

# Scoil Mhuire Gan Smál

Creagh,

Ballinasloe.

Roll Number: 17198S



## Bí Cineálta School Policy

	Date
Ratified by BoM	

Signed: \_\_\_\_\_

(Chairperson, BoM)

Signed: \_\_\_\_\_

(Principal Creagh NS)

Date: \_\_\_\_\_

# **Bí Cineálta Policy to Prevent and Address Bullying Behaviour**

The Board of Management of Scoil Mhuire Gan Smál National School has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The Board of Management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. 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. Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992. In doing this, we committed to promote, protect and fulfil the rights of children. Bullying is a children's rights issue.

## **Bullying interferes with the following rights of the child:**

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30)

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.

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

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

## **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. *The detailed definition is provided in Chapter 2 of the Bí Cineálta Procedures.*

- Bullying is **targeted** behaviour, online or offline that causes harm.
- Bullying behaviour is **repeated** over time and involves **an imbalance of power** in relationships between two people or groups of people in society.
- It is behaviour which is **deliberate** in nature and is unwanted. It is not accidental or reckless behaviour.

The harm can be:

- Physical (eg: personal injury, damage to or loss of property)
- Social: (eg: withdrawal, loneliness, exclusion)
- Emotional: (eg: low self esteem, depression, anxiety)

A one-off instance of negative behaviour towards a 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.**

### **Behaviour that is not bullying behaviour:**

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, and therefore, will be addressed under our school's Code of Behaviour.
- Some students with special educational needs, may have social communication difficulties which may mean that they 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 cannot control.

- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

*Each school is required to develop and implement a Bí Cineálta policy that 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 our school's Code of Behaviour.*

## **Types of Bullying Behaviour**

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

## **Forms of Bullying Behaviour**

### **Direct Bullying Behaviour:**

- **Physical:** pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- **Verbal:** continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
- **Written:** Writing insulting remarks in public places, passing notes or drawings about the student.
- **Extortion:** where something is obtained through force or threats.

### **Indirect Bullying Behaviour:**

- **Exclusion:** where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- **Relational:** Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

### **Online Bullying Behaviour:**

Cyber bullying is carried out via text, direct messaging / instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This form of bullying can include:

- Sending or sharing of insulting, nasty, offensive and / or intimidating messages or images via online means, as mentioned above.
- Posting information which is personal, private and sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude / disrupt access to a student, on purpose, to online chat groups / access to accounts / from an online game.

## **Section A: Development / review of our Bí Cineálta Policy to prevent and address bullying behaviour**

All members of our school community were provided with the opportunity to input into the development / review of this policy.

	<b>Date consulted</b>	<b>Method of consultation</b>
<b>School Staff</b>	February Half Closure day  March 2025  May 2025	- Staff Meeting: preventative strategies, questionnaire development, policy input,  - Staff Questionnaire  - Sharing of draft policy
<b>Students</b>	May 2025    June 2025	- Student Council Meeting - Student questionnaires - Student groups – wording, examples and suggestions for student friendly format - Student Art Competition - - Student Friendly Policy distributed to all households and children were given the homework of reading through with their family.
<b>Families</b>	March 2025    May 2025	- Family Questionnaire via Aladdin: feedback sought regarding formation of new policy  - Draft Policy shared with Parent / Guardian body and Parent’s Association for feedback.
<b>Board of Management</b>	June 2025	- BOM Meeting: Review new policy draft – leading to consultation and final ratification after amendments made where necessary.
<b>Wider School Community, as appropriate</b>	June 2025	- Neighbourhood
<b>Date Policy was approved:</b>		
<b>Date Policy was last reviewed:</b>		

## Section B: Preventing Bullying Behaviour

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

In developing the preventative strategies which our school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way. Creagh NS takes positive steps to ensure that the culture of our school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings. The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. In continuing to develop prevention strategies, our school will listen to young people and their families. Frequent periods of reflection and engagement by our school, young people and their families, will be used to discern appropriate supports for young people and to help inform future prevention strategies.

The Wellbeing Policy Statement and Framework for Practice provides the following four key areas that are essential for a holistic, whole-school approach to wellbeing promotion: ***Culture and Environment; Curriculum (Teaching and Learning); Policy and Planning; and Relationships and Partnerships***. These four areas have been considered when developing measures to prevent bullying behaviour.

