



**Coláiste Nano Nagle**  
**Bí Cineálta Policy**  
**2025-2026**

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## Coláiste Nano Nagle Mission Statement

*Our School is a Christian community which welcomes students in the tradition of Nano Nagle, foundress of the Presentation Order. A primary aim of our school is the pursuit of academic excellence. We seek to develop the full potential of each person; intellectual, spiritual, emotional, social, physical and creative. To achieve this the school strives to provide an educational environment suited to the needs of each individual, within the demands of a changing world.*

## CEIST Charter Values

Coláiste Nano Nagle is under the trusteeship of CEIST. The five core values of a CEIST school are:



## Scope of the Policy

The Bí Cineálta procedures relate to measures to prevent and address bullying behaviour that occurs between students. Allegations of bullying behaviour by students towards school staff may be addressed through the school's Code of Behaviour. Allegations of bullying behaviour by school staff towards students may be addressed by the principal or chairperson of the board of management through the disciplinary procedures for staff.

## Application of the Policy

- When students are on the school grounds.
- When students are travelling to and from school.
- When students are on school tours and trips.
- When students are in school uniform.
- When students are engaged in extracurricular activities organised by the school.
- To any bullying behaviour outside school which seriously impacts on a student's participation in school.

- To any behaviour that adversely affects the school reputation or the education of any student in the school.

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

The Board of Management of Coláiste Nano Nagle 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.

There are many different methods of bullying behaviour, including physical, verbal and relational forms, and it can take place online and offline. There are also many different motives for bullying behaviour which can be understood on an individual level (for example, desire for dominance, status, revenge) and/or on a societal level (for example, identity-based bullying such as racist, disablist, sexist or LGBTQ+ bullying). Bullying behaviour in schools is often strongly influenced by attitudes, behaviours, norms and power dynamics that are deeply engrained in our society. The core elements of the definition are further described below:

## **Targeted Behaviour**

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

## **Repeated Behaviour**

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

## **Imbalance of Power**

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves because of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

## **Behaviour that is not Bullying Behaviour**

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

These behaviours, while not defined as bullying can be distressing.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

## **Criminal Behaviour**

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the nonconsensual sharing of intimate images and also criminalises threatening to share these images.

If bullying behaviour involves physical violence or threats of violence, it may be considered assault.

If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989<sup>11</sup>, and those engaging in such behaviour may face criminal charges.

If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

## **When Bullying Behaviour Becomes a Child Protection Concern**

Section 10 of the Children First Act, 2015 places a statutory obligation on schools, as a "provider of a relevant service" to ensure, as far as practicable, that each child attending the school is safe from harm while attending school or otherwise participating in school activities.

Teachers registered with the Teaching Council are Mandated Persons under the Children First Act. They have a legal obligation under the Act to report harm of children that meets or is above a defined threshold to Tusla, and also to assist Tusla if requested, in assessing a concern which is the subject of a mandated report. If the concern does not reach the threshold for mandated reporting, but a teacher feels that it is a reasonable concern about the welfare or protection of a child, a report should be made to Tusla under the Children First National Guidance. The Children First National Guidance applies to everyone. All school staff and volunteers must report reasonable concerns to Tusla.

The Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023) provide that all school staff should report reasonable concerns to the Designated Liaison Person (DLP) who may take advice and/or report the concerns to Tusla. If the staff member is a registered teacher and the concern is at or above the threshold of harm at which a mandated report must be made the concern shall be submitted as a mandated report to Tusla jointly by the DLP and the registered teacher. See Chapter 5 of the Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023).

The Children First Act defines harm as assault, ill treatment, neglect or sexual abuse and covers single and multiple instances. The threshold of harm is reached where the mandated person believes that a child's health, development or welfare have been, or are being seriously affected, or are likely to be seriously affected.

The Children First National Guidance document 2017 is the national, overarching guidance with regard to child safeguarding. The Guidance provides that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate.

Generally, bullying behaviour can be addressed without the involvement of Tusla. However, bullying behaviour may become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are not effective.

In determining when bullying behaviour should be reported to Tusla the following factors would be considered:

- The impact on the child
- Protective/appropriate action taken by the parents
- Protective/appropriate action taken by the school
- Engagement of child/family with support services such as NEPS

If there is doubt about whether bullying behaviour is a child protection concern the school would contact Tusla's social work department for advice. This will enable the social worker to explore the situation with school staff and provide advice on the best course of action.

### **Types of Bullying Behaviour**

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

## Direct Bullying Behaviour

Type of Bullying	Description / Example
<b>Physical Bullying</b>	Behaviour that involves intentional physical harm or the threat of it, such as hitting, kicking etc.
<b>Verbal Bullying</b>	Behaviour that uses spoken language to hurt or humiliate, such as name-calling, teasing, or insulting remarks.
<b>Written Bullying</b>	Behaviour that includes hurtful messages or threats in written form, whether physical (e.g. notes, graffiti) or digital (e.g. texts, posts etc.).
<b>Extortion</b>	Behaviour that involves coercion or manipulation for gain, such as demanding money, possessions, or favours under threat.

## Indirect Bullying Behaviour

Type of Bullying	Description / Example
<b>Exclusion</b>	Behaviour that involves intentionally leaving someone out or socially isolating them to cause hurt or rejection.
<b>Relational Bullying</b>	Behaviour that involves damaging someone's reputation or social relationships through gossip, rumours, or manipulation.

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

Type of Bullying	Description
<b>Disablist Bullying</b>	Behaviour or language intended to harm a student because of a perceived or actual disability or additional need.
<b>Exceptionally Able Bullying</b>	Behaviour or language intended to harm a student because of their high academic ability or outstanding talents.
<b>Gender Identity Bullying</b>	Behaviour or language intended to harm a student because of their perceived or actual gender identity.
<b>Homophobic/Transphobic (LGBTQ+) Bullying</b>	Behaviour or language intended to harm a student because of their perceived or actual LGBTQ+ identity.
<b>Physical Appearance Bullying</b>	Behaviour or language intended to harm a student because of their physical appearance, such as body shape, size, or features.
<b>Poverty Bullying</b>	Behaviour intended to humiliate or demean a student due to lack of resources or socioeconomic disadvantage.
<b>Racist Bullying</b>	Behaviour or language intended to harm a student because of their race or ethnic origin, including Traveller or Roma community membership.
<b>Religious Identity Bullying</b>	Behaviour intended to harm a student because of their religion or religious identity.



<b>Sexist Bullying</b>	Behaviour intended to harm a student based on their sex, often perpetuating stereotypes or suggesting inferiority.
<b>Sexual Harassment</b>	Any unwanted verbal, non-verbal or physical conduct of a sexual nature that affects a student's dignity or creates a hostile environment.

