



SANCTA MARIA COLLEGE

Ballyroan, Rathfarnham, Dublin 16 D16 V389

Our Bí Cineálta Policy is drawn from our CEIST Charter

Promoting Spiritual and Human Development	The policy fosters compassion and empathy, builds self-worth and encourages reflective practice and models ethical behaviour.
Showing Respect for Every Person	The policy promotes an environment whereby each person is respected, and the dignity of each person is valued. It emphasises kindness and inclusion.
Creating Community	The policy clearly sets out the parameters, allowing parents/guardians, students and the college to work together towards a common purpose and creating a sense of community.
Achieving Quality in Teaching and Learning	The policy is built around creating a safe and supportive environment, which enhances student wellbeing. These conditions inspire and support the learning process.
Being Just and Responsible	This policy sets out clear and consistent expectations for all students, encouraging accountability and moral responsibility and promotes positive relationships.

Mission Statement

Sancta Maria College is an all-girls Catholic Voluntary Secondary School, under the trusteeship of CEIST and in the tradition of the Sisters of Mercy. We are a compassionate community, which strives to:

- Foster the personal growth and holistic development of all staff and students.
- Embrace Gospel Values, promoting a culture of inclusivity and respect.
- Nurture the full potential of each student through high standards of learning and teaching.
- Promote a positive partnership between all members of the school and wider community.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Sancta Maria College 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.

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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	04/03/25 12/05/25 - 16/05/25	Staff Training Day – Half Day Closure Staff Surveys
Students	02/05/25 14/05/25 - 15/05/25	Super 7 Feedback Group Student Surveys

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Parents	12/05/25 - 16/05/25	Parent/Guardian Surveys Draft Policy Shared with Parents/Guardians
Board of Management	26/08/2025	Board of Management Meeting
Wider school community as appropriate	08/08/2025 – 11/08/2025	Sharing of Draft Policy with Local Shops and Bus Drivers via email and in person
Date policy was approved: 26.08.2025		
Date policy was last reviewed: 19.01.2026		

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.

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.

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Culture and Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment is a space where students and school staff experience a sense of belonging and feel safe, connected and supported. Relationships between all members of the school community are based on respect, care, integrity and trust. Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and sets the standards and expectations for the school community when preventing and addressing bullying behaviour. Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour. Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all. Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

Sancta Maria College's very positive school culture and environment, which prevents and addresses bullying behaviour is created as a result of the following:

- The school's Mission Statement, which is based on the gospel values of respect, inclusivity and justice for our entire school community. The strong partnership between Sancta Maria College and the wider community, is premised on these gospel values.
- The promotion of the value of diversity to address issues of prejudice and stereotyping and highlighting the unacceptability of bullying behaviour.
- Wellbeing posters displayed throughout the school serve to actively promote the importance of mental and emotional wellbeing among the school community, providing continuous reminders and encouragement to prioritise self-care, resilience, and overall health.
- Clearly defined rules and expectations within the classroom setting play a crucial role in mitigating inappropriate behaviours, including bullying, by establishing a structured environment that promotes accountability and respect among students.
- The establishment of a positive school climate and culture is supported by the implementation of strategic seating arrangements in classes, as these plans not only foster an inclusive and respectful environment but also serve to prevent and discourage bullying behaviour among students.
- Designated social areas for each year group effectively contribute to mitigating undesirable behaviours by providing students with appropriate spaces for interaction, thereby reducing opportunities for conflict and fostering a positive social environment.
- Teachers actively discourage the use of unofficial social areas, such as corridors and bathrooms, through the supervision system in place, ensuring that students remain in designated areas and reducing the likelihood of inappropriate behaviours or disruptions.
- Our Mission Statement emphasises the importance of personal growth, which we actively encourage both within the school and in the classroom. Through initiatives such as the celebration of individuality, cultural days and differentiation in teaching methods, we strive to create a safe and inclusive classroom environment that supports the development of each student's unique potential.

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- Positive behaviour is encouraged and reinforced through the establishment and implementation of our Positive Code of Behaviour, which outlines clear expectations and responsibilities for all, along with the Ladder of Referral. The effective implementation of this Code ensures that students are consistently held accountable for their actions and are given opportunities to restore damaged relationships, which fosters a respectful and orderly environment conducive to learning.
- Classrooms, corridors, school grounds and extracurricular activities, among other activities, will be monitored by both teaching and ancillary staff and all staff is encouraged to be vigilant and report issues to the relevant teachers. Supervision will also apply to monitoring students' use of communication technology within the school.
- A culture of telling is strongly encouraged within the school, with particular emphasis placed on the impact of bystanders and their responsibilities in reporting bullying behaviour. In that way, students will gain the necessary confidence in 'telling'. It should be made clear to all students that, when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly.