### Restorative Practice

We are a Restorative Practice School and aim to use restorative practices to build strong relationships, repair harm and create a positive school climate where bullying is less likely to occur. Instead of focusing on punishing negative behaviour, RP encourages accountability, and understanding the harm caused rather than punishing and shaming which may lead to resentment.

RP teaches emotional and social skills including active listening, conflict resolution and emotional regulation. All of which empower pupils to respond effectively, when conflict arises.

#### **Restorative Practice Questions:** (Used during RP Circle)

1. What happened?
2. What were you thinking at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?

## **Culture and Environment**

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. Our school environment should be a 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 should be based on respect, care, integrity and trust. Open communication between the patron, board of management, school staff, students and their families, 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 has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.
- Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all. The student council is an important student voice.
- Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.
- We aim to develop a **'telling' culture** by taking an active approach to reports of bullying so children that experience and witness bullying feel empowered to tell
- Classroom culture and environment – we aim to create warm and welcoming classrooms that engage children in regular class discussions on the importance of empathy, respect, inclusion, belonging and kindness. Some of our approaches include: weekly Circle Time class discussions (with an emphasis on Growth Mindset Skills, active listening and emotional regulation), daily meditation / mindfulness moments and class charters to promote kindness, respect and responsibility among pupils. We encourage a sense of belonging and child agency by displaying children's work in classrooms and corridors.
- We build a sense of community, inclusion and belonging through Whole School Assemblies (termly), our annual Friendship and Inclusion Week and our frequent Intercultural Days. We promote Neurodiversity awareness and inclusion throughout our school. We engage in local and international charitable projects. Catholic members of our school community regularly attend Mass together at our local Church. We support local sports, dance and music clubs.
- We create child-friendly and safe physical spaces to support psychological safety such as; outdoor equipment, fairy garden, sports fields, polytunnel, outdoor garden, buddy benches and ground markings. Our indoor sensory Spaces aim to support social & emotional regulation.

## **Curriculum (Teaching and Learning)**

The curriculum plays a key role in anti-bullying efforts. Promoting empathy is a key component in addressing bullying behaviour. Critical Thinking supports this and we aim to embed it across all curricular areas to engage reflection and deeper thinking on bullying and social justice.

- Wellbeing – The Wellbeing Framework promotes wellbeing across all aspects of teaching and learning.
- SPHE – we recognise the SPHE curriculum as a key protective factor against bullying. We explicitly teach vital emotional and social skills through the following programs; Stay Safe, RSE, Walk Tall, Fun Friends, Friends for Life, Weaving Wellbeing and Smart Moves. SPHE lays the groundwork for a safe and inclusive classroom culture.
- PE: teaching with an emphasis on kindness, respect and inclusion. PE is a key area to model empathy and how to manage emotions. This also supported through extra-curricular activities.
- English: Books that promote empathy as they learn to imagine how others feel through modelling and guided discussions.
- Digital Literacy – Webwise provides support for being safe online.
- Religion – exploring friendship, respect, kindness and community through; the Grow in Love Program and Catholic School’s Week.
- Art – expressing emotions through Art and exploring differences.
- Drama – roleplay, freeze frame and storytelling to help ‘step into someone else’s shoes’.
- Maths – the concept of fairness can be explored through data.
- SEE – conversations about representation and inclusion in this area.
- Peer / Group / Collaborative Learning – helps to build respectful communication and teamwork skills.

## **Policy and Planning**

- Bí Cineálta Policy
- Inclusion Policy
- SPHE & RSE Policy
- Code of Behaviour
- SSE Focus: Wellbeing Promotion - This framework supports ongoing reflection, action and a whole school approach. We aim to weave wellbeing and inclusive practices across school policies and planning.
- Child safeguarding Policies - Children First and Child Protection Procedures
- CPD: individual and staff training days
- Student Support Files – Individual Behaviour Plans
- Acceptable Use Policy

## **Relationships and Partnerships**

Family engagement is vitally important and families of those experiencing and displaying the bullying behaviour are engaged throughout the process. Students and their families are involved when deciding actions to be taken, reviewing progress and when deciding if bullying behaviour has ceased. All members of the school community must work together in partnership to prevent and address bullying behaviour at school. Everyone must work together to promote empathy.