## Section A: Development/Review of our Bi 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.

Group	Date Consulted	Method of Consultation
<b>School Staff</b>	20 <sup>th</sup> January 2025	All staff surveyed through the use of a Microsoft Form
	31 <sup>st</sup> March 2025	Half Day Training
	12 <sup>th</sup> May 2025	Draft Bí Cineálta policy circulated to staff and feedback requested.
<b>Students</b>	20 <sup>th</sup> January 2025	All staff surveyed through the use of a Microsoft Form
	19 <sup>th</sup> March 2025	Focus Group 1 conducted by Wellbeing Coordinator with students
	20 <sup>th</sup> March 2025	Focus Group 2 conducted by Wellbeing Coordinator with students
<b>Parents</b>	27 <sup>th</sup> January 2025	All parents surveyed through the use of a Microsoft Form
	19 <sup>th</sup> March 2025	Follow up on parent survey
	12 <sup>th</sup> May 2025	Draft Bí Cineálta policy circulated to staff and feedback requested.
<b>Board of Management</b>	TBC	Review and Ratification
<b>Wider School Community</b>	27 <sup>th</sup> January 2025	Engagement with wider school community including School Completion Coordinators and local shop owners.

**Date Policy was approved:** 4<sup>th</sup> June 2025

## Section B:

At Coláiste Nano Nagle, our approach to bullying prevention is proactive, whole-school, and grounded in the values of kindness, inclusion, and justice, as reflected in the *Bí Cineálta* framework. Prevention is embedded across all aspects of school life, with specific strategies in place to address and reduce the risk of online bullying, homophobic and transphobic bullying, racist bullying, sexist behaviour, and sexual harassment. These strategies are informed by national policy and best practice, and are designed to create a culture where all students feel safe, respected, and valued.

Our work is aligned with the Wellbeing Policy Statement and Framework for Practice, which identifies four key areas essential to promoting wellbeing in schools: Curriculum (Teaching and Learning), Relationships and Partnerships, Culture and Environment, and Policy and Planning. Within each of these areas, targeted actions are implemented to build empathy, promote diversity, challenge discriminatory attitudes, and ensure a consistent, visible message that bullying in any form is unacceptable. By embedding these prevention strategies across the curriculum, in relationships, and throughout our daily interactions, Coláiste Nano Nagle actively works to create a school community where kindness is expected, lived, and protected.

### Curriculum (Teaching and Learning)

At Coláiste Nano Nagle, our teaching and learning environment strives to ensure that every student feels connected and valued as a learner. Through regular use of cooperative learning and group work, we cultivate empathy, mutual support, and a strong sense of belonging in the classroom. Our broad suite of Junior and Senior Cycle subjects, alongside rich co-curricular and extra-curricular programmes, offers students meaningful pathways to explore diverse interests, celebrate their identities, and develop confidence. In particular, the revised SPHE curriculum and its RSE strand intentionally embed themes of healthy relationships, diversity, and equity, aiming to challenge identity-based bullying and foster a culture of respect across all areas of study. Across every subject, we actively integrate content that promotes equity, social justice, and intercultural understanding, ensuring that our learners acquire not only academic knowledge but also the skills and values needed to thrive in a diverse and inclusive community.

Strategy	Outline
<b>Behaviour For Learning Programme</b>	As part of the Behaviour for Learning (BFL) Programme, the school provides a range of targeted and tailored interventions to support students experiencing difficulties with behaviour, emotional regulation, or engagement in school life. These include evidence-based programmes such as Why Try?, ALERT, Managing My Feelings, and Friends for Life. Each of these initiatives is designed

	to build resilience, develop emotional awareness, and promote positive behaviour strategies in a structured and supportive environment.
<b>Check and Connect</b>	An evidence-based student engagement and mentoring programme designed to support students at risk of disengagement. It aligns closely with early intervention practices in DEIS schools by promoting regular monitoring of attendance, academic progress, and behavioural indicators. Through a trusted adult mentor, students receive consistent check-ins, goal setting, and personalised support, which helps build resilience, strengthen school connection, and reduce early school leaving. This structured approach is particularly effective in fostering positive student-teacher relationships and addressing barriers to learning in an inclusive and preventative manner.
<b>Class Contracts</b>	Align with restorative and preventative classroom strategies that promote accountability, respect, and shared norms.
<b>Digital Media Literacy</b>	Explicitly supported in the Bí Cineálta document. Promotes critical engagement with technology, cyber safety, and respectful online interactions. Recommended as part of SPHE and school wide digital policy.
<b>DigiWise Web Talks</b>	Supports safe and respectful technology use. Part of the school's approach to digital citizenship, promoting online empathy and awareness of cyberbullying.
<b>First Year Induction Programme</b>	Early induction supports student belonging, peer relationships, and knowledge of school expectations. Encourages a telling environment and connection with trusted adults.
<b>FUSE Anti-Bullying Programme</b>	Developed by DCU Anti-Bullying Centre, FUSE offers age-appropriate modules promoting empathy, respect, and safe reporting. It supports a whole-school approach to bullying prevention and awareness.
<b>Internet Safety Talk with Local Gardaí</b>	Raises awareness of digital safety. Encourages respectful interactions online and offline. Promotes student agency and critical reflection on online behaviour.
<b>Programmes</b>	The school offers a wide range of programmes to support the diverse needs, interests, and pathways of all students. These include the Junior Cycle, Junior Certificate Schools Programme (JCSP), Level 2 Learning Programmes (L2LP), Transition Year (TY), Leaving Certificate Established (LCE), and the Leaving Certificate Applied (LCA). Each programme promotes student engagement, participation, and progression, ensuring that every learner is supported in reaching their full potential.
<b>Retreats for Each Year Group</b>	Fosters wellbeing through opportunities for personal reflection, strengthening group cohesion, and developing positive relationships.

<b>RSE</b>	Delivered within SPHE, RSE enables students to explore relationships, consent, and sexuality in an inclusive, age-appropriate way. Promotes respect, gender equity, and understanding of diversity.
<b>SPHE</b>	A mandatory curriculum area designed to promote emotional and social wellbeing, personal safety, empathy, and resilience. It supports respectful relationships and inclusion across all year groups.

## Relationships and Partnerships

At Coláiste Nano Nagle, we believe that strong, respectful relationships and meaningful partnerships form the foundation of all our anti-bullying and wellbeing efforts. Rooted in the values of the Bí Cineálta framework, our approach prioritises connection, care, and shared responsibility across the whole-school community. We foster a culture where student voice is heard, families are engaged as partners, and staff work collaboratively to support every learner. Through active student leadership, dedicated support structures, and a strong pastoral care system, we build an environment where we strive to ensure all students feel valued, safe, and included. These relationships are further strengthened by a wide range of awareness-raising initiatives that promote kindness, celebrate diversity, and equip students with the tools to build and maintain healthy relationships.

