

Cavan No 1 NS Bí Cineálta Policy

to Prevent and Address Bullying Behaviour

The Board of Management of Cavan No 1 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 Traveller community.

Definition of Bullying Behaviour

Bullying behaviour 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.

What is not Bullying Behaviour?

the following would **not** be considered bullying behaviour under *Bí Cineálta* procedures:

- **Single incidents of negative behaviour:** A one-off argument, disagreement, or isolated hurtful action is generally not defined as bullying. However, it should still be addressed according to the school's code of behaviour.
- **Accidental or reckless behaviour:** If harm is caused unintentionally and is not a deliberate act, it is not considered bullying. However, the impact on the student experiencing harm still needs to be addressed.

- **Mutual arguments or disagreements:** Situations where there is no power imbalance and both individuals are contributing equally to a conflict are not bullying.
- **Not wanting to be friends or remaining friends:** Simply choosing not to be friends with someone is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude, or create dislike by others, including manipulating friendship groups.
- **Unintended harm:** If repeated harm occurs but was not intended by the other student, it is not bullying, although it still needs to be addressed under the school's code of behaviour.

It's important to remember that while these behaviours are not classified as bullying under the Bí Cineálta definition, they are still considered inappropriate and will be addressed by the school in accordance with its code of behaviour to ensure a positive and respectful environment for all students.

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	28/02/2025	Training Day, staff meetings, email feedback
Students	31 st March -11 th April 2025 Bí Cineálta fortnight	Creative activities cross-curricular, kindness homework, SPHE lessons
Parents	31 st March -11 th April 2025 Bí Cineálta fortnight	Cake Sale and coffee morning 11/04/25 Consult PA, home school links re homework, newsletters, email feedback on policies, website
Board of Management	June 2025	
Wider school community as appropriate, for example, bus drivers	31 st March -11 th April 2025 Bí Cineálta fortnight	Invited to Cake Sale and coffee morning, feedback from pupils and staff
Date policy was approved: 22/05/25		
Date policy was last reviewed: 22/05/25		

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):

1. Culture and environment

We strive to :

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility
- Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect.

- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Create a positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity; o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and o promotes respectful relationships across the school community;

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

- Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed on the Staff Room notice board for ease of access also.
- Anti Bullying week/ Bí Cineálta fortnight activities such as Random acts of Kindness homework, Poster making, slogan making, etc
- Parents receive information at times regarding useful information on Anti Bullying.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.

A Telling Environment: Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss.

This policy outlines various ways to tell.

- Ways to tell poster in classrooms/ hallway

2. Curriculum (teaching and learning)

We strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact. Ways in which we work to achieve this:
 - Teach SPHE and RSE content which fosters student's well-being and self confidence as well as promoting personal responsibility for their own behaviours and actions.
 - Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
 - Curricular and Extra-curricular activities can help to develop a sense of self worth, working together, inclusion and respect.
 - Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
 - Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events.
 - Implementation of education and prevention strategies (including awareness raising measures) tha to build empathy, respect and resilience in pupils; and to explicitly address the issues of cyber-bullying and identity-based bullying including in particular homophobic and transphobic bullying.
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. Policy and planning:

The aim of Cavan No 1 National School's Bi Cinealta policy is

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.

The Acceptable Use Policy, Supervision policy, Special Education Policy and Code of Behaviour as well as the Agreed policy all support the implementation of the Bi Cinealta policy. Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all middle management focused on supporting the implementation of this policy.

4. Relationships and Partnerships

- Interpersonal connections are supported through a range of formal and informal structures such as our various student committees and groups.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Preventing Cyber Bullying behaviour, Homophobic/Transphobic bullying behaviour, Racist bullying behaviour, Preventing sexual harassment.

