

Bí Cineálta Procedures to Prevent and Address Bullying Behaviour

The Board of Management of Tibohine NS 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 Traveler community.

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 Applies

- In class, between classes and while on the school premises
- While in school uniform
- On the way to and from school
- On school-based activity, school tours etc.
- To anything done in the school name
- To any behaviour that adversely affects the school reputation or the education of any student in the school.

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: _____

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".

A further 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.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis.

The core elements of the definition are further described below:

➤ **Targeted behaviour**

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's Code of Behaviour.

➤ **Repeated behaviour**

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's Code of Behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

➤ **Imbalance of power**

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power.

This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education.

In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

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.

Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far-reaching

consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, ***criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images***. If bullying behaviour ***involves physical violence or threats of violence***, it may be considered ***assault***. If bullying behaviour involves ***discrimination or hate speech*** targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be ***considered a hate crime*** under the Prohibition of Incitement to Hatred Act 1989¹, and those engaging in such behaviour may face criminal charges. If bullying behaviour ***involves sexual harassment or sexual assault***, this may also be ***considered criminal behaviour***. ***An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour***

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		
Students		
Parents		
Board of management		

Wider school community as appropriate, for example, bus drivers		
Date policy was approved:		
Date policy was last reviewed:		

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	Curriculum
<ul style="list-style-type: none"> ✓ Modelling respect to students ✓ A zero tolerance stance on bullying ✓ Setting boundaries at the beginning of the school year, discuss rules and expectations with students ✓ Establishment of a Safe Telling Environment ✓ Visible Displays around the school ✓ Display of students' work ✓ Designated area to report bullying issues- Student Voice Post Box 	<ul style="list-style-type: none"> ✓ Various awareness weeks throughout the school calendar e.g. Wellbeing Week, Anti- Bullying (Cyber Bullying) Week, Cultural Week ✓ Variety of programmes can be run in SPHE and Wellbeing/Guidance Classes ✓ Wellbeing is at the Centre of all subject plans ✓ Wellbeing indicators addressed in all areas of Teaching & Learning

<ul style="list-style-type: none"> ✓ Empowerment of student voice through the Students' Council and Prefects ✓ Designated areas for students at break times ✓ Big Brother programme ✓ We promote being a "telling school" ✓ Frequent referring to the Bí Cineálta Procedures ✓ Bí Cineálta student policy displayed across the school 	<ul style="list-style-type: none"> ✓ SEN: Primary school visits and SEN meetings ✓ A culture of inclusion ✓ Updates to staff from management & SEN meetings, regular staff meeting updates, whole school SEN, yearly meetings of SEN lead teachers and class teachers ✓ Staff CPD on area of anti-bullying ✓ Whole school survey regarding bullying
<p>Relationships and Partnerships</p>	<p>Policy and Planning</p>
<ul style="list-style-type: none"> ✓ Linking with external services e.g. NEPS, CAMHS, Tusla, Gardaí ✓ Linking with BOM, PA, Students' Council, Local clubs, Localize Community ✓ Activities, Mini Projects, subject specific CBAs e.g. CSPE Action Project, SPHE CBA ✓ Class events, Fundraising events ✓ Guest Speakers ✓ Garda Visits 	<ul style="list-style-type: none"> ✓ Bí Cineálta Policy ✓ Code of Behaviour Policy ✓ Acceptable Use Policy ✓ Child Safeguarding ✓ Data Protection ✓ Dignity in the Workplace ✓ Supervision Policy ✓ SEN Policy ✓ Whole School Guidance policy ✓ Admissions Policy ✓ Internet Acceptable Use Policy ✓ Social Media Policy ✓ Staff aware that they are all mandated persons, child protection procedures handed out each year as reminder and complete Children First E-Learning Programme.

	✓ Principal & Deputy Principal complete DLP/DDLP training and refreshers
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The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour:

Appropriate supervision in Tibohine N.S. is an important measure to help prevent and address bullying behaviour. In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships. Tibohine N.S. has the following supervision and monitoring policies to prevent and address bullying behaviour:

- Yard and Corridors and in class - A daily schedule of supervision on corridors and yard is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.
- All staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are always expected.
- Survey of Students - Students are surveyed through an online form throughout the year regarding bullying behaviour.