Strategy	Outline
<b>Community Links</b>	<p>Coláiste Nano Nagle actively collaborates with a wide range of local stakeholders as part of a whole-school approach to wellbeing and prevention. Key partners include the School Completion Programme (SCP), Home School Community Liaison (HSCL), Educational Welfare Officers, Gardaí, NEPS, NCSE, local support workers, and relevant community organisations. These partnerships enable the school to respond early to concerns, support students and families in need, and promote positive outcomes through a coordinated and informed support network.</p> <p>At Coláiste Nano Nagle, we are committed to ensuring that students with autism and those following the Level 2 Learning Programmes (L2LP) have access to engaging, hands-on, and meaningful learning experiences that support their personal and social development. As part of this commitment, students participate in a range of tailored activities that promote independence, confidence, and sensory wellbeing.</p> <p>These experiences include:</p> <ul style="list-style-type: none"> <li>• Doon Social Farm, where students engage in nature-based learning and horticulture in a calm, therapeutic environment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Liskennett Equine Therapy Centre, which offers horse-riding sessions that support emotional regulation, physical coordination, and self-esteem.</li> <li>• Visits to the Reptile Farm, providing a stimulating, sensory-rich experience that encourages curiosity, interaction, and enjoyment.</li> </ul> <p>Such activities are grounded in the principles of the <i>Bí Cineálta</i> framework, promoting kindness, inclusion, and student-centred learning. They ensure that all learners, particularly those with additional needs, are celebrated and supported to thrive in a respectful, nurturing school environment.</p>
<b>Guidance</b>	<p>The Guidance Department at Coláiste Nano Nagle provides both whole-school and individualised support to promote student wellbeing, academic success, and informed decision-making. Through one-to-one counselling, group workshops, and classroom inputs, guidance counsellors support students in areas such as mental health, study skills, career exploration, goal setting, and coping with transitions.</p> <p>Guidance counsellors also lead on key awareness campaigns, including mental health weeks, college access initiatives, and subject choice events. They contribute to student support plans, working collaboratively with Year Heads, SEN staff, and external agencies to ensure holistic care for students facing additional challenges.</p> <p>This work aligns fully with the <i>Bí Cineálta</i> framework, reinforcing a school culture that values empathy, belonging, and proactive support. By empowering students with the tools to understand themselves and their options, the Guidance Department plays a key role in fostering confidence, resilience, and inclusion throughout the school community.</p>
<b>Home School Liaison</b>	<p>The HSCL plays a central role in fostering a culture of inclusion, collaboration, and trust within Coláiste Nano Nagle. This role is particularly vital in our school, where many students and families benefit from additional support in navigating the education system. The HSCL works closely with families through home visits, regular communication, and personalised engagement, helping to build strong relationships and support students both academically and socially.</p> <p>The HSCL:</p> <ul style="list-style-type: none"> <li>• Organises termly meetings with the Parents' Council to seek their input on school policies, share updates, and ensure their voice is heard in school development.</li> </ul>

	<ul style="list-style-type: none"> <li>• Delivers parenting and family learning programmes, providing accessible opportunities for parents/guardians to engage in lifelong learning.</li> <li>• Leads the transition programme for incoming first-year parents and guardians, helping to build early connections and reduce anxiety around the move to post-primary education.</li> <li>• Attends local HSCL Cluster Meetings, sharing good practice and coordinating supports across DEIS schools.</li> <li>• Builds meaningful partnerships with external agencies, such as Doras Luimní and REALT, which support students from migrant and refugee backgrounds by addressing barriers to participation and promoting inclusion.</li> <li>•</li> </ul> <p>This work is deeply aligned with the <i>Bí Cineálta</i> framework, which places student and family voice, community partnership, and respectful relationships at the heart of school life. Through this approach, the HSCL helps ensure that every family feels welcomed, heard, and supported, creating a school environment where all students can thrive.</p>
<b>Links to Support Transitions</b>	<p>Smooth transitions are essential to student wellbeing, engagement, and success. Coláiste Nano Nagle prioritises a supportive, structured approach at each key educational stage to ease anxiety, promote a sense of belonging, and identify students who may require additional supports.</p> <p><b>Primary to Post-Primary</b></p> <p>The school works closely with feeder primary schools, School Completion Programmes, and HSCL with other Student Support Team members to support students and their families. Activities such as primary school visits, tasters days, incoming first year testing, access to education passports and reports, and an induction programme help to ease the transition and build early relationships. These measures ensure that students feel safe, included, and connected from the outset, while allowing staff to identify and plan for individual needs.</p> <p><b>Junior Cycle to Senior Cycle</b></p> <p>Dedicated transition support is provided through information sessions for students and their parents/guardians, one-to-one guidance and guest speakers e.g. past students. This helps students make informed decisions about programme choices, subject choices, career pathways, and personal goals. Supports are especially targeted towards students at risk of early school leaving or disengagement.</p> <p><b>Post-Primary to Further/Higher Education, Apprenticeships, and Employment</b></p>

	<p>The Guidance Department and external partners support senior students with career planning (e.g. College Awareness Week and attendance at Open Days), CAO/PLC applications, SUSI grants, HEAR and DARE schemes and access programmes. Partnerships with third-level institutions (e.g. Through the UL Access Office students participate in Broadening Horizons and Look to the Future programmes), employers, and community initiatives are central to ensuring positive post-school destinations.</p> <p>Partnerships with external organisations such as Teen Turn, Deloitte, and Junior Achievement Ireland further enhance our students educational experience and transition supports.</p> <ul style="list-style-type: none"> <li>• Teen Turn provides girls with role models and hands-on experience in STEM, increasing their confidence and aspiration towards third-level education and careers in science and technology.</li> <li>• Deloitte supports students through mentorship, career insights, and workplace visits, helping them envision professional futures and prepare for the world of work.</li> <li>• Junior Achievement delivers financial literacy, enterprise education, and work readiness programmes, equipping students with the practical skills and confidence to pursue their ambitions.</li> <li>• <b>Dóchas Autism Limerick</b> Supports the inclusion and transition of students with autism through community links, awareness training, and tailored progression planning.</li> <li>• <b>National Learning Network (NLN)</b> Provides alternative educational and training pathways for students with additional learning or emotional needs, offering small group settings and specialised supports to aid successful transitions.</li> </ul> <p>These initiatives are integral to the school's mission of providing equitable access to educational and career opportunities, particularly for students from DEIS contexts. Grounded in the values of the Bí Cineálta framework, this work ensures that students are empowered, informed, and supported to make positive post-school choices in an inclusive and caring environment.</p>
<b>Student Support Team</b>	A cross-functional team (e.g. Senior Management, SEN coordinator, Guidance, BFL Support and HSCL) providing holistic support to students and coordinating targeted interventions.
<b>Student Council</b>	The Student Council at Coláiste Nano Nagle plays a central role in promoting student voice, democratic participation, and leadership throughout the school community. Students are encouraged to take an active role in shaping school policy, particularly in areas such as anti-bullying, peer education, wellbeing promotion, and inclusion initiatives. Council members help lead campaigns that raise awareness