In addition to above mentioned strategies, the school has the following in place to prevent and address bullying behaviour:

- Staff at all times endeavour to encourage pupils to show respect for each other.
- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Digital Media Policy includes learning about responsible online behaviour and digital citizenship. AUP also developed for technology in our school.
- The school's anti-bullying policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded on Aladdin using the template for this.
- School wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- Involvement of pupils in contributing to a safe school environment e.g. Kindness/ anti-bullying week, and other activities that can help to pupils and encourage a culture of peer respect and support
- Ensuring that pupils know who to tell and how to tell.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices and in SPHE lessons.
- Promote online safety events or material for parents
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. www.tacklebullying.ie, www.antibullyingcentre.ie > fuse, www.webwise.ie
- Shared folder of resources for teaching of bullying including lessons from above websites – shared Google drive for all teachers to access.
 - Challenge gender- stereotypes – equal participation of all. Equal recognition.
 - Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.
 - Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
 - Ensuring the library has material with reflects our diverse school population from different national, ethnic and cultural backgrounds.
- Modelling of respectful behaviour by staff of all irrespective of sex. Ensuring all students

have the same opportunities to engage in school activities irrespective of sex.

- Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy - See Code of Behaviour.

Section C: Addressing Bullying Behaviour

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

Class Teachers and SET

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

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

Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

Identifying if bullying behaviour has occurred

Bullying behaviour 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."**

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. 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.

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.

Where bullying behaviour can occur

Bullying behaviour can happen anywhere, online or offline and at any time, but there are certain places and times where bullying behaviour can be more likely to occur. These can include the following, which is not an exhaustive list:

Inside School

School physical environments can have a significant influence on social relationships among students and can impact on the ability of school staff to effectively prevent and address bullying. Well designed school environments play a vital role in preventing bullying behaviour and promoting inclusion, positive relationships, and a safe and supportive learning environment.

Outside School

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, schools should deal with it in accordance with their Bí Cineálta policy. For the purposes of this policy, it is recognised that most online bullying behaviour occurs outside school. See Section 6.2 of these procedures.

What does support look like in our school-

In our primary school, support for students exhibiting bullying behaviour and those experiencing it is multi-faceted and aligned with the principles of Bí Cineálta. Our approach focuses on both addressing the immediate situation and fostering a long-term culture of kindness, respect, and empathy.

Support for Students Experiencing Bullying Behaviour:

- **Immediate Intervention and Safety:**
 - When a student reports or is identified as experiencing bullying, our priority is their immediate safety and well-being. This may involve separating the involved students, providing a safe space, and offering reassurance.
 - We listen attentively to the student, believing their account and validating their feelings.
 - We clearly communicate that the bullying behaviour is unacceptable and will be addressed.
- **Thorough Investigation:**
 - All reported incidents are investigated thoroughly and consistently, following our school's Bí Cineálta policy and the guidelines of Bí Cineálta. This involves gathering information from all involved parties, including witnesses.
 - The investigation process is explained to the student experiencing bullying to keep them informed and involved where appropriate.
- **Emotional Support:**
 - We provide ongoing emotional support through their class teacher, school principal/deputy principal, and potentially our school's pastoral care team or designated support staff.
 - This support may involve individual conversations, opportunities to express their feelings, and strategies for coping and building resilience.
 - We may also involve parents/guardians to ensure consistent support at home

- **Empowerment and Skill-Building:**
 - We work with the student to help them understand that they are not to blame for the bullying.
 - We may provide strategies for responding to bullying behaviour in the future, focusing on assertive communication and seeking help.
 - We aim to empower them to feel safe and confident in the school environment.
- **Restorative Approaches (where appropriate):**
 - Depending on the situation and the needs of all involved, we may use restorative approaches to help repair harm and rebuild relationships, focusing on understanding the impact of the bullying behaviour. This is done with careful consideration of the power dynamics and the well-being of the student who experienced bullying.
- **Monitoring and Follow-Up:**
 - We continue to monitor the situation after the initial intervention to ensure the bullying behaviour has stopped and the student feels safe and supported.
 - Follow-up meetings may be held with the student to check on their well-being and address any ongoing concerns.
- **Access to External Supports:**
 - If needed, we can provide information and referrals to external support services such as child and adolescent mental health services or anti-bullying organisations (e.g., www.tacklebullying.ie, www.antibullyingcentre.ie).