Please refer to the school's Supervision Policy for further details.

Preventing cyberbullying behavior

As a school we are aware that 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.

Tibohine N.S. will 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
- > reviewing and communicating an acceptable use policy (UAP) for technology
- > 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
- > holding an Internet safety day to reinforce awareness around appropriate online behavior.

Tibohine N.S. encourages parents/ guardians to be aware that in Ireland the digital age of consent is 16. Therefore technically, children under the age of 13 should not have a social media account.

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 behavior

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
- > celebrating Cultural Week
- > 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
- > 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 behavior

Schools should focus on 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 primary 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

Section C: Addressing bullying behaviour

When bullying behaviour occurs, the school will:

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

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.*

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):

- Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, the teacher should without delay refer the matter to the Deputy Principal or Principal.
- In investigating bullying behaviour or addressing bullying behaviour in any way, students are welcome to seek the assistance and support of the Principal and the Deputy Principal. Indeed, given the extent to which the Principal and Deputy Principal are privy to all kinds of personal information about students, it would be

prudent for older to check in with either of them before taking any action in relation to bullying behaviour.

- The School reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the school community and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside of the school/college.

- The School reserves the right, in accordance with Section 6 BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where the School deems bullying behaviour to be potentially abusive (Section 2 BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES Child Protection Procedures for Primary and Post Primary (revised 2023)

- Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6 BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools. These are summarised as follows:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved.
- Teaching staff follow school protocol regarding one- to-one interactions with students at all times as mandated persons.
- 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.

- act in a timely manner.
- inform parents of those involved*

*Parents are an integral part of the school community and play an important role, in partnership with the school, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties 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.

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

- If a group of students is involved, each student will be engaged with individually at first.
- Thereafter, all students involved will 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.
- All students involved will be required to write down their account of the incident(s).

In circumstances where a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and for how their parents will be informed.

The school will consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

Follow-Up Where Bullying Behaviour has occurred:

- ✓ the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- ✓ important factors to consider as part of this engagement are the nature of the

bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved

- ✓ the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- ✓ the date that it has been determined that the bullying behaviour has ceased should also, be recorded
- ✓ any engagement with external services/supports should also be noted
- ✓ ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- ✓ if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- ✓ if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Positive Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- ✓ if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, they should be referred to the school's complaints procedures
- ✓ if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions

have had a negative effect on the student.

Recording of bullying behaviour:

All bullying behaviour will be recorded on the 'Bullying Incident Report Form' (Appendix A). 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. If the student has a Student Support File, the incident report should be stored here. Staff store their own records of bullying incidents.

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

The Principal, Deputy Principal, Class Teachers and The Board of Management will be assigned roles to deal with incidents of bullying behaviour.

The Class Teacher of the student (or the parent/ guardian of the student) who makes an allegation of bullying or about whom an allegation of bullying is made must consult with the Principal or Deputy Principal. Any teacher who witnesses or becomes aware of an incident of bullying is obliged to report it to the Principal or Deputy Principal. Where an incidence of bullying involves students from more than one class group, two or more relevant teachers may work together to investigate and deal with the bullying incident.

The student involved in the allegation of bullying will work in conjunction with the class teacher to investigate and report the incident. The tutor will liaise with

parents/ guardians of the students involved and will seek the support of the school Guidance Counsellor if further supports are required.

The Principal and Deputy Principal wherever possible will only become actively involved in cases where deemed necessary such as in a serious case of victimisation of one party by another it will be reported directly to the Deputy Principal/ Principal. The Principal will also provide, at each meeting of the board of management an update on the number of incidents of bullying behaviour and the measures taken to prevent and address bullying behaviour.

The Board of Management. The school's Bí Cineálta policy must be reviewed each calendar year or as soon as practicable where the board of management determines that a review is warranted. The review should be completed with input from the school community which includes the board of management, staff, students and their parents and members of the wider school community (as appropriate). The school will engage with the parents association to obtain their views on the content and effectiveness of the school's Bí Cineálta Policy. School management must ensure that students, parents and staff members are made aware of the relevant teachers responsible for dealing with bullying concerns.

