

Appendix A

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Scoil Bhríde, Clara 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.

We confirm that we will take all such steps that are reasonably practicable to prevent the bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable part to play in the school community, regardless of difference.

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

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Behaviour that is not bullying behaviour

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

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

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

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying, can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Bullying behaviour that occurs outside of school

As per the Bí Cineálta Procedures, 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 bullying behaviour has an impact in school, schools are required to support the students involved.

Examples of prohibited bullying behaviours that can occur outside of school (non-exhausted list):

- Bullying behaviour that occurs in the area immediately outside the school, the local shops and the wider local area.
- Bullying behaviour that occurs on the journey to and from school.
- Bullying behaviour that occurs in organised clubs and groups outside of school such as sports clubs.
- Online bullying (cyberbullying) behaviour, along with other types of bullying behaviour can cause significant harm and have a lasting impact on students who experience this behaviour. Access to technology means that online bullying behaviour can happen any time and that the student's home is no longer a safe place. The nature of these technologies means that digital content can be shared and seen by a very wide audience almost instantly and the content is almost impossible to delete permanently.

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	March 2025	½ Day closure - Staff provided with the opportunity to discuss our current prevention strategies and supports.
	March - June 2025	Staff focus group - weekly meetings to develop Bí Cineálta policy.
	May 2025	Staff Meeting - Shared draft policy with staff.
Students	September 2024	Student's Survey
	May 2025	Student Council Meeting - discussed and decided on the development of our student friendly Bí Cineálta policy.
Parents	September 2024	Parent's Survey
	June 2025	Parents Association - Shared draft policy with PA.
Board of Management	June 2025	Shared draft policy with BOM.
Wider school community as appropriate, for example, bus drivers	June 2025	Draft policy - Shared the Bí Cineálta draft policy with the wider school community - bus drivers, escorts, caretakers, cleaning staff.
Date policy was approved: June 2025		
Date policy was last reviewed: June 2025		

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):

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of

management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports young people in this school and to help inform future prevention strategies.

Culture and Environment

We strive to:

- 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;
- Effective leadership
- A school-wide approach to bullying
- A shared understanding of what bullying is and its impact
- 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;
 - Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school, give constructive feedback to pupils when respectful behaviour and respectful language are present and absent.
- Effective supervision and monitoring of pupils
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines (D.F.L.). 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 that is belittling of any pupils.
- Development and promotion of the Bí Cineálta child friendly policy for the school-to be displayed publicly in classrooms and in common areas of the school.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly
- Ensuring that pupils know who to tell and how to tell e.g.
 - Direct approach to teacher at appropriate time, for example after class.
 - Hand note up with homework.
 - Contact the school or a trusted teacher in the school.
 - Anti-bully or worry box.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.

- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Open communication between all members of the school community to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.

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

- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
 - School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school. Hot spots tend to be in the playground/school yard/outdoor areas/changing rooms/corridors and other areas of unstructured supervision. As pupils told us in a survey, the toilets, the yard and the school gate are the main areas. Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
 - All staff actively watch out for signs of bullying behaviour. Ensure there is adequate playground/school yard/outdoor supervision. Non teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
 - Display restorative questions and key respect messages in the yard and classrooms.
 - Access to a calm down space in the mainstream or SET classrooms, when possible.
 - Access to the Nurture Room.
 - Catch them being good-notice and acknowledge desired respectful behaviour by positive attention.
 - Having a classroom rewards system of encouragement.
 - Child-friendly Bí Cineálta Policy was formed with pupils and shared with parents and staff. Outlining various ways to tell.
 - Explicitly teach pupils about the appropriate use of social media.
 - Use of evidence based programs - Smart Moves, FUSE anti-bullying program. Zippy's Friends, Weaving Wellbeing, Stay Safe, Webwise. Fun Friends, Friends for Life, Roots of Empathy, Circle Time, The Alert Programme
 - Positive personal greeting of pupils by name at the gate each morning.
 - Positive Week.
 - A key adult to check in with.
- Soft Start
 - Assembly Activities
 - Nurture

Curriculum (Teaching and Learning)

We strive to:

- Foster and enhance 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, connection, belonging and empathy through formal and informal interactions.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas. Display rules - DFL.
- Display a shared understanding of what bullying is and its impact.

