Sancta Maria College

Policy Document

Policy Title:	Antibullying Policy
Date Approved:	08 September 2025
Review Date:	September 2026
This policy and its implementation will be reviewed by the Board of Management once in every school year	

This document forms part of Sancta Maria College's suite of policies. It should be read alongside related documents and statutory guidance.

CEIST
Catholic Education
An Irish Schools Trust

Sancta Maria College Anti-Bullying Policy

Mission Statement:

Sancta Maria College is a voluntary Catholic secondary school under the trusteeship of CEIST whose core values are inclusive of the Mercy philosophy of education.

We welcome, care for and support all within the school community through the promotion of

- Respect
- Being just & responsible
- Quality teaching and learning
- An inclusive community
- Life-long learning

1. 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 Sancta Maria College 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 the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. 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.

The 2023 Cineáltas Action Plan on Bullying is rooted in the following four key principles:
Prevention: Through the generation of empathy and the provision of training which provides a foundation for knowledge, respect, equality and inclusion.
Support: Tangible and targeted supports based on a continuum of needs which provide a framework for school communities to work together.

Oversight: Visible leadership creates positive environments for children and young people and all members of our school community.

Community: Building inclusive school communities that are connected to society, and that support and nurture positive relationships and partnerships.

The Cineáltas Action Plan on Bullying contains 61 actions that are aimed at helping us all to work together towards a diverse, inclusive Irish society, free from bullying in all its forms where individual difference is valued, nurtured and celebrated and where all our children and young people can feel happy and safe in our schools.

These are grouped into the four key areas for well-being promotion:

- **Culture and Environment**
- **Curriculum (Teaching and Learning)**
- **Policy and Planning**
- **Relationships and Partnerships**

SMC College will implement the 2023 Cineáltas Action Plan by:

(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
- Fosters a positive school culture and climate. See Appendix 1.

(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) Support for staff and staff training.

G) Consistent recording, investigation and follow-up of bullying behaviour (including the use of established intervention strategies)

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

I) An appointed Cineáltas Coordinator in school as a direct point of contact for students, teachers and parents.

J) In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools,* bullying is defined as follows:

Bullying is an unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- Deliberate exclusion, malicious gossip and other forms of relational bullying,
- Cyber-bullying

- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary School.*

Examples of bullying behaviours

General behaviours which apply to all types of bullying:	Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. Physical aggression Damage to property Name-calling Slagging The production, display or circulation of written words, pictures or other materials aimed at intimidating another person Offensive graffiti Extortion Intimidation Insulting or offensive gestures The “look” Invasion of personal space A combination of any of the types listed.

Cyber	**Denigration**: Spreading rumours, lies or gossip to hurt a person's reputation **Harassment**: Continually sending vicious, mean or disturbing messages to an individual **Impersonation**: Posting offensive or aggressive messages under another person's name **Flaming**: Using inflammatory or vulgar words to provoke an online fight **Trickery**: Fooling someone into sharing personal information which you then post online **Outing**: Posting or sharing confidential or compromising information or images **Exclusion**: Purposefully excluding someone from an online group **Cyberstalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety Silent telephone/mobile phone call Abusive telephone/mobile phone calls Abusive text messages Abusive email Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles Abusive website comments/Blogs/Pictures Abusive posts on any form of communication technology
Identity-Based Behaviours **Including any of the nine discriminatory grounds mentioned in Equality Legislation** (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	

Homophobic and Transgender	Spreading rumours about a person's sexual orientation Taunting a person of a different sexual orientation Name calling e.g. Gay, queer, lesbian...used in a derogatory manner Physical intimidation or attacks Threats
Race, nationality, ethnic background and membership of the Traveller community	Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: Malicious gossip Isolation & exclusion Ignoring Breaking confidence Talking loud enough so that the victim can hear The "look" Use or terminology such as 'nerd' in a derogatory way Excluding from the group Taking someone's friends away "Bitching"

Sexual	Unwelcome or inappropriate sexual comments or touching Harassment
Special Educational Needs, **Disability**	Name calling Taunting others because of their disability or learning needs Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. Mimicking a person's disability Setting others up for ridicule

4) The Cineáltas Coordinator role in Sancta Maria College

- Will be responsible for coordinating and strengthening the school's policies to prevent, identify, and address harassment, intimidation and bullying of students.
- Communicate and collaborate with management, staff, students and the school community to coordinate activities and programs, and resolve issues and conflicts.
- Maintains records and provides reports of services provided.
- Maintains current and appropriate resources for educating stakeholders.
- Adheres to laws, policies, procedures, and ethical standards.
- Participates in regularly scheduled departmental meetings as required.