Curriculum

The curriculum serves to prevent and address bullying behaviour in the following ways:

- The self-esteem of all our students is fostered and enhanced through both curricular and extracurricular activities. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions. These activities also foster relationships between students of different year groups.
- The wellbeing provision and programmes are effective, with strong integration across various subject areas, ensuring that students receive consistent support and are encouraged to prioritise their mental and emotional health in all aspects of their education.
- Wellbeing events such as Culture Day, Amber Flag initiatives and other opportunities, play a vital role in promoting students' overall well-being, fostering a sense of community, and encouraging personal growth and inclusion throughout the school.
- Effective two-way communication between teaching and/or non-teaching staff and the Year Head is promoted through the Ladder of Referral, to help address and prevent bullying, ensuring a coordinated approach to fostering a safe and respectful learning environment.
- Classroom signage promoting the use of LGBTQ+ inclusive language serves as a constant reminder to students and staff of the importance of fostering an environment of respect, acceptance, and inclusivity for all individuals, regardless of their sexual orientation or gender identity.
- The issue of bullying behaviour is addressed across multiple subjects, such as SPHE, English and languages, among others, ensuring that students receive a comprehensive understanding of the issue, its impact, and strategies for fostering a respectful and supportive environment both inside and outside the classroom.
- Orientation programmes in first year are designed to help students get to know one another, build connections, and foster a sense of belonging, supporting their transition into school life and promoting positive relationships from the outset.

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Relationships and Partnerships

Positive relationships and partnerships prevent and address bullying behaviour in the following ways:

- A Positive Code of Behaviour is implemented to ensure equity among students, promoting fairness and respect while fostering an inclusive environment where all individuals are held to the same standards and treated with dignity.
- School-wide awareness-raising and training on all aspects of bullying, to include students, parent(s)/guardian(s) and the wider school community.
- Effective communication with senior management of neighbouring schools fosters collaboration and the sharing of best practices, ensuring a unified approach to preventing bullying and supporting the wellbeing and development of students across the wider community.
- Raising awareness of the diversity of intellectual abilities, through initiatives like the 'Christmas Card Project' by the Amber Team, helps foster a culture of inclusivity and understanding, encouraging students to appreciate and celebrate individual strengths and differences.
- Policies are readily accessible on our school website and are developed with input from all our key stakeholders, ensuring that they reflect the needs and perspectives of the entire school community.
- Multiple student committees provide an important opportunity for students to voice their concerns regarding bullying, ensuring that their perspectives are heard and enabling collaborative efforts to address and prevent such issues within the school community.
- Guest speakers for students on the topic of bullying provide valuable insights and promote awareness, helping to educate students about the impact of bullying and encouraging them to adopt positive behaviours that contribute to a safe and respectful school environment.
- Extracurricular activities strengthen staff and student relationships by creating informal environments where students can interact with staff outside the classroom. These positive connections foster trust and mutual respect, allowing students to feel more comfortable approaching staff with any issues, including concerns about bullying or other personal matters.
- Group and peer work in class encourages collaboration and communication among students, fostering a supportive environment where they can share ideas, learn from one another, and build positive relationships. This approach also helps students feel more comfortable seeking support from peers and teachers when addressing issues such as bullying.
- Suggestion boxes, managed by the Student Council, provide students with a valuable opportunity to anonymously share their ideas, concerns, or feedback, creating a platform for open communication and fostering a sense of ownership and involvement in improving the school environment, including addressing issues like bullying.
- Ensuring that students are aware of whom to approach and the appropriate methods for reporting concerns is crucial in creating a supportive environment, empowering students to speak up and seek help when needed.
- Relationships with the community are enhanced through initiatives such as litter picking in the Ballyboden community by Transition Year students, working in partnership with our sport teams sponsors, and the production and staging of the Transition Year musical, among others. These activities foster a sense of responsibility, pride, and collaboration, while also encouraging students to actively contribute to the well-being and development of their local community.
- The Parents' Association plays a crucial role in fostering strong connections between the school and

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families, providing a platform for parents to engage in discussions about student well-being, share concerns regarding bullying, and collaborate with staff on initiatives aimed at creating a safe and supportive environment for all.

- Links with external counsellors provide students with additional support for their mental and emotional well-being, offering a confidential space where they can address personal concerns, including issues related to bullying, and receive professional guidance to help them navigate challenges.
- The implementation of regular whole-school awareness measures, such as dedicated notice boards in the school and classrooms promoting friendship and bullying prevention, parent/guardian seminars, student surveys conducted annually, termly, or monthly, and frequent school or Year Group assemblies led by the Principal, Deputy Principal, and Year Heads, all contribute to fostering a supportive and informed school environment.