- Promote learning which is collaborative and respectful, fostering inclusion, belonging and respect for diversity.

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

- The full implementation of the SPHE curricular and the RSE and Stay Safe Programme/Web Wise Programme.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Circle Time, Stay Safe Programme, The Walk Tall Programme
- The school will specifically consider the diverse needs of all pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- 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.
- Use of evidence-based programmes - Smart Moves, FUSE anti-bullying programme (DCU), Zippy's Friends and Weaving Wellbeing.

Policy and Planning:

We strive to:

- Have the wellbeing of the school community at the heart of school policies and plans.
- Include the voices of parents, pupils, staff, BOM and the wider community.

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

- 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.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- Code of behaviour, Child protection/safeguarding statement, Supervision, attendance, special education teaching, wellbeing and code of behaviour policies to support implementation of our schools Bí Cineálta policy.
- Embedding Inclusion and diversity across all policies.
- Support the participation of students in the development and implementation of school policies and plans e.g. Student friendly Bí Cineálta Policy.
- Engage in appropriate teaching professional learning courses to support school staff to prevent and address bullying behaviour.
- Information Events and guest speakers for Parents.
- Monitoring Attendance
- Engagement with School Completion Programme

Relationships and Partnerships

We strive to:

- Support interpersonal connections through a range of formal and informal structures such as our parents' association, home-school community welfare officer, board of management, student council and green schools committee.
- Encouraging peer mentoring and peer support.
- Model respectful behaviour to all members of the school community at all times.

- Actively involve parents and/or the Parents Association in awareness raising campaigns around social media.
- Supporting active participation of students in school life and active participation of parents in school life also.

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

- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources. Professional development with specific focus on the training of the relevant teacher(s)
- Support for parents - information seminars/training in the area of prevention of & dealing with issues.
- Dedicated notice board in the school and classrooms on the promotion of friendship and bullying prevention.
- Review regularly during school assemblies
- Wellbeing initiatives, celebrations and activities which support the development of relationships and partnerships:
 - Positive Week
 - Creative Schools/Drama
 - Amber Flag
 - Colour Run
 - Christmas Concert & Coffee Morning
 - Witch Walk
 - Celebrating World Book Day
 - St. Patrick's Day Parade
 - Sports Days
 - School Tours and Trips
 - Grandparents Day
 - Book Fair
 - Choir
 - Roots of Empathy
 - Intergenerational Programme
 - Transfer Programme
 - Information Seminars (Anti-Bullying/Cyber Safety)
 - Access to Nurture Room & Nurture Activities for pupils and staff
 - Sunrise Inclusion and Reverse Inclusion
 - Parent Teacher Meetings
 - Student Council to Promote Student Voice
 - Green Schools Committee
 - Peer Activities: Paired Reading and Chromebook Support
 - Digital Schools Groups
 - Local Education Committee
 - School Completion and Home School
 - Social Committee
 - EAL supports for existing and incoming students
 - GAA
 - Library
 - Family Resource Centre - Sunshine Club/Little Rays
 - Local groups, eg: Clara Gun Club, Men's Shed, Credit Union, St Vincent de Paul

Preventing Cyber Bullying Behaviour:

- Implementing the SPHE curriculum

- Work with parents and students to educate them about the dangers of cyberbullying by facilitating outside speakers.
- Monitor use of technology in school.
- Regular conversations with students about having respectful and kind relationships online.
- Developing and communicating an Acceptable Use Policy.
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour.
- Promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online
- Hosting workshops to reinforce internet safety awareness around appropriate online behaviour for pupils and parents.

Preventing Homophobic/transphobic bullying behaviour:

- Create a safe and inclusive environment for all students regardless of their sexual orientation or gender identity.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Encouraging students to speak up when they experience homophobic behaviour.