	<p>about key issues affecting students, fostering a culture of respect, kindness, and responsibility.</p> <p>The Council is supported in developing their skills and leadership capacity through engagement in a range of local and national platforms, including:</p> <ul style="list-style-type: none"> <li>• Comhairle na nÓg: giving students a voice in public decision-making at local and national level.</li> <li>• CEIST Student Leadership Conference: providing opportunities to reflect on values-based leadership and build connections with other CEIST schools.</li> <li>• ISSU (Irish Second-Level Students' Union): enabling students to participate in national conversations on education and advocate for their rights and interests.</li> <li>• Tusla's Investing in Children Award: recognising the school's commitment to listening to and acting on the views of young people. This prestigious award highlights the school's ethos of meaningful engagement and reinforces the Council's role in shaping a student-centred environment.</li> </ul> <p>The work of the Student Council is embedded within the <i>Bí Cineálta</i> framework, promoting student voice, inclusion, and shared ownership of a <b>positive, safe, and supportive school culture</b>. By empowering students to lead, listen, and act, the Council fosters a strong sense of belonging and collective responsibility across the school.</p>
<b>Year Heads</b>	<p>Year Heads at Coláiste Nano Nagle play a vital pastoral and leadership role in the life of the school. They are central to supporting student wellbeing, promoting positive behaviour, and ensuring that every student particularly those who may be vulnerable or at risk feels safe, seen, and supported in their school journey.</p> <p>Year Heads work proactively to build relationships with students and families, monitor attendance, academic progress, and behaviour, and respond promptly to concerns. They act as key contacts for students, parents/guardians, and staff, particularly when addressing issues related to bullying, social difficulties, or emotional wellbeing. They play a crucial role in early identification of students who may require additional interventions or referrals to other supports.</p> <p>In line with the <i>Bí Cineálta</i> framework, Year Heads are trained in and promote:</p> <ul style="list-style-type: none"> <li>• <b>Check and Connect:</b> a mentoring-based approach that builds long-term, trusting relationships with students at risk of disengagement.</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Restorative Practice:</b> supporting students to take responsibility, repair harm, and rebuild relationships through reflection and dialogue.</li> <li>• <b>RELATE:</b> a relational approach to behaviour and learning that prioritises empathy, connection, and emotional regulation.</li> <li>• <b>NEART:</b> a values-based wellbeing programme rooted in Irish cultural identity, designed to foster resilience, belonging, and emotional strength through storytelling, ritual, and reflective practices.</li> </ul> <p>Through these practices, Year Heads help create a consistent, caring, and inclusive environment, where expectations are clear, relationships are nurtured, and all students regardless of need or background are supported to succeed.</p>
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## Culture and Environment

At Coláiste Nano Nagle, we are committed to fostering a positive, inclusive, and respectful school culture where every student feels safe, valued, and supported. Relationships within our school community are built on the foundations of mutual respect, care, trust, and integrity, and these values are embedded in both our daily interactions and long-term planning. We take a whole-school approach to promoting inclusion and wellbeing, supported by open communication between students, staff, and families. School leaders model high expectations and reinforce core values through assemblies, parent and guardian evenings, and everyday engagement with students.

Our approach to bullying is consistent, fair, and proactive, with clear procedures in place that encourage students to speak up. We actively cultivate a strong culture of "telling", where bystanders are reminded that reporting bullying is a responsible and courageous act, not "telling tales." Students are encouraged to lead by example, promoting kindness, empathy, and inclusion in their daily interactions. Parents and guardians are valued partners in this work, helping to reinforce these expectations at home. Our physical environment is designed and monitored with student safety in mind, and our inclusive ethos is made visible through student-created displays, posters, and artwork that reflect our shared commitment to respect, diversity, and community.

Strategy	Outline
<b>Promoting CEIST Values</b>	The CEIST ethos is deeply woven into the fabric of Coláiste Nano Nagle, reflecting the legacy of our foundress, Nano Nagle, and her unwavering commitment to education, faith, and social justice. As a CEIST school, we uphold the core values of Catholic Education – An Irish Schools Trust, which include respect for every person,

	<p>excellence in teaching and learning, personal and spiritual development, a sense of community, and justice and responsibility.</p> <p>This school upholds its mission and commences each day with morning prayer, led by the Religious Education Department and delivered over the public address system, grounding our day in reflection and unity. We celebrate the liturgical calendar through school-wide events and liturgies, fostering a deeper connection to our faith traditions. A dedicated sacred space within the school offers students a place for quiet reflection, meditation and spiritual growth. Through these practices, we honour Nano Nagle's vision of holistic education that nurtures both the mind and the spirit.</p> <p>Each year, Coláiste Nano Nagle proudly celebrates Discover Catholic Schools and Catholic Schools Week as part of our commitment to promoting our school's Catholic ethos and CEIST values. These national events offer students and staff the opportunity to reflect on what it means to be part of a faith-based school community rooted in the legacy of Nano Nagle. A highlight of Celebrate Catholic School's week is grandparents' day which highlights the important role that grandparents play in the lives of their grandchildren.</p> <p>Our commitment to the CEIST ethos and Nano Nagle's legacy is evident in our efforts to create an environment where faith, compassion, and service are integral to daily life. By embodying these principles, we strive to empower our students to become thoughtful, just, and responsible members of society.</p>
<p><b>Active Schools Week</b></p>	<p>Active Schools Week at Coláiste Nano Nagle is a lively, inclusive celebration of physical activity, mental wellbeing, and whole-school engagement. It promotes teamwork, resilience, and fun while reinforcing the importance of leading an active lifestyle. The week is designed to include all students, regardless of sporting ability, and helps strengthen positive peer relationships and staff-student connections.</p> <p>A wide variety of activities are offered throughout the week, including:</p> <ul style="list-style-type: none"> <li>• Hula hooping and frisbee games, promoting coordination and inclusive participation.</li> <li>• Cricket, badminton, and volleyball sessions, encouraging skill development and friendly competition.</li> <li>• A school-wide table tennis tournament, allowing students to represent their class or year group in a supportive and energised environment.</li> <li>• Parachute games, particularly popular with junior classes, fostering teamwork and sensory engagement.</li> </ul>

	<ul style="list-style-type: none"> <li>• A high-energy penalty shootout, which draws large crowds and allows students to showcase their skills in a fun, low-pressure way.</li> <li>• A rowing machine competition, promoting endurance and personal goal-setting.</li> <li>• The ever-popular Student vs. Teacher dodgeball match, building community spirit and shared laughter.</li> </ul> <p>Active Schools Week contributes significantly to student wellbeing by providing structured opportunities to move, laugh, and connect. It also supports social inclusion, particularly for students who may not engage in extracurricular sport.</p> <p>In line with the <i>Bí Cineálta</i> framework, this week helps to create a school culture where positive interactions, physical health, and emotional wellbeing are celebrated and prioritised.</p>
<b>Anti-Bullying Week</b>	<p>Anti-Bullying Week is a whole-school initiative at Coláiste Nano Nagle that provides a focused opportunity to raise awareness, promote kindness, and build a culture of safety, respect, and inclusion. It encourages students to reflect on the impact of bullying and take collective action to prevent it.</p> <p>A key highlight of the week is the leadership shown by the Student Council, who play an active role in:</p> <ul style="list-style-type: none"> <li>• Organising whole-school initiatives e.g. Kindness Pledge, inviting every student and staff member to commit to fostering a respectful and inclusive school environment.</li> <li>• Leading daily intercom announcements, sharing key messages from the <i>Bí Cineálta</i> Guidelines.</li> <li>• Coordinating a <i>Bí Cineálta</i> poster competition, where students create visual messages that promoted empathy, courage, and standing up for others.</li> </ul> <p>Anti-Bullying Week is also embedded across the curriculum and is linked to Wellbeing subjects such as SPHE, CSPE, and Junior Cycle Wellbeing.</p> <p>This whole-school approach is deeply aligned with the <i>Bí Cineálta</i> framework, reinforcing student voice, respectful relationships, and proactive support systems. Anti-Bullying Week plays a vital role in ensuring that every student feels safe, heard, and empowered to contribute to a positive and inclusive school culture.</p>
<b>Extra and Co Curricular</b>	<p>At Coláiste Nano Nagle, extra-curricular activities are a vital part of school life. They promote a strong sense of community, student</p>