- NCSE Relate Program (beginning September 2025)
- Book Buddies

- Student Council
- Creative School's Committee
- Green School's Committee
- Restorative Practice
- Parent's Association
- Community Partnerships: Social Services, Lion's Club, Gardai, Fire Station, Town Library, local sports clubs, Nursing Home, local pre-schools (Mo Scéal NCCA Transition program), St Teresa's Special School, local national schools, local secondary schools (Smart Moves / Passport Transition Program), Creagh Church and St. Michael's Church, local cultural organisations eg: Galway Traveller Movement
- RSA – road safety talks and cycle safety programs
- Food Dudes Program
- NEPS, Tusla, Oide, NCSE, CDNT, Primary Care

**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*).**

- An emphasis on the availability of a trusted adult (a member of school staff) who children can speak with and report incidents of bullying behaviour.
- Children are regularly encouraged by class teachers to tell when they see something happen or if something happens to them.
- Appropriate supervision is in place to help address and prevent bullying behaviour – teachers provide indoor and outdoor supervision during breaktimes and at dismissal. Morning supervision during arrival time is conducted by the leadership team. Sufficient supervision is provided on school outings and tours.
- Ensure visibility of all spaces in our classrooms and on yards.
- Staff members have a distinct responsibility to ensure the supervision of pupils in class is effective and consistent.
- Consistent recording, investigation and follow up of bullying behaviour.
- School assemblies and circle times are used to emphasise the importance of positive behaviour and looking after one another

**In addition to the above-mentioned strategies, our school aims to prevent and address cyberbullying, homophobic and transphobic bullying, racist bullying, sexist bullying and sexual harassment (as outlined in; sections 5.5, 5.6, 5.7, 5.8 and 5.9 of the *Bí Cineálta procedures*)**

**Preventing cyberbullying behaviour:**

- Teach the SPHE Curriculum and digital media literacy through programs such as; Webwise.
- Regular discussions with children on appropriate, respectful and kind online behaviour, as part of the standards of behaviour in our school's Code of Behaviour.
- Communicate our school's acceptable use policy for technology.
- Hold our annual Internet Safety Day.

**Preventing homophobic / transphobic bullying behaviour:**

- Challenge gender- stereotypes and encourage equal participation in school activities.
- Raise awareness of the impact of such bullying behaviour and encourage students to speak up when they witness homophobic / transphobic behaviour.

**Preventing racist bullying behaviour:**

- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Have the cultural diversity of the school visible and on display.
- Ensure the library has material which reflects our diverse school population from different national, ethnic and cultural backgrounds.
- Provide supports for school staff to respond to the needs of students for whom English is an additional language and to encourage communication with their families.
- Provide supports for school staff to support students from ethnic minorities, including Traveller students, and to encourage communication with their families.
- Invite speakers from diverse ethnic backgrounds.

**Preventing sexist bullying behaviour:**

- Ensure staff model respectful behaviour and treat students equally, irrespective of their sex.
- Ensure that all students have the same opportunities to engage in school activities, irrespective of their sex.
- Celebrate diversity at school and acknowledge contributions of all students.
- Encourage families to reinforce these values of respect at home.

**Preventing sexual harassment:**

- Make clear that our school has a zero-tolerance approach to sexual harassment of any kind with enforceable policy - See Code of Behaviour.
- Promote online safety events and material for parents.
- Promote positive role models within the school community.
- Challenge gender stereotypes that can contribute to sexual harassment.

## Section C: Addressing Bullying Behaviour

The primary aim in addressing reports of bullying behaviour is to stop the bullying behaviour and, as a Restorative Practice School, we strive to restore, as far as practicable, the relationships of the students involved. All staff have a responsibility to report suspected incidences of bullying. At the outset, the class teacher must notify the Principal that the BÍ Cineálta Procedures have been activated. The class teacher will initially handle reports of bullying behaviour. If these interventions do not succeed in stopping the negative behaviour, the issue will then be escalated to the Principal. The Assistant Principal with responsibility for co-ordinating the BÍ Cineálta Policy is available to provide up to date information and supports to assist the class teacher in addressing concerns.

