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School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Glasnevin ETNS 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. As a school community, we all 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.

Definition of bullying see Chp 2 pages 17-24 incl of Bí Cineáltas

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.

This Bí Cineálta policy sets out how our 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 Positive Behaviour Policy.

Impact of Bullying

See chp 3 of Bí Cineáltas for signs of when a student might be experiencing bullying behaviour and for information on the impact of those bullied, engaging in bullying and those witnessing bullying.

Bullying behavior can be experienced by anyone and can be directed at individuals for no obvious reason. However, some groups can be more at risk including, students with AET, from ethnic minority, Traveller community, LGBTQ+ community, religious, homeless or students experiencing health/mental health issues.

Becoming a **Restorative Practice** School

During school year 2021-2022 the staff of Glasnevin ETNS received training in Restorative Practice by the Professional Development Service for Teachers (PDST).

Restorative Practice (RP) is based primarily on a set of core values and the explicit promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. This practise allows for building trust between and with people. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for the potential growth of positive relationships to become established between people. It also provides a platform for dealing with conflict in a healthy manner when conflict occurs. As defined by PDST Professional Development Service for Teachers

During School year 2022-2023 we began the roll out of this RP approach, this includes: Regular circle time to build relationships and to deal with issues arising. Using a set of 6 questions to guide RP conversations.

**Restorative Conversations: When minor conflict or challenging behaviour has occurred, conversations take place with one or more children to examine who has been affected and how to address the harm that has been caused.

This RP approach ties in well with our schools' position on bullying and supports investigations. RP conversations can sometimes help to prevent issues that arise from developing into a bullying situation. They can also help with establishing if bullying is occurring; and with resolving issues. The same basic procedures apply, the language and approach are different.

UDL (Universal Design for Learning) During school years 24-25 and 25-26 we were a pilot school for UDL implementation, involving sustained support from the NCSE

Relate During school year 25-26 and 26-27 we are in receipt of support from the NCSE regarding implementation of a Relate approach based on regulation first.

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	31/08/26; 02/09/26 in person Staff newsletter 19/10/26, 2/11/26, 9/11/26	• Half day training for all staff 23/24 • Document shared with all 08/26 • Regular meetings (31/08/26, 02/09/26, • Weekly staff newsletter updates, reminders, links with supports etc
Students	5/11/26 9/11/26-13/11/26 11/11/26	• Principal and teacher lead met with Student Council • Student Council visited classes to refresh all on Student-friendly policy & ensure displayed • Student Council reps met with BoM and parent body (annual meeting)
Parents	22/10/26 & 5/11/26 5/11/26 (Weekly newsletter)	• Invite to Focus group/feedback meeting • Shared with all & invited to provide any feedback
Board of Management	4/11/26 11/11/26	• Document shared with all & invited to provide feedback • Reviewed during meeting
Wider school community as appropriate, for example, bus escorts & drivers	10/11/26	• Policy shared with all via direct email and website
Date policy was approved: May 21st 2025		
Date policy was last reviewed: Nov '26		

Section B

Preventing Bullying Behaviour

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

Culture and Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. We endeavour to create a values-centred space where students and school staff experience a sense of belonging and feel safe, connected and supported. Relationships between all members of the school community are based on respect, care, integrity and trust. Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour.

Each member of school staff contributes to developing and maintaining a school culture where bullying behaviour is unacceptable and takes a consistent approach to addressing bullying behaviour.

Students help shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.

Parents, as active partners in their child's education, help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

The culture of the school is that it is a **Telling School.** The students are frequently encouraged to be a brave upstander; to stand up to bullying behaviours; and not a bystander (part of the problem). Students are frequently reminded to tell staff members when they witness misbehaviours and are made aware of the importance of telling. They are assured that this is not telling tales. They are reassured that this telling will help the target and the perpetrator. On becoming aware of any bullying situation, in or outside the school, involving members of the school community students are asked to notify a trusted, responsible adult. Bullying behaviour is too serious not to report.

A **trusted adult** may be helpful in encouraging students to report. Where needed, we ensure that a student is aware of who their trusted adult/s might be.