Preventing racist bullying behaviour:

- Fostering a school culture where diversity is celebrated and all students 'see themselves' in their school environment.
- Having the cultural diversity of the school visible and on display
- Encouraging peer support such as peer mentoring and empathy building activities
- Encouraging bystanders to report when they witness racist behaviour.
- providing supports to school staff to support students from ethnic minorities and to encourage communication with their parents
- Library reading and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

Preventing Sexist bullying behaviour:

- Ensuring members of staff model respectful behaviour and treat students and staff equally irrespective of their gender.
- Encouraging parents to reinforce these values of respect at home

Preventing Sexual harassment:

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

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):

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.

- Supervision Policy
- Acceptable Use Policy
- Wellbeing Policy
- SPHE

- Code of Behaviour
- School Tours
- Swimming
- DEIS plans - retention

Supervision and Monitoring

We strive to:

- To develop a framework that effectively ensures, as far as is practicable, the safety of children while at play on the yard or while engaged in school related activities
- To observe and monitor behavioural patterns outside the confines of the classroom
- To comply with relevant legislation.

Ways in which we work towards achieving these aims:

- Our supervision policy and duty timetables are reviewed and updated continually. Updates are shared with staff online and posted in the staff room.
- Rules of the school yard are reviewed and revised with staff and students continually and communicated to children regularly.
- Positive interaction monitoring - observe and promote kind and inclusive behaviour, praise, recognition, and restorative questions
- Response to negative behaviour - immediate, calm intervention, using school-wide strategies e.g. restorative conversations. Recording incidents
- Regular review of data to identify hot spots
- Visibility of staff in key areas
- Monitoring of signs of isolation, bullying social exclusion

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, in consultation with their SEN teacher if necessary - this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form - google docs.
- The DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform the Board of Management of incidents of Bullying.
- Assistant principal Bí Cineálta coordinator is available to provide up to date information and support if needed to assist class teacher in addressing concerns.

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):

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

 [Bi-Cinealta-Addressing-Bullying-Flowchart-.pdf](#)


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 students involved, rather than to apportion blame.

When addressing bullying behaviour, the teachers with responsibility will:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of the students 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.

Stage 1: Identifying if bullying behaviour has occurred:

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves 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.

 [Is-it-Bullying.pdf](#)

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

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

If the answer to each of the 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**

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

- Where one student is reported to be involved, the student should be engaged individually at first.
- Thereafter, this student and the student who is reported to be experiencing the bullying behaviour should be met together if the student experiencing bullying feels comfortable.
- 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, if appropriate.
- 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)

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 will 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 as outlined in the school's Bí Cineálta policy.
- 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. In circumstances where a student expresses concern about their parents being informed, the school should develop an appropriate plan to support the student and for how their parents will be informed.
- Schools should consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.
- All incidents of bullying behaviour should be recorded. 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.
- The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It 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. It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased.
- Any engagement with external services/supports should be noted.
- 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.
- These records should be retained in accordance with the schools record keeping policy and in line with data protection regulations.
- A behaviour plan will be drawn up, if necessary.

Requests to take no action:

- A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may 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 matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.
- Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools

may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

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 to review progress following the initial intervention.
- 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. It can take time for relationships to settle and for support to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's **Code of Behaviour**. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school

Complaint Procedure

- 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
- Additional Information relating to schools' complaint procedures are available at the following link: [Schools Complaint Procedures - Additional information for parents and students](#)
- In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent 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.
- The Office of the Ombudsman for Children can be contacted at ococomplaint@oco.ie.

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.

We will use resources, as appropriate - including those developed by NEPS (National Educational Psychological Service), Oide (support service for schools), Webwise, National Parents Council, DCU Anti-Bullying Centre and Tusla and from programmes/sites such as Webwise.

Approaches such as restorative practice and mediation will be used to address bullying behaviour when the teachers involved have been trained in how to engage in these methods and the students involved have agreed to their use.

