



Bí Cineálta Policy

Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Scoil Phádraic Cailíní has **adopted the following anti-bullying policy** within the framework of the school's overall Code of 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 in whatever form and however motivated i.e. gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

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 everybody 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 everybody has a 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	19/5/25.	Aladdin.
Students	19/5/25	Survey and class discussion.
Parents	12/5/25.	Survey.

This policy was ratified by the Board of Management at their meeting on 20/5/25

All staff engaged in training on this policy.

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate:

In developing the 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 our 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 our board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in Christian response. This school will listen closely to and engage in 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 further 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.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

(a) A positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community;
- all communication between the stakeholders; pupils, parents, staff, Board of Management must meet the threshold of respect communication.

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) Implementation of education and prevention strategies (including awareness raising measures) that-

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- effective supervision and monitoring of pupils;

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Supervision and Monitoring of Pupils

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

The school has a number of systems in place

- Cara Buddy System where 6th class pupils assist and support junior pupils

- Yard Monitor System where senior pupils encourage pupils to participate in yard games for the purpose of ensuring that all pupils are included at play time.
- Supports are in place at class and learning support level for pupils who need social support and support with emotional regulation.
- There are agreed appropriate monitoring and supervision practices in the school, including adult supervision at school arrival and dismissal times as well as break and lunchtimes.
- Anti-bullying surveys are administered to the pupils at least once a term to support communication about bullying.
- Care Plans are in place for pupils with care needs.
- The school uses some of the resources of the 'Break through the Cloud of Bullying' programme.
- The Pupils Council communicates to their classes about school initiatives around anti-bullying and feeds back to the council on this.
- The Parents Association gives due consideration to all pupils and supports their participation in Parents Association organised Fun Days.
- The school has a Voluntary Smartphone Ban Initiative to support parents with delaying the introduction of smartphones to primary school pupils.
- In relation to Acceptable Use Policy in the school the following issues are addressed:
 - All Internet sessions are supervised by a teacher.
 - Pupils have been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the teacher.

(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which has been provided for educational purposes only).

Implementation of curricula

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Cool School Lessons, #UP2US, Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet, Break Through the Cloud of Bullying.
- School wide delivery of lessons on **Cyberbullying, Emotional Regulation and Wellbeing.**
- Delivery of the SPHE Programmes at primary level. These lessons cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) have access to the anti-bullying/Bí Cinealta policy and the Code of Behaviour of the school on the website.
- The implementation of regular (e.g. per year/per term/per month/per week) whole school promotion of friendship, and bullying prevention seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal etc.

- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to the teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - No More Worries Box
- awareness measures e.g. a dedicated notice board in the school and classrooms.
- Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Administer a confidential questionnaire at least once a term to all pupils.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. Monthly Anti-bullying Surveys and the Anti-Bullying Campaign Resources –Break Through the Cloud of Bullying.

Section C: Addressing Bullying Behaviour

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

The Relevant Teachers in this school are: Class Teacher/Supervising Teacher
The Principal/ Deputy Principal thereafter if necessary

The Class/Supervising Teacher will inform the Principal of all incidents of bullying.

Any teacher may act as a relevant teacher if circumstances warrant 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

listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation

conduct all conversations with sensitivity

consider the age and ability of those involved

take action in a timely manner

inform parents of those involved

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

Identifying if bullying behaviour has occurred:

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 a balance of power in relationships between two people or groups of people in society.

To determine whether the behaviour reported is bullying behaviour you 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 above questions is **yes** , then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour. If the answer to any of these questions is No, then the behaviour is not bullying behaviour.

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

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved should be met as a group.
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views.
- Each student should be supported as appropriate, following the group meeting .
- It may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour

It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation

A record should be kept of the engagement with all involved.

This record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedure), where and when it took place and the date of the initial engagement with the students involved and their parents .

The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour and follow up where bullying behaviour has occurred . The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement. Important factors to consider as part of this engagement are

The nature of the bullying behaviour,

The effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.

The teacher should document the review with students and their parents, to determine if the bullying behaviour has ceased and document the views of students and their parents in relation to this.

The date that it has been determined that the bullying behaviour has ceased should also be recorded Any engagement with external services/supports should also be noted.

Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased .

If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents.

A timeframe should be agreed for further engagement until the bullying behaviour has ceased.

If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour.

If disciplinary sanctions are considered, this is a matter for the school. The school may decide that sanctions include a Supervision Plan for the pupil engaging in the bullying behaviour.

The Supervision Plan may include but is not limited to;

- Individual adult supervision/monitoring of the child while on the yard.
- Withdrawal from the yard during break times.
- Parental supervision from home to school and school to home, i.e. the child has to be signed in by a parent at morning arrival time and signed out at home time.
- Parental supervision at lunchtime in a room in the school.
- Cooperation with a behaviour monitoring system.
- Maintenance of distance from bullying victims etc.