We create a **safe physical space**

- By ensuring visibility of school staff who supervise students during yard duty, or any other time.
- All students are expected to contribute to the creation and maintenance of a safe environment in the school.
- Murals, artwork and signage help promote the school's values such as equality, diversity, inclusion and respect.

We provide a **range of options during free time**. We offer a mix of activities, and all students can choose from any of the outdoor spaces during break times with a view to accommodating a range of needs, preferences and interests. The availability of spaces within the building and the grounds for collaborative learning/play fosters a sense of belonging, and students are given ownership of their own space through play opportunities, art and creativity. This helps students to feel a sense of responsibility for their school environment. The school grounds are well maintained to promote a sense of ownership and respect in the school community.

Supervision Appropriate supervision is an important measure to help prevent and address bullying behaviour. We take all reasonable measures to ensure the safety of all students and to supervise carefully when attending school or attending school activities.

Curriculum Teaching and learning that is collaborative and respectful is promoted. Students have regular opportunities to work in small groups with their peers, which helps build a sense of connection, belonging and empathy among students. The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. We provide opportunities for students to develop a sense of self-worth through both curricular and extracurricular programmes. The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula at primary level aim to foster students' wellbeing, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions. Students' social and emotional learning (SEL) skills can be improved through the SPHE curriculum. Examples of resources that can be used as part of teaching SPHE are included in the Resources Guide which accompanies these procedures.
The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying) used by the school are as follows:

- The anti-bullying module of the SPHE programme applies during each school year.
- At least five awareness-raising exercises per school year for each class group, pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying, during one week every second month (e.g. Oct, Dec, Feb, April, June).
- Students can also consider diversity and inclusion can be experienced via Educate Togethers' Learn Together programme, which aim to encourage respect and understanding of different beliefs, perspectives and ways of living. By examining historical and contemporary examples of racial discrimination and colonial legacies, students can develop an understanding of the root causes of bias and prejudice. Resources and materials are also available to support this.

Policy and Planning

We are working towards the wellbeing of the school community, being at the heart of school policies and plans. The student-friendly Bí Cineálta policy to prevent and address bullying behaviour has been developed by our students. There are a range of other policies such as the school's acceptable use policy, supervision policy, Inclusion/ AET special education teaching policy and Positive Behaviour that support implementation of a school's Bí Cineálta policy. Supporting the participation of students in the development and implementation of school policies and plans helps increase awareness and ensure effective implementation. Engaging in appropriate teacher professional learning courses supports school staff to prevent and address bullying behaviour. School staff share their experiences and examples of best practice. A range of training is available for school staff which relates to promoting inclusion and diversity in school; e.g. during school year 24/25 and 25/26 we are receiving training from the NCSE on UDL (Universal Design for Learning);

during school year 26/27 we are embedding UDL practices and receiving some on-going support from NCSE on Relate.

Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as student councils, school clubs, PTA and student support teams. The following, which is not an exhaustive list, strengthen relationships and partnerships between members of the school community:

- age-appropriate awareness initiatives that look at the causes and impacts of bullying behaviour including those dealing with navigating friendships, identity based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment
- supporting the active participation of students in school life
- supporting the active participation of parents in school life, including those who may find it difficult or daunting to engage with the school due to being unfamiliar with the education system or due to language or cultural barriers
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying
- supporting activities that build empathy, respect and resilience
- encouraging peer support such as peer mentoring
- promoting acts of kindness
- teaching problem solving
- hosting debates
- Restorative Practice and wellbeing work: Circle time; RP questions; Weaving Wellbeing programme for all students (school/home link)
- Values based work monthly; Learn Together programme

Cineáltas: Action Plan on Bullying recognises the importance of positive relationships across the whole education community to promote empathy, understanding and respect. The meaningful involvement of the board of management, staff, students and their parents in the development, implementation and review of their school's Bí Cineálta policy and student friendly version is essential to effectively prevent and address bullying behaviour.

