

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Ballyfacey N.S.

18257N

The Board of Management of Ballyfacey 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, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

It is very important to note that this policy is fully aligned with the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* and that it should be read in conjunction with the procedures. Schools are required to follow the procedures fully, as set out by the Department of Education.

Definition of Bullying: (see section 2.1 of *Bí Cineálta Procedures*)

- 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.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

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.

Behaviour that is not bullying behaviour: (see section 2.2 of *Bí Cineálta Procedures*)

- 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 has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

- Disagreement between two students, or instances where students don't want to be friends or to remain friends, is not considered bullying 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 their behaviours are not deliberate or planned, but, in certain situations, they are an automatic response which they can't control.

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, sex, 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.

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.
- 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
School Staff	09/05/2025	Survey Staff Meeting Half day closure to facilitate Bí Cineálta training and policy development
Students	June 2025	Pupil Surveys
Parents	June 2025	Parent Surveys
Board of Management	14/11/2024 27/05/2025 19/06/2025	1.Details of Circular 0055/2024 and the Bí Cineálta Procedures shared with Board members and discussed. 2.Progress Meeting 3.Ratification Meeting
Wider school community as appropriate, for example, bus drivers	June 2025	School secretary, school caretaker will participate in Bí Cineálta training that is made available and are familiar with the Bí Cineálta policy.
Date policy was approved: 19 th June 2025		
Date policy was last reviewed: 12/02/2025 (review of previous Anti-bullying Policy)		

Section B: Preventing Bullying Behaviours

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):

The following education and prevention strategies (including strategies specifically aimed at cyberbullying, homophobic and transphobic bullying) will be used:

Culture and Environment (see section 5.1 of Bí Cineálta Procedures)

- A school-wide approach to the fostering of respect for all members of the school community.
- Modeling of respectful behaviour towards all other members of the school community at all times.
- 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.
 - Emphasis on the importance of bystanders' behaviour if bullying occurs.
 - Recognises and acknowledges acts of kindness/friendship.
- Create a school culture where bullying behaviour is unacceptable and use a consistent approach to addressing bullying behaviour.
- Promote the concept of a trusted adult – links with our Stay Safe programme work – who to tell.
- Ensure our school buildings and playground are safe spaces – teacher visibility, and incorporation of artwork and signs to promote our schools respect values – **Respect Myself, Respect Others, Respect Our School.**
- Staff reinforces the concept of trusted adults by letting pupils know that they can talk to them.
- Encourage a sense of belonging with pupil ownership over their own space through art and creativity.
- 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 and a sense of belonging through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, the prevention and intervention strategies, how it impacts on pupils' lives and the need to respond to it.
- Parents receive useful information at times on Anti-bullying include cyber safety.
- Stay Safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.

Preventing cyberbullying (see Section 5.5/p.39 of the Bí Cineálta Procedures):

- Implementing the SPHE curriculum and use of programmes such as Webwise as well as occasion guest speaker on Cyberbullying and Internet Safety.
- Having regular conversations with students about developing respectful and kind relationships online.
- An acceptable usage policy has been developed in the school to include the necessary steps to ensure that the access to technology within the school is carefully monitored.

Preventing homophobic/transphobic bullying behaviour (see Section 5.6/p.40 of the Bí Cineálta Procedures):

- Maintaining an inclusive physical environment such as by displaying relevant posters.
- Encouraging peer support such as peer mentoring and empathy building activities
- Challenging gender stereotypes.
- Encouraging students to speak up when they witness homophobic behaviour.

Strategies to prevent racist bullying behaviour include the following (see Section 5.7/p.40 of the Bí Cineálta Procedures):

- Fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment
- Encouraging bystanders to report when they witness racist behaviour
- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- Providing supports to school staff to support students from ethnic minorities, including Traveller

and Roma students, and to encourage communication with their parents

Strategies to prevent sexist bullying behaviour include the following (see Section 5.8/p.40 of the BÍ Cineálta Procedures):

- Ensuring all members of our school community model respectful behaviour and treat everyone equally irrespective of their sex.
- Ensuring all students have the same opportunities to engage in school activities
- Celebrating diversity at school and acknowledging the contributions of all students
- Encouraging parents to reinforce these values of respect at home

Strategies to prevent sexual harassment include the following (see Section 5.9/p.41 of the BÍ Cineálta Procedures):

- Promoting positive role models within the school community.
- Challenging gender stereotypes that can contribute to sexual harassment.