	<p>engagement, and positive peer interaction, offering students opportunities to connect beyond the classroom. A wide range of inclusive activities such as sports, debating, drama, music, coding, student leadership, and cultural celebrations ensure that every student can find a space to belong and contribute</p> <p>.</p> <p>These activities are particularly important in reducing isolation, fostering resilience, and developing students' social, emotional, and leadership skills. By providing accessible and diverse programmes, the school ensures that students from all backgrounds, including those at risk of marginalisation, are supported to thrive.</p> <p>Aligned with the values of the <i>Bí Cineálta</i> framework, the extra-curricular programme plays a central role in promoting respect, kindness, inclusion, and wellbeing across the school community</p>
<b>Positive Behaviour Initiatives</b>	<p>Coláiste Nano Nagle has a long-standing commitment to promoting positive behaviour and student wellbeing, supported through our partnership with the former National Behaviour Support Service (NBSS), now under the NCSE. This collaboration has helped shape a proactive, relationship-centred approach to behaviour, grounded in early intervention, consistency, and student voice.</p> <p>The school's Positive Behaviour Strategy Team leads on whole-school initiatives that promote a safe, respectful, and engaging learning environment. These include the positive points system, the "See Something, Say Something" campaign, which empowers students to speak up about concerns and reinforces a culture of accountability and care. The student journal plays a central role in this strategy, serving as a key communication tool to reinforce expectations and support consistent messaging between home and school.</p> <p>Additional resources developed to support positive behaviour in our school journal include:</p> <ul style="list-style-type: none"> <li>• Top Tips for Success: a clear, student-friendly guide to thriving at school</li> <li>• The 10-Step Classroom Routine: promoting predictability, focus, and respectful classroom habits</li> <li>• Online Classroom Etiquette: developed to support positive engagement during digital learning and homework platforms.</li> <li>• Student Friendly Bí Cineálta Policy</li> <li>• Alert Programme Engine and Behaviour Scale</li> <li>• My Wellbeing Mr Men Graphic</li> </ul>

	<p>These initiatives align closely with the <i>Bí Cineálta</i> framework by fostering a whole-school culture of kindness, responsibility, and mutual respect, ensuring that all students feel supported to succeed, both academically and socially.</p>
<b>Intercultural Day</b>	<p>Intercultural Day is one of the most joyful and unifying events in the Coláiste Nano Nagle calendar. It is a whole-school celebration of diversity, inclusion, and cultural pride, designed to promote understanding, representation, and connection across the entire school community.</p> <p>The day includes a wide variety of activities that highlight and honour the cultural backgrounds of our students and their families:</p> <ul style="list-style-type: none"> <li>• Visits from local primary schools, who are invited to join in the celebration and learn from student-led activities.</li> <li>• Live performances, including music, spoken word, and cultural dance routines that showcase the rich traditions of the school's multicultural community.</li> <li>• Impromptu dance-offs and student-led stage segments, creating an energised, inclusive atmosphere where students feel free to express themselves and cheer one another on.</li> <li>• Interactive dance sessions for visiting primary students, led by our own students, which promote leadership, confidence, and inter-school connections.</li> <li>• Family and parent involvement, with parents invited to attend, contribute, and connect with one another and with staff, strengthening school-home partnerships.</li> <li>• A "Taste of Others" experience, where students and families bring in food from their home cultures, allowing everyone to explore global flavours and traditions.</li> </ul> <p>This vibrant celebration of identity and belonging is not just about enjoyment it also plays a powerful educational role. Intercultural Day supports:</p> <ul style="list-style-type: none"> <li>• Cultural visibility and representation, affirming students' identities in a public and positive way.</li> <li>• Mutual respect and empathy, by creating space to learn about and appreciate difference.</li> <li>• Anti-racism and anti-bullying efforts, particularly in addressing racist bullying and exclusion.</li> <li>• The inclusion of EAL, migrant, and Traveller/Roma students, helping to ensure they feel recognised, valued, and respected.</li> </ul> <p>Deeply aligned with the values of the <i>Bí Cineálta</i> framework, Intercultural Day is a key driver in building a school culture grounded in kindness, connection, and community celebration.</p>

<p><b>Active Supervision</b></p>	<p>Active supervision is a key preventative measure in promoting student safety and reducing incidents of negative behaviour. It requires high visibility of staff, particularly during unstructured times such as before school, at break and lunch times, and during transitions between classes. Regular patrols and presence in shared spaces help create a calm and accountable environment where students feel supported and seen.</p> <p>A proactive approach includes maintaining a balance between structured and unstructured spaces, ensuring that students have both freedom and boundaries. Specific areas of concern, such as toilets, stairwells, corridors, and outdoor lunch areas, should be closely monitored and included in the supervision rota to minimise opportunities for hidden or repeated negative interactions.</p> <p>This strategy aligns with the <i>Bí Cineálta</i> framework by ensuring that the school environment is safe, respectful, and conducive to positive peer interactions, reinforcing a culture where every student feels protected and valued.</p>
<p><b>Print Rich Environment</b></p>	<p>At Coláiste Nano Nagle, the physical school environment plays an important role in reinforcing the values of respect, kindness, inclusion, and student empowerment. A print-rich environment is maintained throughout the building to support a culture where all students feel informed, supported, and valued.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Anti-Bullying posters that outline the school's zero-tolerance approach to bullying and clearly display reporting pathways.</li> <li>• Student-produced messages and artwork promoting themes such as friendship, diversity, and standing up for others empowering students to shape the school's visual culture.</li> <li>• Visual guides on how to report concerns, access supports, or seek help ensuring that all students know who to talk to and where to go if they feel unsafe.</li> <li>• Campaign materials from whole-school initiatives such as FUSE, NEART, and Wellbeing Week, displayed in corridors, classrooms, and communal spaces to reinforce key messages.</li> <li>• Celebrations of student voice, such as displays from the Student Council, Comhairle na nÓg, or student-led projects that encourage active citizenship.</li> <li>• National flags representing the diverse cultural backgrounds of our student body, promoting visibility, belonging, and respect for all communities within the school.</li> </ul> <p>These displays are updated regularly, are accessible to all learners, and serve as constant visual reminders of the school's commitment to wellbeing, dignity, and community. As part of the <i>Bí Cineálta</i> framework, the print-rich environment helps promote a consistent</p>