The school's **Student teams** support the development, implementation and review of the school's strategies to prevent bullying behaviour, e.g. The Student Council have developed the student friendly policy and have been invited to meet with the Board of Management in May '25. In June '26 the Student Council with BoM to update on their involvement with implementing this policy, and again with BoM and parent body to share their experience of working on this. The Student Wellbeing team are supporting and reviewing the success of yard changes, listening to the views of all students.

When implementing a prevention strategy, we engage with members of the wider school community who are in regular contact with students, such as the following, which is not an exhaustive list:

- school taxi drivers and escorts
- education welfare officers
- Traveller and Roma community education workers
- traffic wardens

- local businesses that are close to the school.

These members of the wider school community are encouraged to report any bullying.

Preventing cyberbullying behaviour

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. Technology is a part of life that can impact even the youngest members of society. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour. We endeavour to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- implementing the SPHE curriculum
- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating our acceptable use policy for technology and our Digital Device Policy - Updated 2025.docx
- referring to appropriate online behaviour as part of the standards of behaviour in the Positive Behaviour Policy.
- promoting or hosting online safety events for students and parents who are responsible for overseeing their children's activities online*
- holding an Internet safety day to reinforce awareness around appropriate online behaviour

Preventing homophobic/transphobic bullying behaviour

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school. Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- 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
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- encouraging students to speak up when they witness homophobic behaviour

Preventing racist bullying behaviour

Schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour. Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:

- fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- having the cultural diversity of the school visible and on display
- conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- 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 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
- inviting speakers from diverse ethnic backgrounds
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

Preventing sexist bullying behaviour

We are committed to gender equality as part of the school's measures to create a supportive and respectful environment.

Strategies to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- ensuring all students have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contributions of all students
- organising awareness campaigns, workshops and presentations on gender equality and respect
- encouraging parents to reinforce these values of respect at home

Preventing sexual harassment Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. Schools must make it clear that there is a zero tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter. Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- using the updated SPHE specifications at postprimary level to teach students about healthy relationships and how to treat each other with respect and kindness
- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment Many of the preventative strategies listed above can be implemented by schools to prevent all types of bullying behaviour.

Note: Resources to support schools to prevent bullying behaviour are contained in the Resources Guide which accompanies these procedures.

Section C

Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. We work in partnership with our patron, board of management, staff, students and their parents in developing and implementing this Bí Cineálta policy.

The steps that will be taken by the school to determine if bullying behaviour has occurred

1. Identifying if bullying behaviour has occurred (See Appendix 1)

Teaching and non-teaching staff such as secretaries, Additional Needs Assistants, bus escorts, caretakers and cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher. Any student or parent/guardian or staff member may bring a bullying incident to any teacher in the school. The Principal must always be informed.

All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher (class teacher).

To determine whether the behaviour reported is bullying behaviour the following will be considered (see definition of bullying p.2/3. of this policy).

a. Is the behaviour targeted at a specific student or group of students?
b. Is the behaviour intended to cause physical, social or emotional harm?
c. 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 Positive Behaviour Policy

The class teacher investigates all instances of reported or suspected bullying behaviour, with a view to establishing the facts. Where possible, incidents should be investigated outside of the classroom situation to ensure the privacy of all involved. All conversations should be conducted with sensitivity and with due regard to the rights of all students concerned, including their right to confidentiality, where appropriate. Students who are not directly involved can also provide very useful information in this way.

- The relevant teacher should seek answers to questions of: what, where, when, and who; in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner. The child's age and stage of development will be taken into consideration.
- If a group is involved, engagement will be with each individually at first.
- Thereafter, all those involved *may* be met as a group, if agreeable with all.

- At the group meeting, each member should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. It also may be helpful to ask those involved to write down their account of the incident(s).
- Otherwise, a consensus will be agreed without bringing all involved together.
- Each student should be supported as appropriate

Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Positive Behaviour RP questions will also guide this process.

If it is unclear if it is Bullying, the situation will be closely monitored for a period of 5 to max 10 days by specific staff members. The principal/Deputy principal will work with the class teacher to establish a small team of staff members to support the monitoring process. The class teacher will record any events and follow up.