The school may also seek the support of any of the following when working with students affected by bullying

- ✓ Counselling service (through guidance or chaplain)
- ✓ Building self-esteem and developing social skills
- ✓ Use of restorative practices to re-build and maintain relationships
- ✓ Co-operation with parents
- ✓ Referral to outside agencies (if necessary) in co-operation with parents
- ✓ National Educational Psychological Service (NEPS)

- ✓ Oide
- ✓ Webwise
- ✓ National Parents Council
- ✓ Dublin City University (DCU) Anti-Bullying Centre
- ✓ Tusla

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/ guardians may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. *Parents/ guardians 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.*

Section D: Oversight

The Principal will present an update on bullying behaviour at each Board of Management meeting (Appendix B) . 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 across the school and is also available on our school app 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.

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix B: Annual review of the Bí Cineálta policy

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: _____

Signed: _____

(Chairperson of Board of management)

(Principal)

Date: _____

Date: _____

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 D: Review of the Bí Cineálta Policy

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

<p>1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the <i>Bí Cineálta Procedures for Primary and Post-Primary Schools</i>? Insert date when the Bí Cineálta policy was last adopted by the school. _____ / _____ / 20_____</p> <p>2. Where in the school is the student-friendly Bí Cineálta policy displayed?</p> <p>3. What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website? _____ / _____ / 20_____</p> <p>4. How has the student-friendly policy been communicated to students?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>6. Have all school staff been made aware of the, school's Bí Cineálta policy and the <i>Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools</i>? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>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? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</p> <p>_____</p> <p>_____</p>
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9. Has the Board discussed how the school is addressing all reports of bullying behaviour. Yes No

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? Yes No

11. Have the prevention strategies in the Bí Cineálta policy been implemented? Yes No

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

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

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: [Signature]
(Chairperson of board of management)
Date: 25/9/25
Date of next review: 25/5/26

Signed: [Signature]
(Principal)
Date: 25/9/25

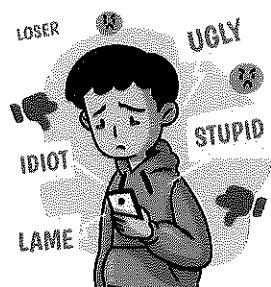
Appendix E: Student Friendly Bí Cineálta policy



BÍ CINEÁLTA

1 WHAT IS BULLYING?

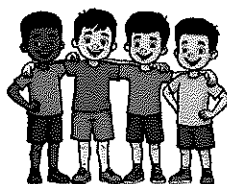
- BULLYING IS TARGETED BEHAVIOUR THAT CAUSES HARM
- IT IS REPEATED OVERTIME AND CAN BE ONLINE OR OFFLINE



4 SIGNS OF BULLYING

- YOU ARE NOT HAPPY OR INTERESTED IN SCHOOL
- YOU ARE TOO NERVOUS TO TELL SOMEONE WHAT IS GOING ON
- YOU HAVE ANXIETY GOING TO AND FROM SCHOOL
- YOU DO NOT WANT TO GO TO SCHOOL

PREVENT BULLYING



2 HOW TO PREVENT IT

WE PROMOTE A POSITIVE, INCLUSIVE AND WELCOMING SCHOOL ENVIRONMENT

WE RAISE AWARENESS OF WHAT BULLYING IS AND HOW TO REPORT IT

5 WHAT TO DO IF YOU ARE BEING BULLIED

IF YOU SEE OR HEAR BULLYING- TELL SOMEONE

TALK TO SOMEONE- YOUR TUTOR, YEAR HEAD OR A TRUSTED ADULT

TELL A FRIEND OR PARENT WHO CAN HELP
BÍ CINEÁLTA- BE KIND

3 Types Of Bullying

PHYSICAL: INTENDS TO PHYSICALLY HARM THE STUDENT INVOLVED

VERBAL: INSULTING AND HUMILIATING SOMEONE

CYBER BULLYING; INSULTING AND INTIMIDATING OTHERS ONLINE OR LEAKING SENSITIVE INFORMATION WITHOUT CONSENT

IDENTITY BASED; BULLYING BECAUSE OF RACE, GENDER, DISABILITY, OR DIFFERENCES



6 HELP OUT

WE ENCOURAGE A "TELLING ENVIRONMENT"- PLEASE TELL SOMEONE

WE RAISE AWARENESS OF WHAT BULLYING IS AND HOW TO REPORT IT