If the child's behaviour does not improve under the Supervision Plan the parents will be required to meet with the Chairperson of the Board of Management.

If the parents do not cooperate with the Supervision Plan the school has the right to move directly to suspension.

Where the behaviour is gross misconduct the school has the right to move directly to suspension and/or expulsion without recourse to the Supervision Plan.

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Buddy / Peer mentoring system
 - Care team / Student Support Team
 - Group work such as circle time
- If pupils require counselling or further support the school will endeavour to liaise with the appropriate agencies to organise the same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Suspension and Expulsion

Before serious sanctions such as detention, suspension or expulsion are used, the normal channels of communication between school and parents will be utilised.

Where it is proposed by the school that a Supervision Plan is put in place, both the parents and the pupil must cooperate with all aspects of the plan, otherwise the school will revert to the other strategies listed below Supervision Plan.

Where it is proposed to detain a pupil after school hours, the parents or guardians will be notified. Communication with parents may be verbal or by letter depending on the circumstances.

For serious incidence of bullying or repeated instances of bullying, suspension may be considered. The parents concerned will be invited to come to the school to discuss their child's case.

Where there are repeated instances of serious misbehaviour or an incident of gross misbehaviour, the Chairperson of the Board of Management will be informed and the parents will be requested in writing to attend the school to meet with the Chairperson and the Principal. If the parents do not give an undertaking that the pupil will behave in an acceptable manner in the future, the pupil may be suspended for a period and the period will be determined by the school..

Prior to suspension, where possible, the Principal may review the case in consultation with teachers and the other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be implemented in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of serious or gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the Board may authorise the Chairperson or Principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents. The Board of Management as required by law will at all times follow fair procedure when proposing to suspend a pupil as outlined in paragraphs 10.3 and 10.4 of the National Educational Welfare Board's publication *Developing a Code of Behaviour: Guidelines for Schools*.

Removal of Suspension (Reinstatement)

Following or during a period of suspension, the parent/s may apply to have the pupil reinstated to the school. The parents/guardians must give a satisfactory undertaking that a suspended pupil will behave in accordance with the school Code of Behavior and the Principal must be satisfied that the pupil's reinstatement will not constitute a risk to the pupil's own safety or that of the other pupils or staff. Once satisfied the Principal will facilitate the preparation of a behaviour plan for the pupil, both the pupil and the parents will be required to sign up to the behaviour

plan before the pupil can be re-admit to the school and class. The behaviour plan many require the parents and pupil to cooperate with any or all of the following provisions but not limited to the following provisions i.e. individual adult supervision/monitoring of the child while on yard, withdrawal from the yard during break times, parental supervision from home to school and school to home, maintenance of distance from bullying victim etc. All communication between the parties must remain respectful at all times in order for the reinstatement of the pupil to progress and for the success of any behaviour plan.

Expulsion

Expulsion may be considered in an extreme case, in accordance with the Rule for National Schools and the *Education (Welfare) Act 2000*. Before suspending or expelling a pupil, the Board shall notify the Local Welfare Education Officer in writing in accordance with Section 24 of the Education Welfare Act.

Procedures in respect of Expulsion

Schools are required by law to follow fair procedures prescribed under the *Education (Welfare) Act 2000*, when proposing to expel a student. Where a preliminary assessment of the facts by the Principal confirms serious misbehaviour that could warrant expulsion, the procedural steps will include:

1. A detailed investigation carried out under the direction of the Principal.
2. A recommendation to the Board of Management by the Principal.
3. Consideration by the Board of Management of the Principal's recommendation; and the holding of a hearing.
4. Board of Management deliberations and actions following the hearing.
5. Consultations arranged by the Education Welfare Officer.

6. Confirmation of the decision to expel.

These procedures assume that the Board of Management is the decision-making body in relation to expulsions.

It is a matter for the Board of Management to decide which of the tasks involved in these procedural steps require separate meetings and which tasks can be accomplished in a single meeting, consistent with giving parents/guardians due notice of meetings and a fair and reasonable time to prepare for a Board hearing.

If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, they should be referred to the school's complaints procedures.

If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

1. Supervision and Monitoring of Pupils

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

2. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligation under the equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

3. This policy was adopted by the Board of Management on_____

4. This policy has been made available to school personnel and published on the school website. A copy of this policy will be made available to the Department of Education and Skills and the Patron if requested.

5. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills.

Signed,
Chairperson of Board of Management
Principal Date:

Signed,

Date of next review:

Section D: Oversight

The principal will present an update on bullying behaviour at each Board of Management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year.

Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures. This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request. This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: Date: (Chairperson of board of management)

Signed: Date: (Principal)

Other relevant school policies

- Other relevant school policies include the Code of Behaviour, Child Protections Policy, Supervision of Pupils Policy, Acceptable Use policy and Attendance Strategy.

