



# SCOIL IÓSAF NAOFA BALLINTEMPLE N.S.

## Le Chéile Is Féidir



Scoil Iósaf Naofa  
Crab Lane  
Ballintemple  
Cork  
T12 WA02

Roll No.: 15781P

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

The Board of Management of Scoil Iósaf Naofa, Ballintemple National School 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 and as a Rights Respecting School, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour. Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992. In doing this we committed to promote, protect and fulfil the rights of children. Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15) ➤ The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30)

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 also are committed as a school to live our school values of 'Respect', 'Kindness', 'Honesty', 'Inclusive', 'Learners', 'Safety', and 'Fairness' on a daily basis to create an environment to support all pupils.

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 Traveler community.

As a Restorative Practice School, we will approach each and every policy where applicable restoratively.

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# SCOIL ÍOSAIF NAOFA BALLINTEMPLE N.S.

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### 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 (e.g. personal injury, damage to or loss of property)
- Social (e.g. withdrawal, loneliness, exclusion) and/or
- eEmotional (e.g. low self-esteem, depression, anxiety)

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.

A one-off instance of negative behaviour towards a 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.

### Behaviour that is not 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 be addressed under the school's code of behaviour.
- Some students with additional 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 cannot control.
- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

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### Types of Bullying:

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be: **Direct:**

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats

Bullying can be: **Indirect:**

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc. can all form relational bullying for a student.

### Online bullying behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. It is acknowledged that this is becoming more problematic in modern society and the prevention of Online Bullying must be a joint school community effort (Home / School / Students / Parents). Parents are encouraged to ensure there are clear parameters of usage of devices outside of the school day for their child/ren. Parents are encouraged to check their child/rens' devices frequently and set boundaries and blocks on anything that is inappropriate in content and age ratings.

This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.

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- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

### **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**

The school completed a WSE in September 2024. As part of the WSE process, children, staff and parents were given the opportunity to fill out questionnaires relating to Bullying behaviours. The information obtained in these questionnaires was used in formulating this policy.

Date policy was approved: 18<sup>th</sup> of September, 2025

Date policy was last reviewed: TBC

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### Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

#### Culture and Environment:

We strive to:

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Create a school culture that has clear school values that support the school's community and day to day experiences.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a reporting environment.
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility
- Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect.
- Promotion of a class charter to ensure safety for all.
- Encourage a sense of belonging with ownership over their own space through art and creativity.

#### Create 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.
- promotes respectful relationships across the school community.
- promotes a restorative school community.

Ways in which we work to achieve these goals are as follows:

- Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff in a Procedures Folder for each staff member. A copy is displayed on the notice board for ease of access also. This will form an important part of each Staff meeting at the start of an academic year.

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- Anti-Bullying week activities such as Random acts of Kindness homework, Poster making, slogan making, etc.
- Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
- Parents receive information at times regarding useful information on Anti Bullying.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Use Restorative Practice Circles to promote conversation and safe spaces.
- Effective supervision and monitoring of pupils during transition times, yard times and classroom / learning opportunities.
- Class and School Charter development as well as notice board to promote kindness and build responsibility amongst pupils.

### **Curriculum** (teaching and learning)

We strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.

Ways in which we work to achieve this:

- Teach SPHE and RSE content which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.
- Communicate with parents relevant SPHE/RSE topics that are being discussed as part of the Anti-bullying approach.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment in line with the school's Dignity and Respect at Work Policy, School Values and the schools holistic approach to Restorative Practice.
- Curricular and Extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events.
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils;

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- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

### **Policy and planning**

The aim of Scoil Íosaf Naofa, Ballintemple N.S. Bí Cineálta policy is;

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.
- The Acceptable Use Policy, Supervision policy, Special Education Policy and Code of Behaviour.
- Agreement by all to support the implementation of the Bi Cinealta policy.
- Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all Leadership and Management Team focused on supporting the implementation of this policy.

### **Relationships and Partnerships**

Successful relationships and partnerships as a restorative school is a key component in successful engagement.

- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support

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- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

### **Preventing Cyber Bullying, Homophobic/Transphobic bullying, Racist bullying, Preventing sexual harassment.**

In addition to above mentioned strategies, the school has the following in place to prevent and address bullying:

- Staff at all times endeavor to encourage pupils to show respect for each other in line with our school values which are displayed around the school.
- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- The school's anti-bullying policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff
- School wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- Foster a culture where diversity and school values are celebrated and students "see themselves" in the school environment.
- Involvement of pupils in contributing to a safe school environment e.g. Kindness/ anti bullying week, and other activities that can help to pupils and encourage a culture of peer respect and support.
- Ensuring that pupils know who to tell and how to tell.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices and in SPHE lessons.
- Promote online safety events or material for parents. Communicate this clearly through Aladdin.
- Shared folder of resources for teaching of bullying including lessons from above websites – shared I-Cloud drive for all teachers to access. Staff are encouraged to collaborate and share.
- Challenge gender- stereotypes – equal participation of all. Equal recognition in line with the school's ethos and values.

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- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.
- Ensuring the library has material which reflects our diverse school population from different national, ethnic and cultural backgrounds.
- Ensuring all students have the same opportunities to engage in school activities.
- Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy - Code of Behaviour to be used here. The Teaching Councils Code of Conduct should also be engaged with should this materialize.

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### Section C: Addressing Bullying Behaviour

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

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form (Appendix B).
- The DLP will follow up after twenty days to investigate if bullying has ceased. This should be a conversation with the Class teacher.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.

When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved.
- Use the Restorative Practice approaches to find an outcome/resolution in line with Bí Cineálta Procedures and Guidelines and the school's Code of Behaviour.

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:**

**Core Definition of Bullying:** Bullying is defined 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 to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*)

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### **Bullying Behaviour that occurs when students are not under the care or responsibility of the school**

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

### **General Principles:**

- It is important for school staff to be fair and consistent in their approach to address bullying behaviour.
- Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.
- It is important that the student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured.
- School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

### **Requests to take no action:**

A student who reports bullying behaviour may ask a member of staff not to do anything and just “look out” for them due to not wanting to be identified as having told someone about the bullying behaviour. They might feel that telling someone might make things more difficult for them. Where this occurs:

- it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the behaviour.
- It must be made clear to the pupil that other parties may need to be informed for their welfare.
- Parents may also make the school aware of bullying behaviour and specifically request that no action is to be taken by the school. Parents should put this in writing to the school.
- The school will consider each such request on a case-by-case basis while reserving the right, if determined that based on the circumstances, it is appropriate to address the

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bullying behaviour through the Bí Cineálta procedures and/or the Code of Behaviour where appropriate.

**To determine whether the behaviour reported is bullying behaviour the following questions will be considered:**

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

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

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

**What is not bullying behaviour?**

- A once off instance of negative behaviour
- Disagreement between students
- Instances where students don't want to remain friends
- Non-deliberate behaviours of students with special educational needs (Bí Cineálta Section 2.2)

**Cyberbullying**

- Bullying behaviour including cyberbullying behaviour, which has occurred outside of school can often continue in school.
- Where a student engages in cyberbullying behaviour when in school, the school must address the bullying behaviour
- Where a student experiences cyberbullying behaviour in school, the school must address the bullying behaviour.
- In the case of cyberbullying, although the hurtful message may have been sent outside of school hours, the student may view the message while in school. Where this happens, the school must address the bullying behaviour

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### **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 procedures), where and when it took place and the date of the initial engagement with the students involved and their parents (Appendix B)
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

### **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 (Appendix B) and their parents to determine if the bullying behaviour has ceased and 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. If it has ceased at the time of the meeting but re-occurs within a 3 month period then the incident will be a continuation of the first offense.
- any engagement with external services/supports should also be noted

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- 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, it must be made clear to all (pupils and parents/guardians) that this is a private matter (under GDPR) between the student being disciplined, his/her parents/guardians and the school

**Recording Bullying Behaviour:** See template **Appendix B** which includes all the required details/fields.

- All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented.
- where a Student Support File exists for a student a copy of the record should be placed on the student's support file with a brief reference to it on a Behavioural Log of Actions.
- where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.
- where no Student Support File exists open a Behavioural Log of Actions on Aladdin. Add date and reference to the completed record (Appendix B). (This form can be found by selecting - Child's profile > documents > new document > Bullying Incident Recording Form)
- If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools* (Section 2.4)

### Complaint Process

- 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 student and/or 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.

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The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

### Supporting Bullied pupils:

- Listening
- Ending the bullying behaviour,
- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes.
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations.
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Making it clear that bullying pupils who reform is not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform is doing the right and honorable thing and giving them praise for this.
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

### Supports available to help prevent and address bullying include the following:

- Le Chéile- School Student Support Team- see school Le Chéile Framework.
- NEPS- providing advice on best practice to prevent and address bullying when issues arise in schools and/or training in preventative initiatives.
- Oide – providing TPL
- Webwise – online safety awareness raising and education initiative for pupils and parents.
- National Parents Council – online and in person courses to support parents to prevent and address bullying.