Curriculum (Teaching and Learning)

- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- The implementation of the Social Physical and Health Education (SPHE) curriculum, according to our school plan, including the Relationship and Sexuality Education (RSE), Weaving Well-being and Stay Safe Programmes.
- School-wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, programmes to teach about cyberbullying (e.g. Webwise teachers' resources and lessons).
- Curricular and extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
- Pupils are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Explicitly teach pupils about the appropriate use of social media.
- Organise seminars/workshops given by relevant professionals to older pupils and to parents/guardians, focusing on educating pupils on appropriate online behaviour, how to stay safe while online and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents is of great importance in this regard.
- 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.
- Ongoing evaluation of the effectiveness of this anti-bullying policy.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).

Policy and planning:

- 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.
- 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.
- School policies, practices and activities that support the implementation of our BÍ Cineálta Policy include:

- Code of Behaviour
- Child Safeguarding Statement and Risk Assessment
- Supervision Policy
- Acceptable Use policy
- Attendance Policy
- School Tours Policy
- SEN Policy
- Health and Safety Statement
- SPHE Policy (including Stay Safe and RSE)
- Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all middle management focused on supporting the implementation of this policy.
- Interpersonal connections are supported through a range of formal and informal structures such as our Parents' Association.
- 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.
- Encouraging peer mentoring and peer support.
- Supporting active participation of students in school life and active participation of parents in school life also.
- Have our child-friendly Bí Cineálta Policy on display prominently around the school.

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):

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 endeavour to encourage pupils to show respect for each other.
- Implementation of the SPHE curriculum and the Stay Safe Programme.
- 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.
- Involvement of pupils in contributing to a safe school environment through 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
- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Modelling of respectful behaviour by staff to all others.
- Ensuring all pupils have the same opportunities to engage in school activities.

Relationships and Partnerships

- Catch the children being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- School rules are referred to on a regular basis.

- Raise awareness of the definition of bullying behaviour and how the school deals with such behaviour.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Support the active participation of students in school life through formal and informal structures, e.g. circle-time activities, assemblies, sports' teams, team challenges, playground pals and paired readers.
- Engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being helpful to others and looking at the causes of and impact of bullying during SPHE lessons.
- Supporting activities that build empathy, respect and resilience.
- 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.

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.

- There are agreed supervision and monitoring practices in the school.
- Mobile phones are not permitted on school days including school tours/outings except in special circumstances such as for medical reasons, and with prior consent.
- Pupils will be involved as a resource to assist in counteracting bullying.
- In relation to the Acceptable Use Policy in the school the following issues are addressed:
 - All Internet sessions are supervised by a teacher. The school regularly monitors pupils' Internet usage within school time.
 - Pupils are not permitted access to discussion forums and messaging or other electronic communication fora that have not been approved by the school. (Note that the School's 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).

Section C: Addressing Bullying Behaviour

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

- Mainstream class teachers and SETs (where appropriate).
- 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 .
- The Principal/Deputy Principal will provide support and advice and will become more involved where necessary.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.
- Principal and Deputy Principal are available to provide up to date information and supports if needed to assist class teacher in addressing concern

The whole school community has a responsibility to prevent and address bullying behaviour. The following approach and steps are based on the information contained in Chapter 6 of the Bí Cineálta

Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.
Approach The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the parties involved.

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 to best to address the situation
- take action in a timely manner
- inform parents of those involved

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

Identifying if Bullying Behaviour Has Occurred (see Section 6.1/p.43 of the Bí Cineálta Procedures) >

- The school's definition of bullying, and the following guiding questions, will be used to assess whether bullying has occurred:
 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. If the answer to any of these questions is No, then the behaviour is not bullying behaviour.
- Some incidents may involve in-appropriate but non-bullying behaviour, which will be addressed using the school's Code of Behaviour.

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.

Procedures for investigation, following up and recording bullying behaviour:

Stage 1:

- a. While all reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- b. If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- c. The 'Relevant Teacher(s)' must record the bullying incident on the Bully Behaviour Report Template.
- d. The 'Relevant Teacher' must inform the Principal.

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).