	<p>message across the school: every student belongs, every voice matters, and kindness is everyone's responsibility.</p>
<p><b>Sports Day</b></p>	<p>Sports Day at Coláiste Nano Nagle is a vibrant whole-school event that celebrates community, teamwork, and positive student-staff relationships. It is designed to foster a spirit of inclusion, fun, and friendly competition, creating opportunities for students to connect across year groups and backgrounds in an active, supportive environment.</p> <p>Key highlights of the day include:</p> <ul style="list-style-type: none"> <li>• The use of a local community pitch, reinforcing partnerships beyond the school gates and promoting a strong connection with the wider locality.</li> <li>• A Teacher vs. Student basketball match, which brings energy and excitement while breaking down barriers between staff and students in a playful and respectful way.</li> <li>• The presence of the school mascot, adding a sense of fun and identity, while encouraging cheer and whole-school participation.</li> <li>• An ice cream van treat for all students, recognising effort and reinforcing the joyful, celebratory nature of the day.</li> </ul> <p>Sports Day contributes to reducing social divisions, encouraging cooperation and mutual respect, and helping students to engage in positive peer interactions outside of the classroom. It also provides opportunities for student leadership, whether through helping to organise events, lead teams, or support peers.</p> <p>Aligned with the <i>Bí Cineálta</i> framework, Sports Day supports the development of a positive school culture, where wellbeing, inclusion, and relationship-building are central to every experience.</p>
<p><b>Student Excellence Awards</b></p>	<p>The Student Excellence Awards at Coláiste Nano Nagle is a highly anticipated, student- and staff-supported celebration that honours the diverse achievements and contributions of our school community. Awards span a wide range of categories, including academic excellence, sport, attendance, co- and extra-curricular involvement, community engagement, and special recognitions such as the Kindness Award, Spirit of Nano Nagle Award, and Student of the Year for each year group.</p> <p>The ceremony features performances by both students and staff, which reflect the school's culture of collaboration, mutual respect, and shared celebration. These moments of connection embody the principles of the <i>Bí Cineálta</i> framework, highlighting the importance</p>



	<p>of relationships, inclusion, and belonging. Guest presenters and past pupils are also invited to participate, reinforcing a sense of continuity and pride in our community.</p> <p>More than an awards event, the Student Excellence Awards is a celebration of every student who has shown up, participated, supported others, and made a difference whether in the classroom, on the pitch, or in the wider school environment. It reflects our belief that excellence is not defined solely by grades, but by character, effort, and contribution, and that every student deserves to be seen, valued, and celebrated.</p>
<b>Weekly Assemblies</b>	<p>Assemblies are also used to:</p> <ul style="list-style-type: none"> <li>• Promote and revisit elements of the Bí Cineálta Policy, including the importance of student voice and respectful communication.</li> <li>• Share key messages related to the school’s Anti-Bullying initiatives, including the “See Something, Say Something” campaign and restorative practices.</li> <li>• Recognise students through attendance awards, kindness nominations, student council updates, and cultural celebrations, ensuring that a wide range of contributions are acknowledged.</li> </ul> <p>By embedding these practices into weekly routines, assemblies support the development of a cohesive school community, where expectations are clear and students feel valued and connected. They help make kindness and inclusion visible, consistent, and actionable in the daily life of the school.</p>
<b>Wellbeing Week</b>	<p>Wellbeing Week is a whole-school initiative that aligns with the school’s Junior Cycle Wellbeing curriculum and promotes mental health, emotional literacy, and student voice. The week organised by the Wellbeing team and members of the study body. It is designed to complement classroom learning through a diverse range of co-curricular and extra-curricular activities, ensuring all students have opportunities to explore wellbeing in interactive and meaningful ways.</p> <p>Key activities during the week may include:</p> <ul style="list-style-type: none"> <li>• Mindfulness and meditation workshops, journaling sessions, and gratitude walls</li> <li>• Guest speakers on topics such as stress management, digital wellbeing, and mental fitness</li> </ul>



	<ul style="list-style-type: none"> <li>• Creative arts sessions, music performances, and movement breaks, allowing students to engage with wellbeing through varied and inclusive formats</li> <li>• Themed days promoting positivity, friendship, kindness, and healthy lifestyles</li> </ul> <p>Wellbeing Week also supports cross-department collaboration, with SPHE, PE, and CSPE integrating wellbeing-focused lessons during the week. It is closely linked with the <i>Bí Cineálta</i> framework, helping to build a school culture where kindness, resilience, empathy, and care for self and others are actively taught, experienced, and celebrated.</p>
<b>Lunchtime Clubs</b>	Provide safe, inclusive spaces during unstructured time. Promote social integration, hobbies, and student choice. These act as an effective buffer against isolation and exclusion.
<b>Digital Learning Strategy Team</b>	The Digital Learning Strategy Team at Coláiste Nano Nagle plays a key role in leading and supporting the integration of digital technologies across teaching, learning, and assessment. Guided by the school's Digital Learning Framework and informed by feedback, the team ensures that digital tools are used to enhance student engagement, promote independent learning, and improve access for all learners. Promotes safe and responsible technology use in line with the Acceptable Use Policy. The goal is to embed digital competence in a meaningful, inclusive, and sustainable way equipping both staff and students with the skills needed for success in a digital world.

## Policy and Planning

At Coláiste Nano Nagle, our commitment to preventing and addressing bullying is firmly embedded in our policy and planning frameworks, which guide every aspect of school life. Anti-bullying measures are integrated into a wide range of policies that promote student safety, inclusion, and wellbeing. These policies provide clear expectations for behaviour, support digital safety, safeguard children, and ensure that the diverse needs of all learners are recognised and met. Central to our approach is the belief that policy should reflect the lived experience of the school community. To that end, we regularly consult with students and parents during the development and review of key policies. Feedback is gathered through surveys, focus groups, and structured consultation with both the Student Council and Parents' Council, ensuring that their voices shape meaningful and relevant actions.

Staff are also key stakeholders in this process. They are actively involved in policy development and are supported through ongoing CPD in areas such as anti-bullying, restorative practice, child protection, inclusive education, and wellbeing.

Strategy	Outline
<b>DEIS Plan</b>	<p>The school's DEIS Plan is structured around eight key themes:</p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Retention</li> <li>3. Literacy</li> <li>4. Numeracy</li> <li>5. Supporting Educational Transitions</li> <li>6. Attainment</li> <li>7. Partnership with Parents</li> <li>8. Partnership with Others</li> </ol> <p>Leadership, CPD, and Wellbeing are deeply intertwined throughout the DEIS Plan. The school's DEIS Team leads the implementation, review, and evaluation of the plan, integrating School Self-Evaluation (SSE). Students are encouraged to participate through peer mentoring, student leadership roles, and awareness initiatives, reinforcing their voice in shaping an inclusive, respectful school culture.</p>
<b>Code of Behaviour</b>	<p>The Code of Behaviour at Coláiste Nano Nagle is designed to support the building of a caring, inclusive, and respectful school community, where justice, courtesy, and kindness are lived values. It is a foundational part of the school's commitment to the <i>Bí Cineálta</i> framework and plays a key role in promoting positive behaviour, student wellbeing, and a safe learning environment.</p> <p>The Code sets out clear expectations in relation to attendance and punctuality, general conduct, the teaching and learning environment, dress and appearance, use of technology (both online and offline), health, safety and welfare, and a system of rewards, supports and sanctions.</p> <p>The Code is underpinned by a clear and fair discipline structure. This structure is progressive, transparent, and centred on the principles of natural justice, meaning that every student has the right to be informed of any concerns, to respond before decisions are made, and to have their voice heard in a fair and respectful process. Sanctions are applied proportionately and aim not only to address behaviour but also to support students in learning from their actions.</p> <p>In addition to consequences, the Code promotes positive reinforcement, celebrating students who demonstrate kindness, leadership, effort, and positive contributions to school life. It also supports the use of restorative practices, giving students</p>