### When bullying behaviour occurs, the school will:

- Ensure that the student experiencing the bullying behaviour is heard and reassured
- 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 families of all those involved

### Determining if bullying behaviour has occurred

The steps that will be taken by our school to determine if bullying behaviour has occurred are as follows:

- If a group of students is involved, each student should be engaged with individually 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 to ensure that everyone in the group is clear about each other's views. Each student will be supported, as appropriate, following the group meeting.
- Children may be asked to write down their account of an incident

### When determining if bullying behaviour has occurred the following questions should be considered: (as outlined in Chapter 2 of the BÍ Cineálta Procedures)

- Is the behaviour **targeted** at a specific student or group of students?
- Is the behaviour **repeated**?
- Does the behaviour involve an **imbalance of power** in relationships between the people involved?

If the answer to each question above is YES, then the behaviour is bullying behaviour and the behaviour will be addressed using the procedure laid out below. If the answer to any of the above questions is NO, then the behaviour may be negative behaviour but is not considered bullying behaviour and will be dealt with in accordance with our 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.

## **Bullying behaviour outside school**

Where an allegation of bullying behaviour is made about behaviour outside of school (online or in another setting), our school **does not** have a role in investigating or taking corrective action.

If the student displaying the bullying behaviour is not a member of our school, we will support the student who is experiencing bullying behaviour, when it is impacting their school life, with engagement from the child's family.

If bullying behaviour that occurs outside of school, continues in school, then it will be dealt with as per our Bí Cineálta Policy.

## **Addressing Bullying Behaviour**

After investigation, if bullying behaviour has occurred, the following are the approaches that will be taken to address the bullying behaviour. The Bullying Incident Form (Appendix 2) will be completed.

- Families of the parties involved will be contacted at an early stage. They are integral to the process and play a crucial role.
- We are a Restorative Practice School and this method may be used if agreed upon by all parties.
- The teacher will mediate in a sensitive, calm and non-aggressive manner. The teacher will seek to ensure everyone's privacy and that each person is clear about others' statements.
- The child experiencing the bullying behaviour will be reassured and listened to throughout the process. Their views on how to address the situation will be considered.
- It will be made clear to the child that has displayed bullying behaviour that they are in breach of our school's Bí Cineálta Policy. Efforts will be made to ensure that they understand the situation and perspective of the person experiencing the bullying. They will be encouraged to empathise and the intention is that they will understand how hurtful and harmful bullying is. The child will need to assure the teacher and child who is experiencing bullying that no further incidents will take place. If a promise to stop the bullying is forthcoming, then the situation will be monitored for 20 days, as per the Bí Cineálta Procedures. At this initial stage a restorative, non-punitive approach is appropriate. However, if the bullying behaviour requires a more immediate or serious response, appropriate measures from the Code of Behaviour will be applied, if necessary.
- Extra supervision and monitoring will be in place, as deemed appropriate. The teacher will continue to check on the children's welfare throughout the process.

### **Requests to take no action:**

**If the families of the child experiencing bullying behaviour request that the school take no action, then families must put this in writing to us. This will be facilitated by our school if there are language or literacy barriers.**

**However, as a school, we may decide that, based on circumstances, it is appropriate to address the bullying behaviour.**

## **Reviewing Progress**

- The teacher will engage with the students and families involved no more than 20 days after the initial intervention to review progress.
- The teacher will document the review with students and their parents to determine if the bullying behaviour has ceased and the views of the student and their families in relation to this. The Review Form will be completed. (Appendix 2)
- The date that it has been determined that the bullying behaviour has ceased should also be recorded. In addition, 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. We acknowledge that in some cases, relationships may never be restored to how they were before the bullying behaviour occurred.
- If the bullying behaviour has not ceased and if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then our school will consider strategies to deal with inappropriate behaviour as provided for within our school's Code of Behaviour.