If the behaviour is **not bullying,** the suspected bullying is recorded along with any monitoring and outcome as per Appendix 1 of this policy. A paper copy is given to the principal and filed in the principal's office.

2. Record and Address (See Apendix 2)

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

Approach Where it is established that bullying behaviour has occurred/is occurring:

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

A student's agency or sense of power can be decreased when they experience or witness bullying behaviour. When a student tells an adult that they feel that they are experiencing bullying, they may feel more control over what is happening to them. It is very important that a student's agency is not decreased further by adults deciding what will happen next without listening to the student and involving them in deciding on the actions that will be taken.

When bullying behaviour occurs, we aim to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame. we will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

Investigating and dealing with bullying

The primary aim for the relevant teacher 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**:**

- The class teacher investigates with a view to establishing the facts, seeking answers to questions of: what, where, when, who and why.
- The teacher listens to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- If a group is involved, the teacher engages with each member individually at first.
- Students who are not directly involved may also provide useful information
- Staff members may be consulted, where appropriate.
- Thereafter, all those involved *may* be met as a group, if agreeable with all. 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. Otherwise, a consensus will be agreed without bringing all involved together.
- Each member of a group should be supported through the possible pressures that may face them from other members of the group, after the conversation with the teacher. It also may be appropriate or helpful to ask those involved to write down their account of the incident(s).
- The parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken and to consult with them on the actions to be taken to address the behaviour. Parents/guardians may be given an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.

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- While all bullying is completely unacceptable, the seriousness of the bullying behaviours and the individual child's role within it will be considered; and follow up actions will be in line with this.

- The class teacher will record the following, as per Appendix 2

✓ Engagement with all involved
✓ Form and type of bullying, if known
✓ Where and when took place
✓ Date of initial engagement with students and parents

- ✓ Agreed actions to be taken and the views of the students and parents regarding the actions to be taken

3. Review; follow up where bullying behaviour has occurred (See Appendix 2)

- The teacher will engage with the students involved and their parents again no more than 20 school days after the initial engagement to review progress.
- 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 will 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 will also be recorded.
- Any engagement with external services/supports will 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 will 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 will 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/s, their parents and the school.

Important to note:

Parents and students are required to co-operate 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.

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 parties 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 as outlined in the school's Bí Cineálta policy. 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. Consideration will be given of communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

While it is hoped that the class teacher will carry out the following, it may be deemed necessary to have intervention/support of the principal/deputy principal.

The school, through the class teacher (as much as is possible) reserves the right to ask any student for an account (this may be written) of what happened, as part of an investigation. Please note that this does not necessarily imply that a student is guilty of misbehaviour.

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.

4. Determining if bullying behaviour has ceased (See Appendix 2)

- ✓ If the bullying behaviour has ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for supports 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 will review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
  - Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school will consider using the strategies to deal with inappropriate behaviour as provided for within the Positive Behaviour Policy. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
  - Where the bullying has not ceased, external supports may be used.

5. Recording bullying behaviour

All incidents of bullying behaviour will be recorded, documenting the form (Section 2.5) and type (See Section 2.7) of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents. The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It will 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 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 will also be noted. These records will be retained in accordance with the school's record keeping policy and in line with data protection regulations.

- Paper copies of Appendix 1 and Appendix 2 will be stored in a secure file by principal/deputy principal.
- Appendix 2 (where bullying behaviour occurs) will be stored securely on Aladdin under the student's file, accessible to relevant staff only, as needed.
- Where a Student Support File exists for a student, schools are encouraged to place a copy of the record on the student's support file. This will assist the school's student support team, where they exist, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.
- If 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.*

6. Complaint process

- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour. they will be referred to the school's complaints procedures, available at https://www.gov.ie/en/policyinformation/parentalcomplaints
- 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

Section D

Oversight (See Appendix 3, 4 and 5)

- 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.
- Notification of the review will be shared with the whole school community annually.