Planning and Policy

Our whole-school planning and policies prevent and address bullying behaviour in the following ways:

- Whole-staff professional development on bullying is provided to ensure that all staff members develop the necessary skills e.g. Legal Island training, Bí Cineálta in-service, among others.
- The Acceptable Use Policy, available on the school website, includes the necessary steps to ensure that access to technology, for example iPads, within the school is strictly monitored.
- Guest speakers are invited to raise awareness on various important topics, such as Coco's Law, to raise awareness about the importance of online safety and the legal implications of cyberbullying, helping students understand the serious consequences of harmful online behaviours.
- Lockers are strategically placed in visible public spaces to promote a sense of security and openness, ensuring that students feel comfortable in their surroundings, while also encouraging accountability and reducing the likelihood of bullying or other negative behaviours.
- Identification of clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocols are developed in consultation with parents/guardians.
- Development and promotion of our Bí Cineálta policy, which is to be included in Student Journals and displayed publicly in classrooms and in common areas of the school. The school's Bí Cineálta policy is discussed with students at Assemblies and in the classroom, and all parents/guardians are reminded every year how to access this policy and to familiarise themselves with this policy in conjunction with the Positive Code of Behaviour of the school.

The school has the following supervision and monitoring strategies in place to prevent and address bullying behaviour:

The Board of Management confirms that appropriate supervision and monitoring practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. These include;

- A proactive approach to the supervision of corridors and social areas in the morning, breaktime and lunchtime, ensuring regular check-ins by staff with students.

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- The use of CCTV on the premises to both deter and provide evidence for investigation of bullying behaviour.
- The assignment of designated social areas and locker areas to each year group.
- The promotion of 'buddy' systems between 6th Year prefects and junior students as well as the Cara Programme between 5th year students and junior students.
- In cases where a teacher is absent, a substitution roster is in place to ensure continued supervision and prevent gaps in monitoring.

Section C: Addressing Bullying Behaviour

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

- The classroom teacher
- The Wellbeing Teaching Team
- The Year Head
- The Deputy Principal and 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:

Identifying if Bullying Behaviour has Occurred

Teachers will assess bullying incidents in the following ways:

- Consider what happened, where, when, and why.
- If multiple students are involved, they will first be spoken to individually, then as a group.
- Each student should share their perspective, and support will be provided as needed.

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- Written accounts will be recorded.

The BÍ Cineálta definition of bullying states that bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. To determine whether the behaviour reported is bullying behaviour, the teacher should consider the following questions:

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

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour, and the behaviour should be addressed using the BÍ Cineálta procedures. Some harmful behaviours may not qualify as bullying and should be addressed through the school's Positive Code of Behaviour.

Where Bullying Behaviour has Occurred

Bullying behaviour will be addressed fairly and consistently, providing support to both the victim and the student exhibiting bullying behaviour. Staff will engage with the victim promptly to ensure they feel heard and reassured. Staff will also identify appropriate support for the student exhibiting bullying behaviour, to help them manage relational difficulties. Experiencing or witnessing bullying can reduce a student's sense of control. Reporting it to an adult helps them regain some power. It is crucial that adults do not further diminish their agency by making decisions without involving the student in determining the next steps.

The following principles will be adhered to when addressing bullying behaviour:

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

Requests to Take No Action

Students reporting bullying may ask staff to simply 'look out' for them without taking direct action, fearing it might worsen their situation. Staff will respond with empathy, handle the matter sensitively, and work with the student to determine the next steps. Together, they should agree on how the student's parents will be informed. It is essential that the student who has experienced bullying feels safe and supported. Parents may also request no action to be taken. In such instances, parents should put their request in writing or be facilitated to do so if there are literacy, digital literacy, or language barriers. While the school should

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acknowledge the parent's request, it may still decide, based on the circumstances, that addressing the bullying behaviour is appropriate to ensure student safety.

Determining if Bullying Behaviour has Ceased

The Year Head will follow up with students and parents within 20 school days to review progress after addressing bullying. They will assess the nature of the bullying, the effectiveness of interventions, and student relationships. Even if bullying stops, ongoing support may be needed, as relationships take time to heal.

If the bullying behaviour persists, the teacher should reassess the strategies used, consult with the students and parents involved, and agree to a further review within a set timeframe. This process should continue until the bullying behaviour has ceased. If it becomes evident that the student displaying the bullying behaviour is not changing their actions, the school should implement strategies outlined in its Code of Behaviour to address inappropriate behaviour. If necessary, the school may consider disciplinary sanctions in line with these procedures.

Recording of Bullying Behaviour

All bullying incidents will be recorded, including details such as the form, type, location, timing, and initial engagement with students and parents. Records will document student and parent perspectives, follow-up reviews, and any external support involved. These records will be stored according to the school's record-keeping policy and data protection regulations. If a Student Support File exists, a copy should be included to ensure a consistent and holistic approach to student well-being, with updates made to any existing Student Support Plan.