The following approaches will be used to support students experiencing bullying behaviour, those who witness bullying behaviour and those displaying bullying behaviour. This list is not exhaustive. The approaches will be reviewed continually and each support will be considered on a case by case basis.

- Indicating clearly that the bullying is not the fault of the targeted pupil.
- Speedy identification of those involved.
- Morning check-ins with SET.
- Play/Art therapy, if funding is available.
- Work with pupils to develop self-compassion and self-esteem of those involved.
- Use of calm down space and sensory activities to regulate.
- Link to a key adult well known to the child to help co-regulate.
- At a later date, a key adult will use Restorative Practice to talk with the children involved.
- Use learning strategies to help enhance pupils' feelings of self-worth and self-compassion.
- Respond with empathy.
- Pupils will be educated on the importance of speaking out against bullying through awareness campaigns, assemblies, and classroom discussions.

Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools

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: _____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

Appendix A

Template for Recording Bullying Behaviour

This template is only to be used when bullying behaviour has been identified, in line with the Bì 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

Direct Bullying behaviour		Indirect Bullying behaviour	
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		Physical Appearance Bullying Behaviour	
Exceptionally able Bullying Behaviour		Racist Bullying Behaviour	
Gender Identity Bullying Behaviour		Poverty Bullying Behaviour	
Homophobic/transphobic (LGBTQ+) Bullying behaviour		Religious Identity Bullying Behaviour	
Sexist Bullying Behaviour		Sexual Harassment	

8. Brief Description of bullying behaviour and its impact

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

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10. Date of review with pupil(s) and parent(s) (within 20 days)	
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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 _____

Appendix B

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.
- 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 respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- 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 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.
- 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.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' 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.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.

Appendix C

Restorative Practices 2025/2026

1. Restorative Conversation:

- Calmly discuss the incident with the student.
- Encourage the student to reflect on their behavior.
- **Use Restorative Questions:**
 1. What happened?
 2. What were you thinking at the time?
 3. Who has been affected by what you have done?
 4. In what way have they been affected?
 5. What do you think you need to do to make things right?

2. Restorative Circle (if necessary):

- Gather those affected by the incident (if appropriate).
- Facilitate a circle discussion to share feelings and perspectives.
- Encourage the student to listen and understand the impact of their actions.

3. Apology and Repair:

- Guide the student in making a sincere apology to those affected.
- Discuss ways the student can repair the harm done, such as:
 1. Writing an apology letter.
 2. Discuss the issue with your parents.
 3. Helping the affected person with a task.
 4. Creating a poster or presentation on respectful behavior.
 5. Assisting with classroom responsibilities for a week.
 6. Cleaning or tidying the affected area.
 7. Donating time or effort to a school initiative.
 8. Sharing a positive story or message with the class.
 9. Leading a class discussion on empathy and kindness.

This list is not exhaustive.

4. Reflection Time:

- Provide the student with some time to reflect on their actions and the discussion. This may be in the classroom or another room.
- Encourage them to think about how they can avoid similar behavior in the future.

5. Agreement and Follow-up:

- Agree on specific actions the student will take to improve their behavior.
- Send home the RP sheet for parents to sign, if appropriate.
- Pupil fills out an RP Form which goes directly to the principal, if appropriate. Click [here](#) for referral form.
- Schedule a follow-up check-in to discuss progress and reinforce positive behavior.

This structure allows the teacher to guide the student through meaningful actions to repair harm while keeping the process streamlined.

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of DD/MM/YYYY

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

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- > the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc.
- > the strategies used to address the bullying behaviour
- > any wider strategies to prevent and address bullying behaviour
- > if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- > if a parent has informed the school that a student has left the school because of reported bullying behaviour
- > if any additional support is needed from the board of management
- > if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.

Appendix 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.

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? Insert date when the Bí Cineálta policy was last adopted by the school. _____/_____/20_____
2. Where in the school is the student-friendly Bí Cineálta policy displayed?

