telephones:**

Students may not use mobile telephones in school for any purpose, and should a student bring a phone to school, it must be **always switched off** and kept secure unless directed by a teacher. A student in breach of this regulation will have her phone confiscated to the end of the day. A further breach may result in the phone being confiscated and must be collected by her parent/guardian.

### **Smoking:**

Students are forbidden to smoke on the school premises, while in school uniform or on school outings and tours. No cigarettes, e-cigarettes, lighters, or matches may be brought onto school premises. Substance abuse of any kind will not be tolerated. Any student who breaks these regulations will face suspension and possible expulsion.

### **Consequences:**

Students who consistently display **positive behaviour** are recognised by teachers with verbal and non-verbal praise, and merit awards or certificates. Students who consistently display **negative behaviour** are encouraged by teachers to adopt more positive behaviour patterns. Negative behaviour has a number of clearly defined consequences.

- A tick next to the student's name in the teacher's journal. Three ticks merit detention.
- Teachers may issue letters to parents with regard to unsatisfactory behaviour or work.
- Loss of privileges
- Detention by year head.
- Suspension from school.
- Referral to the board of management for expulsion.

## **Appendix B: Disclosure Report Form**



## Clontarf



### Disclosure Report

Teacher \_\_\_\_\_ Class \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

<b>Names of Student:</b>

<b>Details of Incident:</b>

<b>Action Taken:</b>

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### Appendix C: Bí Cineálta Report and Review Form

**Holy Faith Secondary School**  
**Clontarf**



**Bullying Incident Report**

1. Name of pupil being bullied and class group

Name \_\_\_\_\_

Class \_\_\_\_\_

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

3. Date of Initial engagement with student being bullied \_\_\_\_\_

4. Date of Initial engagement with student exhibiting bullying behaviour \_\_\_\_\_

5. Date of Initial engagement with parent/guardian of student being bullied \_\_\_\_\_

6. Date of Initial engagement with parent/guardian of student exhibiting bullying behaviour \_\_\_\_\_

7. Source of bullying concern/report 8. Location of incidents (tick relevant box(es))\*  
(tick relevant box(es)) \*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Coming to/from school	
Other	

9. Name of person(s) who reported the bullying concern



10. Type of Bullying Behaviour (tick relevant box(es)) \* -refer to 2.5 BC Procedures for more details regarding each type

Direct Bullying Behaviour		Indirect Bullying Behaviour	
Physical Aggression		Exclusion	
Damage to Property		Relational	
Verbal Bullying Behaviour		<b>Online Bullying Behaviour</b>	
Written Bullying Behaviour		Other (specify)	
Extortion			

11. Does the behaviour relate to any of the following:

Homophobic and/or Transphobic	Disability/AEN related	Racist	Membership of Traveller community	Sexist	Sexual Harrassment

12. Description of bullying behaviour and its impact (as described by the student)

13. Details of actions to be taken



14. View of student and parents on action to be taken

Signed \_\_\_\_\_ (Relevant Teacher)

Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

**Review Report (Student and Parent Review)**

Teacher \_\_\_\_\_

Student Support Team \_\_\_\_\_

**Holy Faith Secondary School**

Belgrove Road, Clontarf, Dublin 3, D03 R528

T: 01-8331507 E: admin@holyfaithclontarf.com

Principal: Audrey Carty

Deputy Principal: Mary Molloy



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Student(s) Involved \_\_\_\_\_

Date \_\_\_\_\_

Has the bullying behaviour ceased Yes  No

Date the bullying behaviour ceased \_\_\_\_\_

<b>Nature of bullying Behaviour</b>
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<b>Effectiveness of Strategies Used (Student and Parent View)</b>
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<b>Relationship between those involved now</b>
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<b>Engagement with external services/supports (if any)</b>
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**Views of student(s) and their parents in relation to this Procedures to Prevent and Address Bullying Behaviour**

**If bullying has not ceased, what further action will be taken**

**Signed:** \_\_\_\_\_

**Date** \_\_\_\_\_