Signed: Catherine Clune Mulvaney Date: 11/11/2026

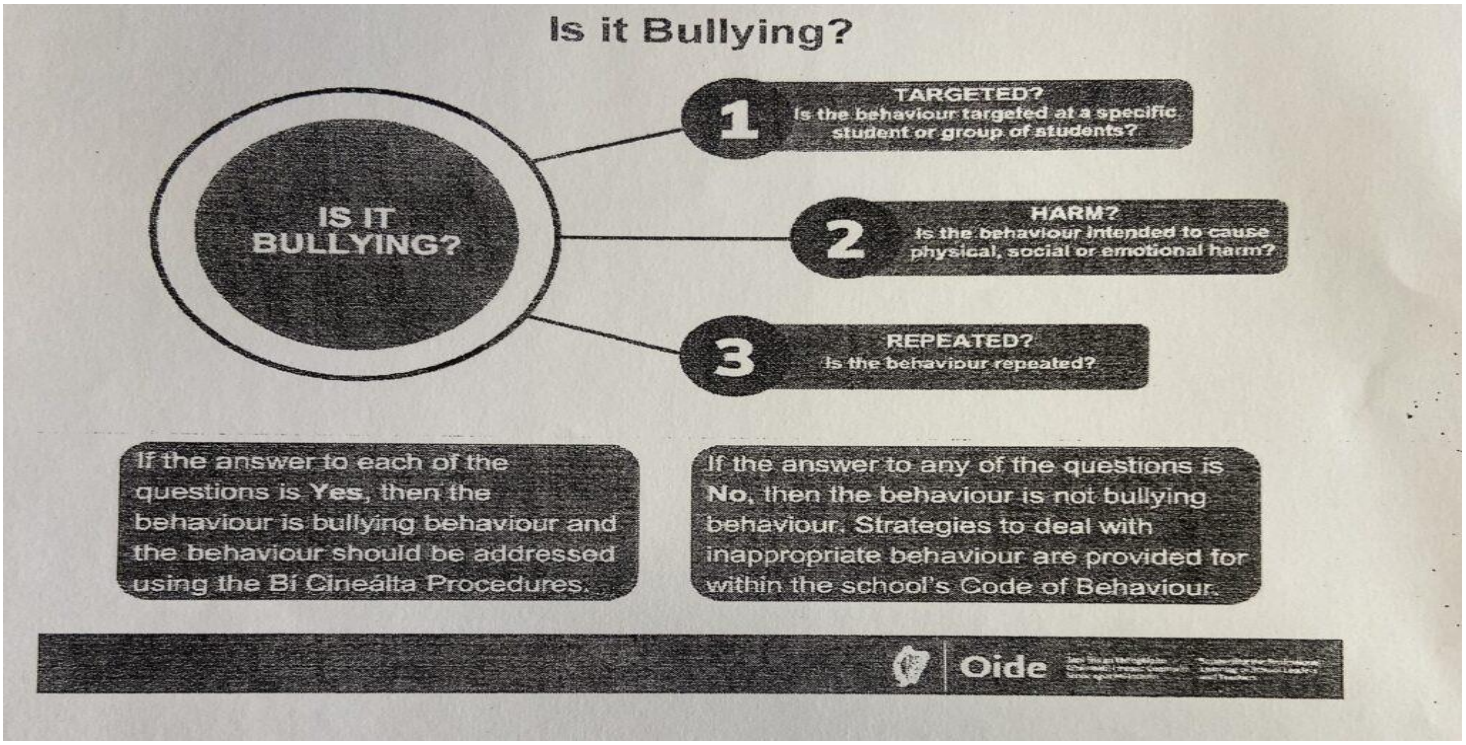
(Chairperson of board of management)

Signed: Rlonlon Date: 11/11/2026

(Principal)

Appendix 1

Determining if bullying behaviour has occured



		Date
Source of concern		
Actions taken, e.g. investigations		
Outcome of actions		

Monitoring template for max 5/10-day period	
Date	**Record of events**

Appendix 2

Record and Adress Bullying Behaviour; Review; Cease bullying (2,3,4)