Support for Students Exhibiting Bullying Behaviour:

Our approach with students who engage in bullying behaviour is focused on understanding the reasons behind their actions and helping them to change their behaviour. This is done in a way that is firm but also aims to be educational and supportive in the long term.

- **Clear Communication of Unacceptability:**
 - We clearly communicate to the student that their behaviour is unacceptable and harmful.
 - We explain the impact of their actions on others.
- **Thorough Investigation and Understanding:**
 - We investigate the incidents to understand the student's perspective and any underlying issues that may be contributing to their behaviour.
- **Consequences and Sanctions:**
 - Appropriate consequences and sanctions, as outlined in our Code of Behaviour and Bí Cineálta policy, are applied consistently. These are intended to be educative and help the student understand the seriousness of their actions.
- **Support to Understand and Change Behaviour:**
 - We work with the student to help them understand why their behaviour is wrong and the impact it has on others. This may involve discussions, role-playing, and reflection activities.
 - We aim to develop their empathy and understanding of the feelings of others.

- **Skill-Building:**
 - We may provide opportunities for the student to develop social skills, conflict resolution skills, and anger management techniques, if appropriate.
 - We focus on teaching positive ways to interact with their peers.
- **Restorative Approaches (where appropriate):**
 - As mentioned earlier, restorative approaches may be used to help the student understand the harm they have caused and take steps to repair it. This is done with the agreement and support of the student who experienced bullying.
- **Involvement of Parents/Guardians:**
 - We work closely with parents/guardians of students exhibiting bullying behaviour to ensure a consistent approach at home and school.
 - We may collaborate on strategies to support the student in changing their behaviour.
- **Monitoring and Follow-Up:**
 - We monitor the student's behaviour over time and provide ongoing support to reinforce positive changes.
 - Follow-up meetings may be held to discuss their progress and address any challenges.
- **Referral to External Supports (if needed):**
 - In some cases, we may recommend or involve external support services if there are underlying issues contributing to the bullying behaviour.

Our overall aim is to create a school environment where all students feel safe, respected, and valued. By providing comprehensive support to both those experiencing and exhibiting bullying behaviour, we strive to address the immediate issues while fostering a culture of kindness and preventing future incidents.

Step 1- When an allegation of bullying is received

- When identifying if bullying behaviour has occurred teachers should consider:
- what, where, when and why? Use the conflict resolution sheet – in appendix
- 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
- at the group meeting, each student should be asked for their account of what happened using the conflict resolution sheet 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

in some instances, it may be helpful to ask the students involved to write down their account of the incident(s)

Teachers will fill the incident sheet – appendix and ask the following questions



If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures. If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Step 2 Where bullying behaviour has occurred:

- parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behavior
- It is very important that the Principal should be informed at an early stage

The Principal (or in their absence, the Deputy Principal) is informed about incidents of bullying behaviour at several key stages:

- **Initial Reporting of a Potential Bullying Incident:** When a teacher, other staff member, or a student reports a potential incident of bullying, the Principal is typically informed **as soon as reasonably possible**. This ensures that the leadership team is aware of the situation from the outset. The urgency of this initial notification may depend on the severity and nature of the reported incident.
- **Following the Initial Assessment:** After the initial information has been gathered and a preliminary assessment of the situation has been made by the teacher or designated staff member, the Principal is updated on the details. This helps determine if the incident meets the definition of bullying according to our policy and the Bí Cineálta procedures.
- **Decision to Investigate Formally:** If the initial assessment suggests that the behaviour may constitute bullying, the Principal is informed that a formal investigation will be undertaken. The Principal often takes the lead in or oversees this investigation, especially for more serious or complex cases.
- **During the Investigation Process (if necessary):** Depending on the nature and complexity of the investigation, the Principal may be kept informed of key developments and findings as they emerge. This ensures they have a clear understanding of the situation as it unfolds.
- **Upon Conclusion of the Investigation:** Once the investigation is complete and findings have been established, the Principal is fully briefed on the outcome, including whether bullying was substantiated and the details of the incident(s).
- **Before Implementing Sanctions or Support Measures:** The Principal is informed and involved in the decision-making process regarding appropriate sanctions for students exhibiting bullying behaviour and the support measures that will be put in place for both those who experienced and those who engaged in the behaviour.
- **When Parents/Guardians are Contacted:** The Principal is generally informed before or shortly after parents/guardians of either the student experiencing bullying or the student exhibiting bullying behaviour are contacted, particularly in more serious cases. In some instances, the Principal may be directly involved in these communications.
- **For Repeated or Serious Incidents:** In cases of repeated bullying or incidents of a serious nature, the Principal's involvement is immediate and central to managing the situation.
- **For Record-Keeping Purposes:** All investigated incidents of bullying and the actions taken are formally recorded on Aladdin, and the Principal has oversight of these records.