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- Tusla – for cases where it is considered that bullying behaviour becomes a child protection concern,
- Cyberbullying and Internet Safety- Zeeko & KPMG (as has been used in recent years).

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

### Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: \_\_\_\_\_  
(Chairperson of Board of Management)

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

Signed: \_\_\_\_\_  
(Principal)

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

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### Appendix B:

#### Recording Bullying Behaviour Checklist

Can you answer <b>yes</b> to <b>all three</b> of these questions	If <b>Yes</b> Continue Below	If <b>No</b> consult our Code of Behaviour
Is the behaviour <b>targeted</b> at a specific student or group of students?	<input checked="" type="checkbox"/>	
Is the behaviour intended to cause physical, social or emotional <b>harm</b> ?	<input checked="" type="checkbox"/>	
Is the behaviour <b>repeated</b> ?	<input checked="" type="checkbox"/>	
<i>“Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.” Bí Cineálta p.17</i>	<input checked="" type="checkbox"/>	
<i>“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</i>		<input checked="" type="checkbox"/>

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<i>distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour." Bí Cineálta p. 18</i>		
--	--	--

	<b>Date</b> of initial engagement with student and parents:
	<b>Teacher:</b>
<b>Recording Bullying Behaviour</b>	<b>Review Date:</b> <b>Date Bullying Behaviour deemed to have ceased:</b>

**Calendar event** Schedule a review meeting with parents within 20 school days of deeming that bullying behaviour has taken place

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### Report of Bullying Behaviour

#### 2.5 Bí Cineálta

Form of Bullying Behaviour	Types of Bullying	Where/When
<p>Choose Form of Direct Bullying</p> <p>Choose Form of Indirect Bullying</p> <p>Choose Form of Online Bullying</p>	<p>Choose Type of Bullying Behaviour</p>	<p>Where did the Bullying Behaviour take place When did the Bullying Behaviour take place</p>

#### Description:

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### Action to be taken to Address Bullying Behaviour

Date:

Actions:

Strategies:

Views of Student and Parents:

Choose

Whole Class

Nurture

SET

Notes:

Any engagement with external services/supports?

Choose

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### Review to determine if Bullying Behaviour has ceased

Date:

Ceased ☒

Not Ceased ☐

Views of Students and  
Parents

Ongoing supervision and support



Review of strategies used:

Engage with external  
services/supports:

Choose

Date of Next Review:

**Note:** "If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour" (Bí Cineálta p.62)

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### Appendix C:

#### **Practical tips for building a positive school culture and climate.**

*The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.*

- Model respectful behaviour to all members of the school community at all times in line with our school values.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages. A class charter to be developed by each class for their classroom. Promotion of the school values at any appropriate opportunity.
- Support the establishment and work of the student councils. Supporting and promoting the student voice.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive and restorative feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines. This stems from the Class Charter and class agreed rewards system.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Promotion of appropriate use with home and encouragement of a school community approach.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parent, Teachers' Association in awareness raising campaigns around social media. Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision and supervision on school trips and visits.

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### Appendix D

#### Guide to Providing Bullying Behaviour Update

#### Guide to providing Bullying Behaviour Update for board of management meeting of

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the 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.

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### Appendix E Review of the Bí Cineálta Policy

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

Following the review, the Board of Management must inform the Patron that the review has been 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.*
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?
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 \_\_\_\_\_

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?

Yes \_\_\_\_\_ No \_\_\_\_\_

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 \_\_\_\_\_

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

Yes \_\_\_\_\_ No \_\_\_\_\_

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

Yes \_\_\_\_\_ No \_\_\_\_\_

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? Yes \_\_\_\_\_ No \_\_\_\_\_

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?

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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 \_\_\_\_\_

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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 BOM) Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Principal) Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_

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### Appendix F

Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

The Board of Management of Scoil Iósaf Naofa, Ballintemple N.S. 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 \_\_\_\_\_.

This review was conducted in accordance with the requirements of the Department of Education's *Bí Cineálta Procedure to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

**Signed:** \_\_\_\_\_  
(Chairperson of Board of Management)

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

**Signed:** \_\_\_\_\_  
(Principal)

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

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