3. What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website? _____/_____/20_____
4. How has the student-friendly policy been communicated to students?

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

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

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?

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:

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

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

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? Yes No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? Yes No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour? Yes No

Signed: _____

(Chairperson of board of management)

Date: _____

Date of next review: _____

Signed: _____

(Principal)

Date: _____

Appendix F

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

The Board of Management of _____ 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 _____ [date].

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

Signed: _____

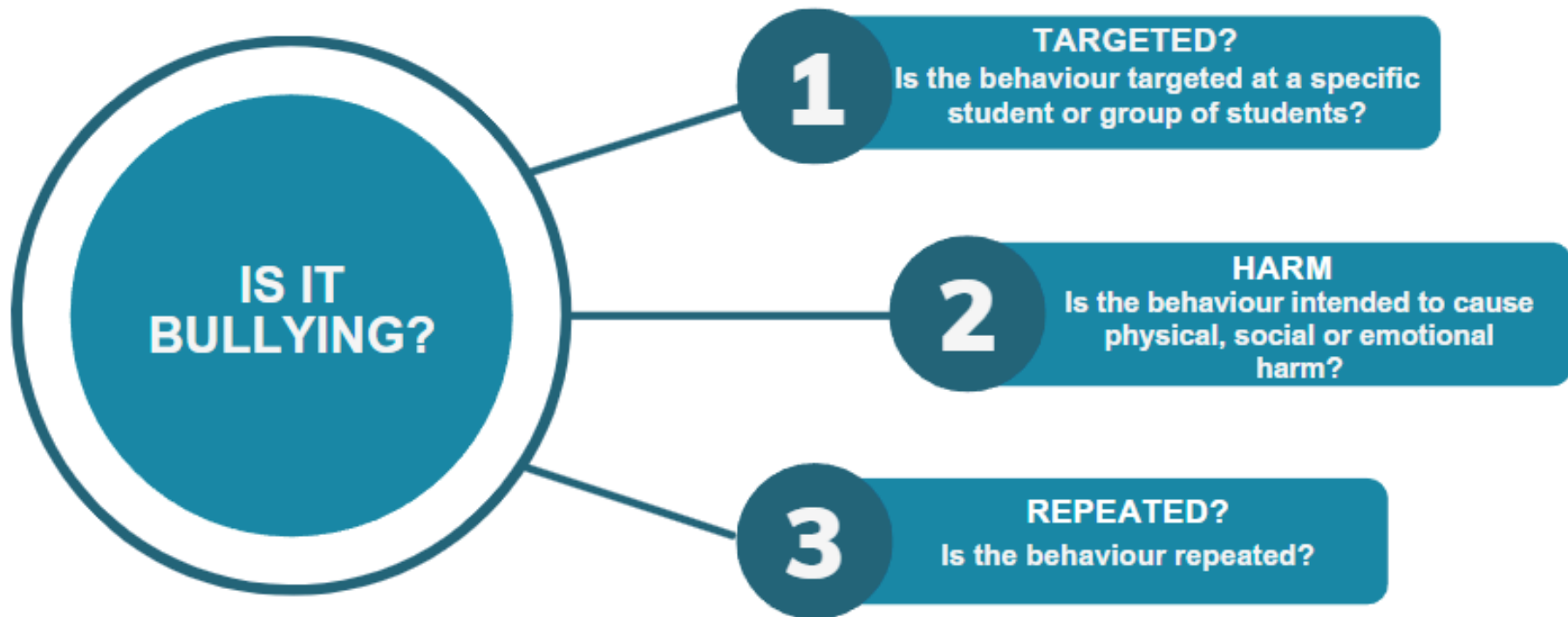
(Chairperson of Board of management)

Date: _____

Signed: _____

(Principal)

Date: _____



If the answer to each of the questions 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 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.