- it is important to listen to the views of the student who is experiencing bullying behaviour as to how best to address the situation
- Teacher will fill in the bullying behaviour recording form to keep a record of all engagement with all involved- see appendix
- 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
- Follow up where bullying behaviour has occurred
- engage with the students involved and their parents again no more than 20 school days after the initial engagement
- 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.
- agree upon a timeframe for further engagement until the bullying behaviour has ceased

If it becomes clear that the student who is displaying the bullying behaviour continues 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

Parent Complaints

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.

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. 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.

When bullying behaviour becomes a child protection concern

Generally, bullying behaviour can be addressed without the involvement of Tusla. However, bullying behaviour may become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are not effective.

In determining when bullying behaviour should be reported to Tusla the following factors should be considered:

- the impact on the child
- protective/appropriate action taken by the parents
- protective/appropriate action taken by the school
- engagement of child/family with support services such as NEPS

If there is doubt about whether bullying behaviour is a child protection concern schools should contact Tusla's social work department for advice. This will enable the social worker to explore the situation with school staff and provide advice on the best course of action.

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.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

Supporting pupils experiencing bullying behaviour:

- Ending the bullying behaviour.
- Wellbeing support plan.
- Fostering respect for bullied pupils and all pupils.
- Fostering greater empathy towards and support for bullied pupils.
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness and raising programmes.
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations.
- Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding).
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

Supporting pupils exhibiting bullying behaviour:

- Making it clear that pupils who reform are not blamed or punished and get a 'clean sheet'.
- Wellbeing support plan
- Making it clear that pupils who reform are doing the right and honorable thing and giving them praise for this.
- Making adequate counseling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others.
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth.
- In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child.
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

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: *Edward Lindsay*

Date: 22/05/25

(Acting Chairperson of board of management)

Signed: *Sabrina Faulkner Richardson*

Date: 22/05/25

(Principal)

Bí Cineálta Recording sheet

Section A: Details of Pupils involved

Student(s) Experiencing Bullying Behaviour: _____

Student(s) Engaging in Bullying Behaviour: _____

Student(s) Witnessing Bullying Behaviour: _____

Section B: Details of Bullying Behaviour

1. Source (and Name) of bullying concern/report		2. Location, Date and Time of incident/s (if known)	
Pupil concerned		Playground	
Other pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		Yard	
		Other (please specify)	

Section C: Form of Bullying Behaviour

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

Section D Type of Bullying Behaviour

Disablist bullying		Poverty	
Exceptionally able		Religious Identity	
Gender Identity		Sexist	
Homophobic/transphobic (LGBTQ+)		Sexual Harassment Bullying	
Physical Appearance		Other (please specify)	
Racist			

	Experiencing Bullying Behaviour	Engaging in Bullying Behaviour
1. Initial Engagement <i>(dates and details)</i>		
Parents		
Students		
Supports		
2. Views		
Parents		
Students		
3. Date of Review - <i>to determine if bullying behaviour has ceased</i>		
Parents		
Students		
4. Outcome		
Date of Review <i>(if required)</i>		

Section E Engagement with Parents and Students

6. Did this incident require consultation with external services? Yes: _____ No: _____

Outside Services: _____

Signed: _____ (Teacher)

Date: _____

Date submitted to Principal/Deputy Principal: _____