**If disciplinary sanctions are considered, this is a private matter between the student being disciplined, their families and the school.**

**Note: If the bullying behaviour is a child protection concern, the matter will be addressed, without delay, in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*. *The Children First National Guidance document 2017* provides that in cases of serious instances of bullying, where the behaviour is regarded as possibly abusive, a referral by the DLP / registered teacher, may need to be made to Tusla or An Garda Síochána, as appropriate.**

## Recording Bullying Behaviour

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 their families. The actions and supports agreed to address bullying behaviour will be documented. The template in Appendix 2 should be used for the purposes of record keeping. These records are retained in accordance with our school's record keeping policy and in line with data protection regulations.

If child has a student support file, the student's file should be updated to incorporate response strategies and associated supports to provide a holistic and consistent response to support the wellbeing of the students involved. Student Supports Form (Appendix 3) to be completed and inserted into relevant Student Support File.

## Complaints Procedures

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent will be referred to our school's complaints procedure. In the event that a family has exhausted the school's complaints procedures and is still not satisfied, then the family has a right to make a complaint to the Ombudsman for Children.

## Supports

**Our school will use the following approaches to support those who experience, witness and display bullying behaviour:**

- Ensure that the SPHE curriculum is taught fully each year. The Stay Safe program and RSE are taught during Term 2 each year. Teachers who are trained in the Fun Friends and Friends for Life resilience programs continue to teach to selected classes each year. This can be extended to include those affected if necessary.
- Children will be engaged with the school wellbeing programs such as School Assemblies, Friday Circle Times, SPHE Programs, Daily Mindfulness @ 12pm, Wellbeing displays, Friendship and Inclusion Week, School Garden and extra-curricular activities. In addition, the patron's programme, Grow in Love, also aims to support children's wellbeing.
- Our school's Pastoral Care Team can support with daily / weekly check ins.
- Use of Restorative Practices to rebuild and maintain relationships.
- Webwise is the online safety initiative of the Department of Education and is taught to help support the promotion of safer, better internet use through awareness raising and education initiatives targeting teachers, students and families. Holding an Internet Safety Day to reinforce awareness around appropriate online behaviour.  
**Note: We remind families that, in Ireland, the digital age of consent is 16 and so, primary aged children should not have social media accounts.**
- Referral to outside agencies (if necessary) in consultation with families.

- The National Educational Psychological Service (NEPS) provides a comprehensive range of supports including both direct support; working with affected children, and indirect support in the form of CPD and advice.
- The NCSE has a range of supports available to schools in the form of advisors to visit the school and provide advice and support as well as providing a range of CPD opportunities for teachers and staff.
- Oide is the Department of Education support service for schools and it supports professional learning for primary teachers and school leaders.
- Other supports include: The National Parents Council and the Anti Bullying Centre (DCU).

### **Supports for Staff**

- Regular discussion and review of policy and procedures.
- All staff have a uniformed definition of bullying (as per the BÍ Cineálta Procedures), can identify possible bullying behaviours, know how to deal with disclosures and feel equipped to deal effectively with incidents of bullying within the classroom context. Inexperienced / new members of staff are given opportunities to discuss concerns and access to modelling of best practice.
- CPD opportunities in relation to wellbeing, SPHE and anti-bullying will be regularly circulated to staff.

## Section D: Oversight

**In order to ensure comprehensive oversight of possible bullying behaviour at our school, the class teacher will inform the Principal if procedures are initiated.**

The principal will present an update on bullying behaviour at each board of management meeting. This update will include:

- the number of **new** incidents of bullying behaviour that have been reported since the last meeting
- the number of incidents of bullying behaviour currently ongoing
- the total number of incidents of bullying behaviour incidents reported since the beginning of this school year.

Where incidents of bullying behaviour have been reported since the last meeting, the principal will also provide a **verbal update** which will include the following information where relevant:

- the trends and patterns identified such as; the form of bullying behaviour, type of bullying behaviour, location of bullying, 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 family 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 and personal information or information that could identify the students involved. *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: \_\_\_\_\_

(Chairperson of Board of Management)

Signed: \_\_\_\_\_

(Principal)

Date: \_\_\_\_\_

## Appendix 1: Student Friendly Version

**Empathy** **Bi Cinealta**

If you are being bullied or witness bullying behaviour you must tell an adult.

It's up to everyone to tell!

We want everyone at our school to feel safe and happy.