	<p>opportunities to reflect, repair harm, and rebuild relationships where needed.</p> <p>The Code of Behaviour explicitly aims to ensure students are aware of the impact of their behaviour in all contexts. It outlines clear reporting procedures, supportive interventions, and follow-up actions to ensure that issues are resolved, and students feel safe and supported.</p>
<b>Stakeholder Feedback</b>	<p>At Coláiste Nano Nagle, stakeholder voice is central to shaping a safe, inclusive, and responsive school environment. Qualitative and quantitative methodologies are used to gather meaningful feedback from students, staff, and parents/guardians, ensuring that a wide range of perspectives inform decision-making, planning, and policy development.</p> <p>Qualitative methods, such as focus groups provide rich insights into the lived experiences of students and families, particularly those from underrepresented or vulnerable groups. These approaches allow for open dialogue, the identification of emerging issues, and the co-creation of solutions that are grounded in empathy and trust.</p> <p>Quantitative tools, including structured surveys and questionnaires, are used to gather broad-based data. Feedback mechanisms also support student leadership, as outcomes are shared with the Student Council for further reflection and input. Ultimately, this process helps to build a school culture where the voices of all members of the community are listened to, valued, and acted upon, strengthening the school's commitment to continuous improvement.</p>
<b>School Policies</b>	<p>The school has a comprehensive range of policies in place, each carefully developed to support and promote student wellbeing, positive behaviour, and inclusion. These policies work collectively to create a safe, respectful, and caring environment where all students can thrive. They guide practice in areas such as teaching and learning, digital engagement, behaviour, relationships, special educational needs, pastoral care, ensuring that students' needs are considered in a holistic and consistent way. By embedding clear expectations, supportive structures, and inclusive practices, these policies help to prevent issues before they arise and ensure an effective response when challenges occur. Each policy reflects the school's commitment to upholding the values of the <i>Bí Cineálta</i> framework which include kindness, dignity, equity, and student voice and reinforces the message that every student is valued, protected, and supported throughout their school journey.</p>

<p><b>Referral System</b></p>	<p>A clear and accessible referral system is essential in ensuring that all students feel safe, supported, and empowered to report bullying or other concerns. At Coláiste Nano Nagle, the referral system is designed to be student-friendly, confidential, and responsive, ensuring that issues are addressed promptly and sensitively.</p> <p>Students are informed about how and where to report concerns, with clear guidance provided through assemblies, classroom discussions, the student journal, and visual signage throughout the school. The school's student friendly version of the Bí Cineálta policy supports this endeavour. The system encourages students to come forward whether they are experiencing bullying themselves, witnessing it, or concerned for a peer without fear of retaliation or judgement.</p> <p>Designated members of staff are assigned responsibility for receiving and responding to referrals. These staff members are trained in handling disclosures with empathy, discretion, and procedural fairness. All reports are treated confidentially, and students and their parents/guardians are kept informed of how their concern is being managed to ensure follow-through, support, and resolution.</p> <p>The referral system also supports the wider implementation of restorative practices, allowing for structured dialogue, repair of relationships, and personal reflection where appropriate. It complements the school's commitment to the Bí Cineálta framework by ensuring that every student feels listened to and supported.</p>
<p><b>CPD for Staff</b></p>	<p>At Coláiste Nano Nagle, ongoing professional development is a key component of building a whole-school culture of inclusion, kindness, and student wellbeing. Teachers and support staff are continually supported through a wide range of CPD opportunities that equip them to respond effectively to the complex dynamics of bullying, promote positive behaviour, and meet the needs of a diverse student population.</p> <p>Staff participate in targeted training such as Restorative Practice training, which equips them with the tools to facilitate conflict resolution, build trust, and promote accountability through dialogue rather than punishment. The school's Positive Behaviour Team also engages in specialised training to implement whole-school strategies that are consistent, supportive, and rooted in empathy.</p>

	<p>As part of the school's commitment to <i>Bí Cineálta</i>, a dedicated half-day training session was delivered to all staff in March 2025, exploring the framework's principles of kindness, fairness, inclusion, and student voice. This session helped embed a shared understanding of the school's values and translate them into daily classroom and corridor practice.</p> <p>Additional CPD includes training in RELATE, a relationship-centred behaviour and learning approach that prioritises emotional regulation and connection, and Check and Connect, an evidence-based mentoring programme focused on building long-term, trusting relationships with students who may be at risk of disengagement.</p>
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## Section C:

### Addressing Bullying Behaviour:

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

- Principal
- Deputy Principal
- Year Heads

Note that any teacher or staff member may act as a relevant person if the circumstances warranted it.

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

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to investigate and address the bullying behaviour and to review progress are as follows:

## Stage 1: Initial Report/Disclosure of Bullying Incident

Action Taken By: Subject Teacher	
Procedure	<ul style="list-style-type: none"> <li>• Challenge the behaviour as being unacceptable</li> <li>• Speak to both students separately and try to resolve the issue</li> <li>• Keep a personal record</li> <li>• Complete relevant incident sheet outlining details and interventions</li> <li>• Give to the relevant teacher, usually the Year Head or Deputy Principal / Principal if warranted</li> <li>• The victim is given a contact person she trusts and is encouraged to come forward until the bullying behaviour is eliminated e.g. Year Head, Guidance Counsellor</li> </ul>
Support and/or sanction may include	<p><b>Sanctions may include:</b></p> <ul style="list-style-type: none"> <li>• Serious talk with student(s) re effects of their behaviour</li> <li>• Verbal warning. Student(s) involved warned to stop</li> <li>• Seek verbal agreement re future behaviour</li> <li>• Outline a fair outcome if appropriate e.g. an apology, return of property etc.</li> <li>• Class sanction can be imposed</li> </ul>

**Note: Incidents of a very serious nature which warrant immediate significant action will be reported to the Principal/Deputy Principal and will proceed immediately to stage 3.**

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher.

In investigating and dealing with alleged bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how the situation may be resolved.