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

Creating resilience in students is crucial in helping them recognise challenges, navigate difficult situations, and take accountability by reporting issues.

- Students will be encouraged to be part of the solution, developing inner strength and confidence.
- While much of this resilience is nurtured at home, schools can support it through problem-solving strategies, open discussions, and guidance. By equipping students with these skills, they become more capable of handling adversity and fostering a sense of responsibility in themselves and their communities.
- Teachers will actively listen to students who have experienced, witnessed, or displayed bullying behaviours, ensuring that every concern is taken seriously. They will provide a safe and supportive environment where students feel comfortable sharing their experiences without fear of judgment or retaliation.
- Regular check-ins will be conducted with students to offer ongoing support, monitor their well-being, and ensure that any necessary interventions remain effective.
- Fostering collaboration among staff members is crucial in supporting students effectively. Some teachers may have stronger rapport with certain students, making it essential to have a system where colleagues can refer concerns to one another to ensure students receive the support they need.

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- Ensuring alignment between different areas of the curriculum, such as Wellbeing and SPHE, is important to maintain consistency in messaging and reinforce key values across subjects. The school will also consider how many lessons are dedicated to these topics to ensure adequate time is given to fostering a safe and supportive learning environment.
- If students require counselling or additional support, the school is committed to liaising with appropriate agencies such as Jigsaw, Pieta House, and Tusla to arrange the necessary assistance. These supports may be provided to students who have been affected by bullying, as well as those who have engaged in bullying behaviour, recognising that both parties may require guidance and intervention.
- To foster a "telling" school culture, it is essential to create an environment where witnesses feel safe and supported when reporting bullying or inappropriate behaviour. They should never feel like they are in trouble for speaking up.
- The school will provide protection for those reporting bullying behaviour through:
 - anonymous reporting systems
 - clear anti-retaliation strategies
 - training staff to handle reports with sensitivity.
 - encouraging open communication, reinforcing the importance of reporting, and ensuring that every report is taken seriously.

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.

P. F. Gannon

Mr. PJ Gannon

Chairperson of the Board of Management

Date: 19/01/2026

Sorcha McManus

Ms. Sorcha McManus

Principal

Date: 19/01/26

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Appendix One: Template for Recording Bullying Behaviour

Name of student being bullied: _____

Year: _____

Name(s) and class(es) of students allegedly engaged in bullying behaviour:

Source of bullying concern/report (tick as relevant):

Student concerned	
Other student(s)	
Teacher	
Parent	
Other	

Location of incident(s) (tick as relevant)

School Yard Front		Classroom	
Bus		Toilets	
Out-of-school		On a walk to the beach	
Corridor		GP Area	
School Yard Back		The Shop	

Name of person(s) who reported the alleged bullying concern:



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Type of Bullying Behaviour (tick as relevant)

Physical		Gender-identity bullying	
Verbal		Extortion	
Damage to personal property		Written bullying	
Exculsion/isolation		Relational bullying	
Cyber-bullying		Other	
Intimidation			

Brief description of bullying behaviour:

Impact of bullying behaviour:

Details of action taken:

Date submitted to Principal/Deputy Principal: _____

Signed: _____ Date: _____

(Year Head)

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Appendix Two

Bullying Update for Board of Management meeting of ____/____/____

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous Board of Management meeting, the following information is provided:

Total number of new incidents of bullying behaviour reported since the last Board of Management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update included a verbal report, which includes 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 did not include any personal information or information that could identify the students involved.

Signed:
(Chairperson of Board of Management)

Date:

Signed:
(Principal)

Date:

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Appendix Three

Review of the Bí Cineálta Policy

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary Schools? Insert date when the Bí Cineálta policy was last adopted by the school. _____/_____/20____
2. Where in the school is the student friendly Bí Cineálta policy displayed?
3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? _____/_____/20____
4. How has the student friendly policy been communicated to students?
5. How has the Bí Cineálta policy and student friendly policy been communicated to parents?
6. Have all school staff been made aware of the, school's Bí Cineálta policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools?
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?
8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?
9. Has the Board discussed how the school is addressing all reports of bullying behaviour?
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?
11. Have the prevention strategies in the Bí Cineálta policy been implemented?
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?
13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

Acting Principal: Sorcha McManus – Acting Deputy Principal: Martin Flynn

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14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with time frames has been developed?

16. Does the student friendly policy need to be updated as a result of this review and if so why?

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?

Signed: _____ Date: _____
(Chairperson of Board of Management)

Signed: _____ Date: _____
(Principal)

Date of next review:

Acting Principal: SORCHA McMANUS – Acting Deputy Principal: MARTIN FLYNN
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