With this in mind the school's procedures are as follows:

- In investigating and dealing with bullying the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. 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 instances of bullying they are not considered to be telling tales but are behaving responsibly.
- Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidences of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour.
- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- When analysing incidents of bullying behaviour the 'Relevant Teacher(s)' should seek answers to questions of what, where, who, when and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. 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 the other's statements. It may be helpful to ask the pupils involved to write down their account of the incident.
- Each member of a group should be supported through the possible pressures that they

may face from the other members of the group after interview by the teacher.

Stage 2: 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.
- All bullying behaviour will be recorded. This will include the form and type of behaviour if known (see pages 20-24, Section 2.5 and 2.7 of the BÍ Cineálta procedures for descriptions/examples of the forms and types of bullying 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.
- The record should be shared with the Principal.

Stage 3: 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 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 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 private matter between the relevant student, their parents and the school.
- 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 (available on our website).
- 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.

Handling Requests to Take No Action (see Section 6.3/p.45 of the Bí Cineálta Procedures)

- A student may request that no action be taken beyond staff monitoring the situation. Where this occurs, the member of staff will speak with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation.
- The staff member acknowledges the student's feelings and works with them to determine appropriate next steps.
- Parents may also make schools aware of bullying behaviour and specifically request that no action be taken. Where parents request that a school take no action, parents should put this request in writing to the school. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Where Bullying occurs outside of school:

A school is not expected to deal with bullying behaviour that occurs when pupils are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in schools, schools are required to support the pupils involved. Support in these situations may take the form of one/ some of the following methods:

- Making staff aware so pupils can be monitored.
- Re-teaching of important SPHE lessons.
- Separation within the classroom of the children involved.
- Regular check-ins with pupils.
- Informing parents and making suggestions of possible home supports.
- Including pupils in social skills/ self-esteem/ resilience groups working with the SET teacher.

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 pupils experiencing bullying behaviour:

- 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,
- Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding)
- 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).
- Continued monitoring of particular situations as necessary.

- Continued contact with parents where necessary.

Supporting Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
- Making adequate counseling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- 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),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
- Continued contact with parents as necessary.
- Continued monitoring of particular situations as necessary.

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: James O'Farrell Date: 19/6/25
(Chairperson of Board of Management)

Signed: Tommy O'Garra Date: 19/6/25
(Principal)

IS IT BULLYING?

1

TARGETED?

Is the behaviour targeted at a specific student or group of students?

2

HARM

Is the behaviour intended to cause physical, social or emotional harm?

3

REPEATED?

Is the behaviour repeated?

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

If the answer to any of the 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.