## Stage 2: Subsequent Reporting, Investigation and Follow Up of Bullying Incidents:

Action Taken By: Year Head	
Procedure	<ul style="list-style-type: none"> <li>• Reported incident is considered and investigated by <b>Year Head</b></li> <li>• All parties involved will be interviewed individually, outside of the classroom setting to ensure the privacy of all involved. (Other relevant <b>teachers</b> may be asked to assist with this process)</li> <li>• All interviews will be conducted with sensitivity and with due regard to the rights of all involved</li> <li>• The <b>relevant teacher</b> will adopt a calm, unemotional, problem-solving approach</li> </ul>

	<ul style="list-style-type: none"> <li>• All parties involved will be asked to provide a written factual statement – what, where, when, why</li> <li>• Where it has been determined that bullying behaviour has occurred, the parents/guardians of both parties will be contacted at an early stage and actions being taken will be explained</li> <li>• The Code of Positive Behaviour may be invoked</li> <li>• <b>The Principal/Deputy Principal</b> may be informed depending upon the severity/ nature of the incident</li> <li>• Records are kept throughout and necessary forms completed and stored according to GDPR regulations</li> <li>• The <b>relevant teacher(s)</b> monitor(s) progress with victim, bully, bystanders, or others involved, to determine if a satisfactory resolution has been reached.</li> </ul>
<p><b>Support and/or sanction may include</b></p>	<p><b>Sanctions may include:</b></p> <ul style="list-style-type: none"> <li>• Serious talk with the student(s) in relation to behaviour and future behaviour.</li> <li>• Student(s) brought to a meeting of the Discipline Committee.</li> <li>• A phone call home to the parents/guardians of both parties.</li> <li>• Parents/guardians of one or both parties may be asked to attend a meeting with the Year Head, Discipline Committee and/ or Senior Management.</li> <li>• After school detention.</li> <li>• In school detention (student not allowed to attend regular classes, arrangement made for subsequent supervision).</li> <li>• Contract with regard to future behaviour. This may take a verbal or written format. In the case of a written contract, parents/guardians may also be asked to witness this</li> <li>• Monitoring of future behaviour</li> </ul> <p><b>Supports may include:</b></p> <ul style="list-style-type: none"> <li>• Both parties may be asked to engage in a supervised Restorative Practice Session in order to heal the relationship. This is a voluntary activity and no student will be asked to participate against their will</li> <li>• Negotiating agreements between parties and monitoring progress.</li> <li>• Student(s) asked to avail of counselling services within the school.</li> <li>• Strengthening the victim</li> <li>• Pastoral care system</li> <li>• Buddy/Peer mentoring system</li> <li>• Class Teacher/ Year Head Support</li> <li>• Care team support</li> <li>• School Completion Support</li> <li>• Learning Support</li> <li>• Referral to the Behaviour for Learning Classroom</li> <li>• Parents/guardians asked to seek advice of GP.</li> <li>• Referral to outside counselling agency.</li> </ul>

	<ul style="list-style-type: none"> <li>• Established intervention strategies may be used e.g.</li> <li>• School Completion Support</li> <li>• Home School Liaison</li> </ul>
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<b>Action Taken By: Deputy Principal/ Principal</b>	
<b>Procedure</b>	<ul style="list-style-type: none"> <li>• School Code of Positive Behaviour is invoked at Senior Management Level</li> <li>• Contact made with parents/guardians of both parties</li> <li>• Parents/guardians of perpetrator(s) meet with Principal/Deputy Principal (Year Head may also be asked to attend). Principal will use discretion in meeting parents of victim</li> <li>• Feedback given to relevant teacher(s) - Year Heads</li> <li>• Records kept and all necessary paperwork/ forms completed</li> <li>• Follow up progress with victim and bully, bystanders and others involved</li> <li>• Continue to monitor the situation.</li> </ul>
<b>Support and/or sanction may include</b>	<p><b>Sanctions may include:</b></p> <ul style="list-style-type: none"> <li>• After-school detention or other agreed sanction from school's Code of Positive Behaviour.</li> <li>• Out of school Suspension.</li> <li>• Parents/Guardians are met and conditions set regarding student's future behaviour. Contract is signed by both pupil and parents.</li> <li>• Parents/guardians may be asked to attend a meeting with Senior Management and the Discipline Committee.</li> <li>• The future of the student(s) in the school may be considered.</li> <li>• A referral may be made to The Board of Management.</li> </ul> <p><b>Supports may include:</b></p> <ul style="list-style-type: none"> <li>• Referral to Guidance Counsellor, HSCL Coordinator, Behaviour for Learning Classroom</li> <li>• Referral to GP and /or National Education Psychological Service (NEPS)</li> <li>• Contact with relevant external agencies and authorities, as appropriate e.g., HSE Children and Family Social Services</li> </ul>



### Stage 3: Where Bullying Behaviour Persists

Action Taken By: Board of Management in conjunction with Principal/Deputy Principal	
Procedure	<ul style="list-style-type: none"> <li>• Parents/guardians and student(s) are invited to meet with the Board of Management</li> <li>• Feedback to School Management</li> <li>• Record kept and all necessary paperwork is completed</li> <li>• Follow up progress with victim and bully and parents of both parties</li> </ul>
Support and/or sanction may include	<p><b>Sanctions may include:</b></p> <ul style="list-style-type: none"> <li>• Positive Code of Behaviour is invoked</li> <li>• Conditions are set regarding student's future behaviour and a contract is signed by both student and parents/guardian</li> <li>• Suspension</li> <li>• Exclusion</li> </ul> <p><b>Supports may include:</b></p> <ul style="list-style-type: none"> <li>• Referral to in school supports</li> <li>• Referral to relevant external agencies and authorities</li> </ul>

## 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.

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: Eddie Bourke

Date: 04/06/2025

(Chairperson of Board of Management)

Signed: Sinéad Moloney

Date: 04/06/2025

(Principal)

## **Appendix A: Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy**

The Board of Management of Coláiste Nano Nagle confirms that the Board of Management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of 4<sup>th</sup> June 2025.

This review was conducted 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.

Signed: Eddie Bourke

Date: 04/06/2025

(Chairperson of Board of Management)

Signed: Sinéad Moloney

Date: 04/06/2025

(Principal)

## Appendix B: Template for recording bullying behaviour

### 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. Source of bullying concern/report (tick relevant box(es))*		4. Location of incidents (tick relevant box(es))*	
Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	
		Other	

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

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### 6. Type of Bullying Behaviour (tick relevant box(es)) \*

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

### 7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

### 8. Brief Description of bullying behaviour and its impact

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**9. Details of actions taken**

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

Date \_\_\_\_\_

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

## Appendix C: Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for Board of Management meeting of DD/MM/YYYY

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the Board of Management:

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 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 etc  
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.

## Appendix D: Review of the Bí Cineálta Policy

The Board of Management 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.

### Bí Cineálta Policy Review

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?

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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?

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5. How has the Bí Cineálta policy and student -friendly policy been communicated to parents?

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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?

Yes ☐ No ☐

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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?

Yes ☐ No ☐

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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?

Yes ☐ No ☐

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9. Has the Board discussed how the school is addressing all reports of bullying behaviour.

Yes ☐ No ☐

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10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?

Yes ☐ No ☐

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11. Have the prevention strategies in the Bí Cineálta policy been implemented?

Yes ☐ No ☐

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12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?

Yes ☐ No ☐

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13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

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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:

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

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

Yes ☐ No ☐

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

Yes ☐ No ☐

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

Yes ☐ No ☐

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?

Yes ☐ No ☐

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

(Chairperson of Board of Management)

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

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

(Principal)

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

## Appendix E: Student Friendly Policy



**We want everyone at our school to feel safe and happy.**



**What should you do if you are being bullied or witness bullying?**

- Tell a trusted teacher
- Hand up a note with your homework
- Send a message to a trusted teacher on Teams
- Get a parent or guardian to contact the school



**What is Bullying Behaviour?**

Bullying Behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.



**If a student tells a staff member that they think they are being bullied, we will:**

- Talk with the student
- Ask the student what they want to happen
- Work out a plan together
- Talk to their parents
- Talk to the other student(s) involved
- Talk with the other student's parents