What is bullying?  
◦ targeted  
◦ repeated  
◦ on purpose

Be a friend  
Not a Bully

Let's be a telling SCHOOL!

What happens when you tell your teacher will

1. talk with you all one by one
2. talk together in a circle
3. talk with families involved
4. work to make a plan to move forward

## Appendix 2: Bullying Incident Report Form

*\*only to be filled out if bullying behaviour has occurred and in consultation with Principal*

### **Bullying Incident Form**

Date of recording: \_\_\_\_\_

Name and class of student experiencing bullying behaviour:

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Name(s) and class(es) of students displaying bullying behaviour:

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Source of bullying concern / report: *(name and role)*

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Location(s) and date(s) of bullying behaviour:

**Form of bullying behaviour(s). Please tick as relevant.**

Physical includes; damage to personal property		Intimidation	
Verbal		Relational ie: silent treatment, gossip, rumours, manipulation of others, rejection, undermining	
Written		Cyberbullying	
Extortion ie: force, threats		Other	
Exclusion / Isolation / Ignoring			

**Type of bullying behaviour(s). Please tick as relevant.**

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

**Brief description of bullying behaviour:**

**Impact of bullying behaviour:** *(include views of student(s) and their family(ies))*

**Details of action taken:** *(include views of student(s) and their family(ies))*

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Review**

**\*Must be reviewed no later than 20 days\***

Review Date: \_\_\_\_\_

Bullying behaviour is: resolved  unresolved

*If unresolved, please refer to Principal as further action needed.*

Agreed Outcome:

**Signatures (Party A)** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signatures (Party B)** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix 3: SSF Additional Supports in response to Bullying Behaviour

To be filled out in by CT and SET, if a child on our school's continuum of support has experienced or displayed bullying behaviour.

### Additional Supports in response to Bullying Behaviour

Date of Bullying Incident (s) \_\_\_\_\_

Was the bullying behaviour resolved at Stage 1 (initial) or Stage 2 (referred to Principal after 20 days) \_\_\_\_\_

\_\_\_\_\_ (name of child) displayed / experienced (circle appropriate) bullying behaviour.

**Form of bullying behaviour(s). Please tick as relevant.**

Physical includes; damage to personal property		Intimidation	
Verbal		Relational ie: silent treatment, gossip, rumours, manipulation of others, rejection, undermining	
Written		Cyberbullying	
Extortion ie: force, threats		Other	
Exclusion / Isolation / Ignoring			

**Type of bullying behaviour(s). Please tick as relevant.**

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

**Suggested Support Strategies**

## **Appendix 4: Review of the Bí Cineálta Policy**

The Board of Management must undertake an annual 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 Annual Policy Review**

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary Schools? Insert date when the Bí Cineálta policy was last adopted by the school. \_\_\_\_\_/\_\_\_\_\_/20\_\_\_\_
  
2. Where in the school is the student-friendly Bí Cineálta policy displayed?  
\_\_\_\_\_  
\_\_\_\_\_
  
3. What date did the Board publish the Bí Cineálta policy and the studentfriendly policy on the school website? \_\_\_\_\_/\_\_\_\_\_/20\_\_\_\_
  
4. How has the student-friendly policy been communicated to students?  
\_\_\_\_\_  
\_\_\_\_\_
  
5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents?  
\_\_\_\_\_  
\_\_\_\_\_
  
6. Have all school staff been made aware of the, school's Bí Cineálta policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools? Yes \_\_\_ No \_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?  
\_\_\_\_\_  
\_\_\_\_\_
  
8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year? Yes \_\_\_ No \_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
9. Has the Board discussed how the school is addressing all reports of bullying behaviour? Yes \_\_\_ No \_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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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:

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

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

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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 \_\_\_

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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: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chairperson of board of management)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Principal)

Date of next review: \_\_\_\_\_

**Appendix 5: Notification regarding the Board of Management's Annual Review of the Bí Cineálta Policy**

**Notification regarding the Board of Management's Annual Review of the Bí Cineálta Policy**

The Board of Management of SN Mhuire Gan Smál 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 on \_\_\_\_\_.

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: \_\_\_\_\_  
(Chairperson of board of management)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Principal)

Date of next review: \_\_\_\_\_