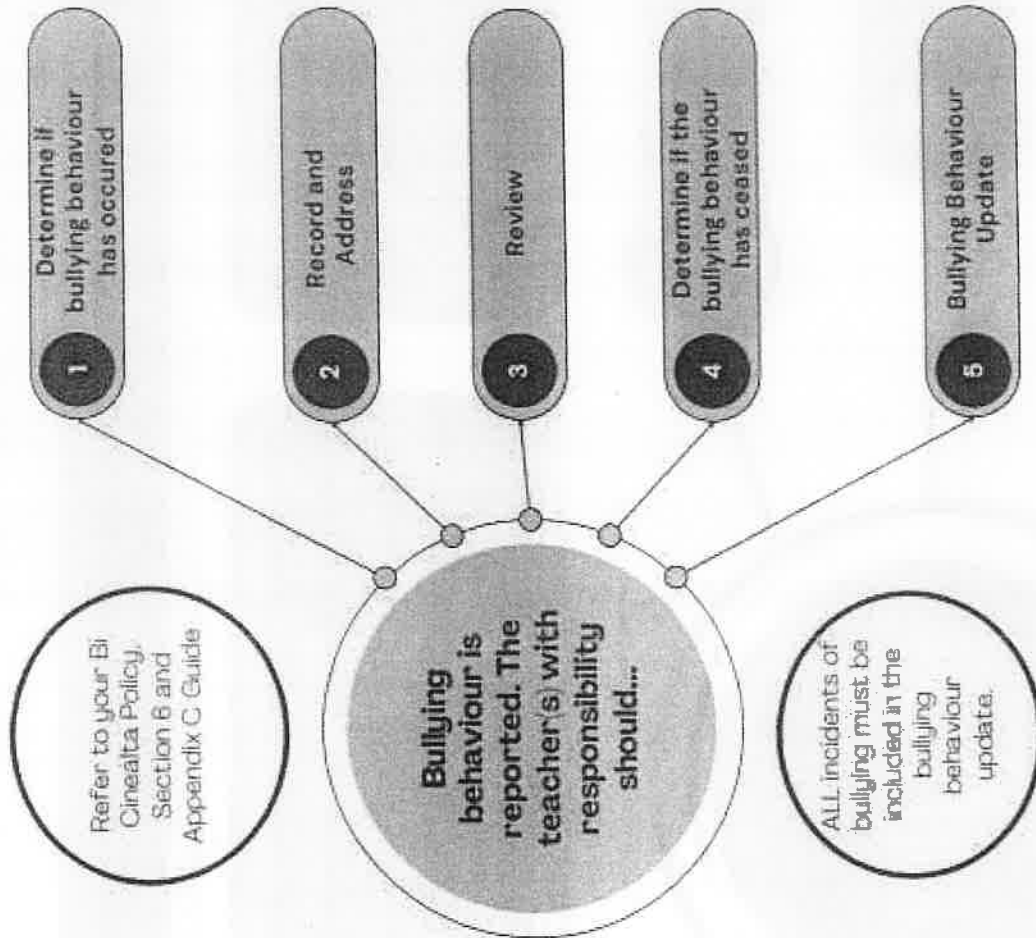


Oide

Thús in Éireann
Clárúil a Níod
Cineálta a Níod
Cineálta a Níod

Supporting the Bullying and Harassment
Code of Behaviour
and Discipline

Bí Cineálta: Addressing Bullying Behaviour



Teacher(s) investigate as per school policy. Record as per Section 6.5.

If the behaviour IS NOT bullying, deal with in line with your Code of Behaviour.

If the behaviour IS BULLYING, proceed to Step 2.

Record as per Bí Cineálta policy and Section 6.5, Bí Cineálta.

Inform parent(s) of parties involved at an early stage.

Complete agreed actions, as per your Bí Cineálta policy, monitor and evaluate.

No more than 20 school days after initial engagement, review with student(s) and parent(s).

If bullying has ceased, continue to monitor.

If bullying has not ceased, review strategies, seek external support, if appropriate, and review within the agreed timeframe.

Principal must include all bullying behaviour in their update to the board.

Principal provides verbal update to the board.

Review policy, if needed.

Template for Recording Bullying Behaviour

This template is only to be used when bullying behaviour has been identified, in line with the B' Cineálta Procedures.

1. Date of initial engagement with pupil(s) and parent(s)

2. Initials of pupil who has experienced bullying behaviour and class group

Initials _____ Class _____

3. Initials and class(es) of pupil(s) engaged in bullying behaviour

Initials _____ Class(es) _____

4. Source of bullying concern/report (tick relevant box(es))*		5. Location of incidents (tick relevant box(es))*	
Pupil concerned		Yard	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		Other (specify)	

6. Initials of person(s) who reported the bullying concern and/or relationship to the pupil(s)

7. Dates of when the bullying behaviour occurred

6. Form of Bullying Behaviour (tick relevant box/boxes) See page 21

Physical Bullying Behaviour		Exclusion Bullying Behaviour	
Verbal Bullying Behaviour		Relational Bullying Behaviour	
Written Bullying Behaviour		Online Bullying Behaviour	
Extortion		Other (specify)	

7. Type of Bullying Behaviour (tick relevant box/boxes)

Disablist Bullying Behaviour		Homophobic/Transphobic (L4BTQ+) Bullying Behaviour	
Exceptionally Bullying Behaviour		Physical Appearance Sexual Harassment	

Gender Identity Bullying Behaviour		Racist Bullying Behaviour	
Sexist Bullying Behaviour Sexual Harassment		Religious Identity Bullying Behaviour	
Poverty Bullying Behaviour		Other (specify)	

8. Brief Description of bullying behaviour and its impact

9. Views of pupil(s) and parent(s) regarding the actions to be taken

10. Date of review with pupil(s) and parent(s) (within 20 days)	
11. Has bullying behaviour ceased?	
12. Views of pupil(s) and parents in relation to this	
13. If bullying behaviour has not ceased, set an agreed timeframe to meet again and review strategies	
14. Engagement with external services or supports (if any)	

If bullying behaviour continues beyond the review timeframes, the school's Code of Behaviour is to be used.

Signed

_____ (Relevant Teacher) Date

Date submitted to Principal/Deputy Principal _____