Teachers and staff's Responsibility to report bullying

Reporting bullying to the Cinealtas Coordinator is the responsibility of any member of the school staff who may be informed that bullying may be taking place. Teachers may suspect that bullying may be taking place. The teacher must follow the following procedure to determine if bullying has occurred. Any teacher may act as a relevant teacher if circumstances warrant it. If the Principal or Deputy Principal is informed of bullying, they may ask the Cinealtas Coordinator, Wellbeing Coordinator, class tutor or the Year Head to act as the relevant teacher if Bullying has taken place. The relevant teacher hands over all documentation to the Cinealtas Coordinator, who is tasked with resolving, monitoring and reporting all future incidents to the Principal.

Procedures on what to do if a teacher suspects or witnesses bullying behaviour.

https://docs.google.com/document/d/11Yte-J2o8Q_VwJBUdkqpVANP1LXdVzzJf2ir9553bW4/edit?usp=sharing

The procedure outlined below must be followed.

- The Cineáltas Coordinator will meet the child being bullied.
- They will fill out Appendix 3 of the Anti-Bullying Guidelines 2013 and leave it to the Secretary to put in the child's file. Copies are available in the admin office.
- Set up an email correspondence with the child involved for 21 days, simply asking each day - 'did everything go ok today'?
- Send an email to the dedicated email account bullying response bullyingresponse@sanctamaria.ie informing the principal of the parties involved and that a case has been opened.
- Meet the students and parents accused of bullying. Inform them that they are now part of a bullying investigation and they cannot have any negative communication with the person involved if you are in a position to name the person or if they wish to remain anonymous remind them that all their words and actions are being monitored over the next 21 days and to think carefully before they say or do anything that could be construed as bullying.
- If the student who feels they were bullied reports no negative activity for 21 days, inform them and the parents that the bullying has stopped and the case is closed. Encourage them to immediately report anything negative that subsequently arises. Inform the accused party/ies that nothing negative has been said about them in the past three weeks and to think before they speak or act going forward.
- If something does happen, inform the principal or deputy principal deputy and they will progress the investigation.
- Update the dedicated email account - the matter is closed, and the matter has been passed on to SLT.

5)The education and prevention strategies in Sancta Maria College are as follows.

School-wide approach

- A school-wide approach to fostering 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 develop an awareness of what bullying is, how it impacts pupils' lives and the need to respond to prevention and intervention.
- Professional development with a specific focus on the training of the relevant teacher(s)
- School-wide awareness raising and training on all aspects of bullying, including pupils, parent (s)/guardian(s) and the wider school community.
- 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 the relevant teachers/Cinealtas Coordinator. Supervision will also apply to monitoring student use of communication technology within the school.
- SMC has an effective mentoring system in place. The student council contribute to a safe school environment by agreeing on the policy every year as members change.
- SMC has a School of Sanctuary committee in place.
- The parents and student council ratify the school's anti-bullying policy and the policy is then written into SMC's Code of Behaviour which must be abided by.
- The SPHE FUSE program is implemented in the Junior Cycle in all 3 years for a 6-week program and can be adapted if problems arise. Here in SMC, SPHE is an effective programme for identifying bullying behaviours.

- Every November all class tutors in junior and senior cycles survey students regarding positive and negative bullying behaviours. During this awareness-raising week anti-bullying displays are emphasised throughout the week.
- Points are awarded on Vswear for reporting bullying
- FUSE and SPHE programmes encourage a culture of 'telling', with particular emphasis on the importance of being an "Upstander" rather than being a 'bystander'. 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. Also ensuring that pupils know who to tell and how to tell.