Background

Name of student experiencing bullying behaviour _____

Class_____

Name and class of students engaging in bullying behaviour

Form of bullying

Direct Bullying	Indirect Bullying	Online Bullying
➢ Physical	➢ Exclusion	
➢ Verbal	➢ Relational	
➢ Written		
➢ Extortion		

Type of Bullying

Disablist		Racist	
Exceptionally able		Poverty	
Gender identity		Religious identity	
Homophobic/transphobic/LGBTQ+		Sexist	
Physical appearance		Sexual harassment	
Other			

Location of bullying behaviour (add date)

Inside school (yard, classroom, other)	
Outside school (to/from school; ECA; other)	

1.Record of initial engagement

	Date consulted	Method of Consultation
School Staff		
Students		
Parents		

Agreed Actions to be taken

-
-
-
-

Views of students and parents on agreed actions to be taken to address the bullying behaviour

Date:		Date:	
Experiencing bullying		Engaging in bullying	
Student		Student	
Parent		Parent	

Follow up; Review; Cease bullying

The teacher must engage with students and parents again **no more than 20 days after initial engagement**. Consider:

- Nature of bullying behaviour
- Effectiveness of strategies used to address bullying behaviour
- Relationship between the students involved

Views of students and parents: has the bullying behaviour ceased?

Date:		Date:	
Experiencing bullying		Engaging in bullying	
Student		Student	
Parent		Parent	

If not included in above, what date has it been determined that the bullying behaviour has stopped ___ _____.

If bullying behaviour has not ceased, the teacher reviews the strategies used in consultation with the students involved and their parents. They agree a time frame for further engagement until the behaviour has ceased

Agreed Actions to be taken

-
-
-

Views of students and parents on agreed actions to be taken to address the bullying behaviour

Date:		Date:	
Experiencing bullying		Engaging in bullying	
Student		Student	
Parent		Parent	

Other actions may include:

Engagement with external services/supports	
Ongoing supervision	
Support needed for the students involved	
Disciplinary sanctions as per PBP (private matter!!)	
If parents not satisfied, refer to Complaints procedure	
If parents not satisfied with above, refer to Ombudsman for Children	

Appendix 3

Guide to Providing Bullying Behaviour Update for Board of Management Meeting

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:

Date _____

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 4

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 adopted by the school.* *1*/09/2025
   .

2. Where in the school is the student friendly Bí Cineálta policy displayed?

Main entrance to the school; and in all classrooms

3. What date did the Board publish the Bí Cineálta policy and the student- friendly policy on the school website? 28/05/2025.

4. How has the student friendly policy been communicated to students?

Through lessons and regular references to it. Student Council visits to classrooms (9/11/26-13/11/26)

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

Through Thursday letter and on www.get.ie website

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*

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

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*

9. Has the Board discussed how the school is addressing all reports of bullying behaviour? *Yes*

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

11. Have the prevention strategies in the Bí Cineálta policy been Implemented? *Yes*

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? *Yes*

13. How have (a) parents, (b) students and (c) school staff been consulted as part of the review of the Bí Cineálta Policy?

(a) Parents – through invitation to provide feedback via weekly letter
(b) Students – through class teachers... lessons; reference to the policy; also through student leaders
(c) Staff – through regular meetings and means of communication including staff newsletter weekly, Aladdin; provision of specific space within each classroom (cubby) for policy and relevant doc; survey as part of this consultation

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:

None

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

N/A

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

No

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying Behaviour? *Yes*

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

Appendix 5

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 11/11/2026

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: _____ Date: 11/11/2026

(Chairperson of board of management)

Signed: _____ Date: 11/11/2026

(Principal)

Date of next review: November 2027

Each situation will be dealt with on a case-by-case basis as every situation is unique and complex. Given the complexity of bullying behaviour it is generally acknowledged that that no one approach works in all situations. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed. Each school must therefore decide on an approach that is best suited to its own circumstances. Approaches such as restorative practice and mediation will only 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. To ensure clarity among the school community about how instances of bullying behaviour will be dealt with, the approaches that will be used by this school are specified in this Bí Cineálta policy. Section 6.7 outlines the supports that are available and the Resources Guide.