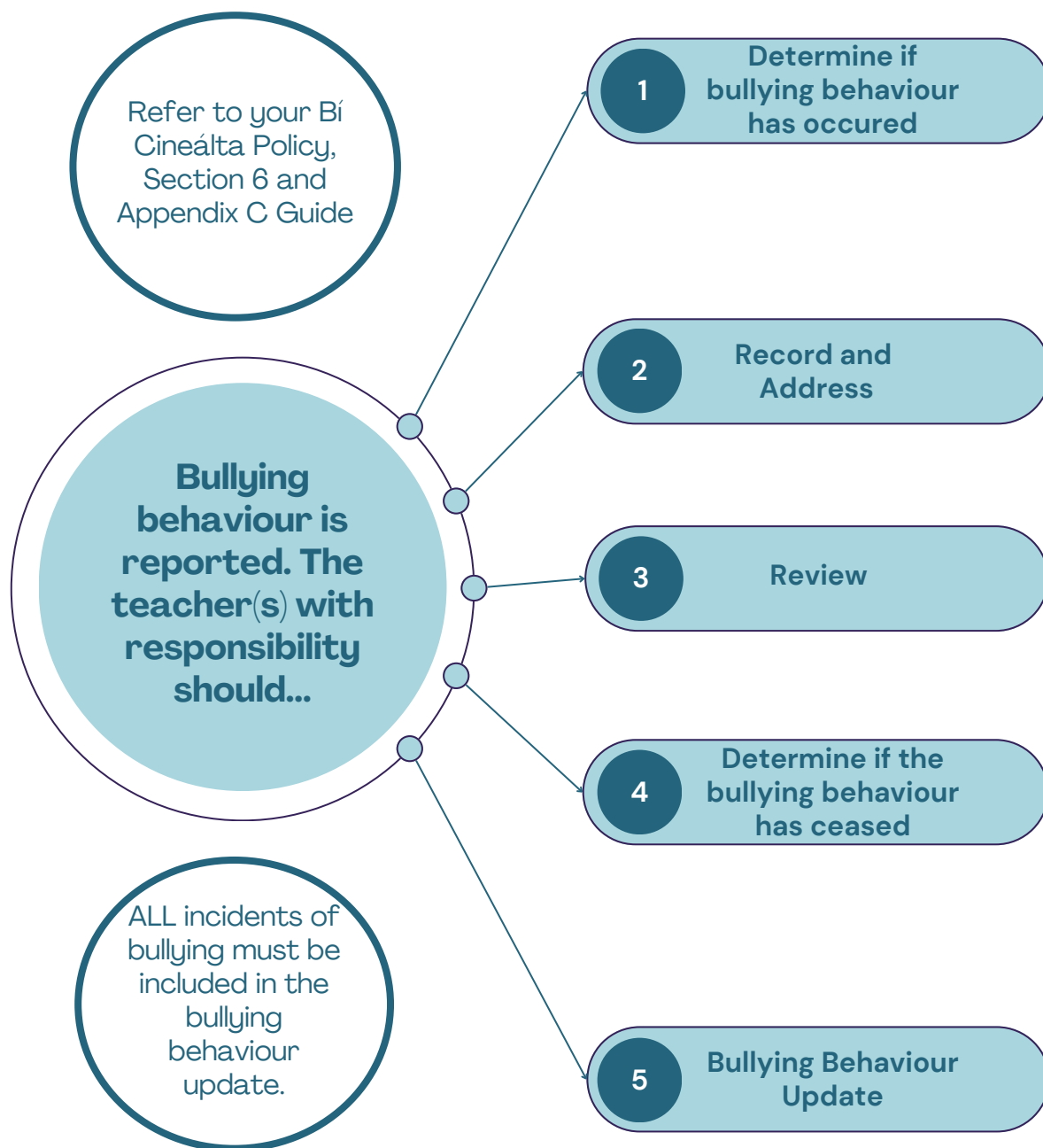


Oide

Tacaíocht le haghaidh
Glainníúil / measc Ceannairní
Scoilte agus Máinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

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.



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoilte agus Múinteoirí

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Learning of School Leaders
and Teachers