How to report bullying in SMC

- ☐ A direct approach to the teacher at an appropriate time, for example, after class.
- ☐ Email the designated anti-bullying school email address reportbullying@sanctamaria.ie.
- ☐ A Phone call to the school from a parent/guardian or speaking to a trusted teacher.
- ☐ Get a parent(s)/guardian(s) or friend to tell on the victim's behalf.
- ☐ Administer a confidential questionnaire in November 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 the parents.
The Development of an Acceptable Use Policy in the school to include the necessary steps to ensure that access to technology within the school is strictly monitored, as is the pupil's 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. GLEN www.glen.ie, www.belongto.org

Implementation of Curricula

- SMC fully implements the SPHE and CSPE curriculum and the new junior cycle RSE programme. The RSE programme, which is in 5th and LC year, is delivered currently by RE and the new senior cycle SPHE program.
- Continuous Professional Development for staff in delivering these programmes.
- School-wide delivery of lessons on bullying from evidence-based programmes, e.g. FUSE Lessons, #UP2US, On My Own Two Feet.
  The Helping Hands program is being rolled out across all year groups.
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- The school will specifically consider the additional needs of SEN pupils concerning programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies

A list of school policies is available on www.sanctamaria.ie.

Sancta Maria College's procedures for follow-up and recording of bullying behaviour and the established intervention strategies used by the school for investigating and dealing with cases of bullying behaviour are as follows:

Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

The Role of the Cineáltas Co-ordinator at Sancta Maria College will create a safe and inclusive environment where every student feels respected, valued, and free from harassment.

Here are some of the key responsibilities and initiatives that will be undertaken:

Prevention Programs: Cineáltas Coordinator will work closely with the Pastoral team, Wellbeing coordinator, teachers and staff to develop and implement prevention programs aimed at raising awareness about bullying, its effects, and strategies to prevent it.
Education and Training: Promoting and informing staff of training sessions to equip them with the knowledge and skills necessary to recognise and address bullying behaviour effectively.
Support and Intervention: The Cineáltas Coordinator will be the point of contact for students experiencing bullying or witnessing bullying incidents. Cineáltas Coordinator will provide support, guidance, and intervention strategies to address these situations promptly and effectively.
Policy Development and Enforcement: Collaborate with school administration to review and enhance existing anti-bullying policies and procedures. Cineáltas Coordinator will also ensure that these policies are consistently enforced to maintain a zero-tolerance approach to bullying.
Creating a Culture of Kindness: Liaise with teachers and students to promote kindness, empathy, and positive relationships among students. This will include helping with organised awareness weeks, workshops, and campaigns centred around themes of respect and inclusivity.
Data Collection and Analysis: Cineáltas Coordinator will collect data on bullying incidents and trends within the school community to identify areas for improvement and measure the effectiveness of our anti-bullying efforts. The Helping Hands program is being carried out across all year groups.
Community Engagement: Engage with parents, guardians, and community stakeholders in our anti-bullying initiatives and policy to foster a collaborative approach to creating a safer school environment.

Reporting bullying behaviour

1. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset. The aim is not to apportion blame is to resolve any issues and to restore, as far as is practicable the relationships of the parties involved. In SMC we encourage a positive school culture whereby students, parent(s)/guardian(s) may bring a bullying incident to any teacher in the school. We encourage an open dialogue between school staff and students to actively discourage and tell about bullying behaviours.

2. All reports e.g. bully box, parents/students/teachers telling, including anonymous reports of bullying, are to be recorded, investigated and dealt with by the relevant teacher. Teaching staff should inform the Deputy Principal that they are investigating a suspected case of bullying. The Deputy Principal can then inform the Cineáltas Co-ordinator of any further reports regarding the investigation. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, and cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the Deputy Principal who will inform the relevant teacher;

3. Dealing with reports of bullying, the management and Cineáltas Co-ordinator will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved; if it is determined that bullying has not occurred the Principal will try to reconcile the parties involved and can be supported by the pastoral care team in this. The school's Code of Conduct will apply here. All documentation regarding the incident should be placed in the student's file.

4. A *Bullying Report Form* (Appendix 3) is available from the Secretary's office to any student and his/her parents/guardians who wish to use it. If the relevant teacher determines that bullying has taken place the teacher now hands all documentation to the Cineáltas Co-ordinator. The Bullying Report form will be used firstly to record the initial findings of the reports that have been investigated by class or subject teachers and secondly, those, which require further action or monitoring. The Cineáltas Co-ordinator will meet and work with both victim and perpetrator regarding a particular incident, the relevant person must record follow-up and col-late documentation along with any relevant students' notes etc with the Bullying Report Form .**The support and advice of the pastoral care team are available to the relevant teacher throughout Investigating and dealing with incidents at all levels of investigation.**
5. In investigating and dealing with bullying, the Cineáltas Co-ordinator in conjunction with the pastoral care team and the relevant person, will exercise their professional judgement determine whether bullying has occurred and how best the situation might be resolved;

6. They should take a calm, unemotional problem-solving approach.

7. Where possibl,e incidents should be investigated outside the classroom situation to ensure the privacy of all involved.

8. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.

9. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who, and why. This should be done calmly, setting an example in dealing effectively with a conflict in a non-aggressive manner.

10. If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group, if necessary. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

11. Each member of a group should be supported through the possible pressures that they may face from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

12. In cases where it has been determined that bullying behaviour has occurred, the matter can now be brought to the attention of the Management and Cineáltas Co-ordinator and all documentation should be lodged with the Cineáltas Co-ordinator.
13. The parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy).

14. The school should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils; Parent(s)/guardian(s) and pupils are required to cooperate with any investigation and

assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

15. Where the Cineáltas Co-ordinator or management has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her that the matter is now being passed to the relevant person who will inform he/she how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.

16. It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

17. In determining whether a bullying case has been adequately and appropriately addressed the relevant person must, as part of his/her professional judgement, take the following factors into account:
    a. Whether the bullying behaviour has ceased.
    b. Whether any issues between the parties have been resolved as far as is practicable.
    c. Whether the relationships between the parties have been restored as far as is practicable; -Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal.

Follow-up and recording

- Follow-up meetings after 21 days of the report, with the relevant parties involved should be arranged separately to possibly bring them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- If a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Pupils.

Recording of bullying behaviour

All recordings of bullying incidents must be done objectively and factually. The school's procedures for noting and reporting bullying behaviour are as follows:

VS Ware
Recording of bullying on VS Ware using the Behaviour recording tool. Points are deducted as appropriate.

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher. The DP's role is crucial as an information conduit between staff and the relevant teacher.
- While all reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant person, the relevant person must keep a written record of the reports, the

actions taken and any discussions with those involved regarding the same. The relevant person must inform the principal of all incidents being investigated.

Informal - determination that bullying has occurred

- If it is established that bullying has occurred, the relevant teacher must forward appropriate written records to the relevant person which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- All documentation regarding incidents of bullying and follow-up documentation will be stored in the central filing system.

- **T**he relevant person must use the recording template **Appendix 3** to record the bullying behaviour in the following circumstances:

A - In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 21 school days after he/she has determined that bullying behaviour occurred; and

B - Where the school has decided as part of its anti-bullying policy that in certain circumstances, bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal, as applicable.
The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the Cineáltas Co-ordinator and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

Established intervention strategies

- Management interviews all pupils.
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process.
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- School-dedicated Wellness area.
- Talk about program

The Procedures mention the following intervention strategies and reference Ken Rigby;
www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

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

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

- Pastoral care system
- Mentoring system
- Tutor/Year head system
- Group work

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.

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.

- A timetable supervision rota is operated under the S&S scheme
- Bullying danger spots have been identified via SPHE survey of all students
- Parents and pupils have been consulted in the identification of these danger spots.
- The pastoral care team, including year heads, class tutors, SPHE, Guidance, RE, CSPE, and Learning Support teachers, supports measures to counteract bullying behaviour.
- A mentoring system is in place, and senior mentors are a resource used to assist in counteracting bullying.
- The student council ratifies the policy each year as members change.
- Using the data collected on the Helping Hands program

An Acceptable Use Policy is in place in the school.

- All Internet sessions are supervised by a teacher.
- Private internet use via smartphone etc is not permitted in the school. Refer to mobile phone use policy.
- Pupils have been instructed to use approved class accounts for email purposes and to use these only under teacher supervision.

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 is been provided for educational purposes only.

Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under 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.

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

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 readily accessible to parents and pupils on request 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.

Policy review

The Board of Management of Sancta Maria College approved the Antibullying policy on the 8th of September 2025 and will be reviewed every academic year.	
Proposed	**Noel McGreal**
Seconded	**Dominic Feeney**

Signed: *Dominic Feeney*

Chairperson of Board of Management

Date: 08/09/25

Signed: *Áine C Moran*

Principal/Secretary to the Board of Management

Date:08/09/25