Appendix 1 Behaviours that should be reported to the Principal or Deputy Principal immediately and if this is not possible they should be reported as soon as is practicable

This list is not exclusive nor exhaustive.

The Board of Management recognises the professionalism and experience of the teachers in these incidences.

The Board of Management recognises that it may not be safe/ practical or possible to leave the supervision of children immediately to report such incidences however these are examples of incidences that should be reported to the Principal or Deputy Principal as soon as possible.

- Any behaviour by a pupil that puts that pupil or any other pupil or staff member at risk of physical harm.

- Any physical hurt, judged to be intentional by the supervising staff member, visited on a pupil or staff member.

- Any aggressive, threatening or bad language visited on a pupil or staff member by another.

- Any reported incident of cyber-bullying.

- Any incident investigated by the supervising teacher that is deemed to be bullying

- Any report by a parent of alleged bullying.

- Any communication to the school, verbal or electronic, that does not meet the threshold of respect and uphold the ethos of the school.

Appendix 2: Template to record bullying behaviour.

Date	
Type and form of bullying (Refer to sections 2.5 and 2.7 of Bí Cineálta.	
Where and when bullying took place.	
Date and details of initial consultation with pupils.	
Date and details of initial consultation with parents.	
Views of pupils on action to be taken to address bullying behaviour	
Views of parents on action to be taken to address bullying behaviour	
Date of review of pupils and parents to determine if bullying behaviour has ceased.	
Views of pupils.	
Views of parents.	
Engagement with external supports and services if applicable.	

Appendix 3: Allocation of School Resources

The National Council for Special Education (NCSE) is responsible for allocating learning support hours and Special Educational Needs Assistants (SNAs) to each school. These allocations are based on the overall needs of each school, which vary from one school to another. Schools are expected to operate within the allocation they receive.

NCSE policy states that no student is entitled to a specific resource. Resources are assigned to the school—not to individual pupils—and it is the responsibility of the school Principal and Management Team to allocate them according to the greatest needs within the school community.

Schools are required to foster pupil independence, including self-care and independent learning skills, for students with both medical and special educational needs. Resources should not be used in a way that creates long-term dependency. Schools must implement strategies to reduce reliance on supports over time, with progress monitored and documented in Care and Support Plans, which are reviewed by the NCSE. Parents are expected to support and cooperate with these strategies.

In line with the school's **Bí Cineálta** policy, all communication between staff and parents regarding resources must be respectful and understanding. Parents must acknowledge that resource allocation is managed in the context of meeting the needs of all pupils. The NCSE does not allocate resources in a way that allows parents to determine how their child's needs will be met. While the school values input from medical and professional support services, these professionals are not in a position to direct how school resources are allocated, as they do not have access to the full context of all students' needs. All decisions regarding access to school resources are the responsibility of the Principal.

If a parent has the opportunity to receive external medical or professional services that may increase or reduce their child's dependency on school resources (e.g., participation in a reading class, medical treatment, insulin pump or toileting support), the school must be informed **at least two weeks in advance** of any meeting affecting the pupil's care needs. The school must be involved in any meetings that impact its resources. Parents and external professionals cannot independently decide or instruct the school regarding ongoing access to supports, as such decisions affect the health and safety of the broader student population.

For medical needs, parents must provide the school with the names and contact details of the child's medical team, including relevant doctors or consultants.

Information regarding changes to a pupil's Care Plan must be communicated to the school a week in advance of the school being able to assume responsibility for these changes. Adequate time must be provided for staff to be briefed on this information. In addition to this, parents must provide required training in advance of the pupil returning to school, before the school can assume responsibility for the pupil's care. Parents must themselves be supporting their child for a minimum of 1 week independent of the hospital before they can return the child to school i.e. with diabetes, insulin pumps, seizures etc.

The Board of Management expects full cooperation from parents with this policy. The Principal and Management Team have the right to fulfil their responsibility to allocate the school's limited resources and supports free of pressure and duress. The school is committed to meeting the needs of all students; however, decisions about how those needs are met rest solely with the Principal. If parents request access to resources at a level that the school cannot offer or do not believe are in

the best interest of the pupil, they must obtain written confirmation from the SENO that he/she will allocate these resources to the school for this specific purpose (Special Educational Needs Organiser).

Appendix 4: Respectful Communication

A strong, positive working relationship between school and home is key to supporting pupils in their education. All pupils, parents and staff are expected to uphold the ethos of the school and respect for all is at the centre of this ethos. Respect extends to all communication, both verbal and written. The school staff leads the pupils by example in encouraging pupils never to respond to unkind, disrespectful or hurtful comments, this is true of verbal comments as well as texts, online chats etc. Equally the school reserves the right not to respond to any communication that it receives that does not meet the threshold of respectful communication. The communication will either go unanswered or it will be flagged as not meeting the school's threshold of respectful communication. In this instance the school will wait to receive a revised communication before proceeding to work towards a positive outcome for all.