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Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Status	Date
Ratified by the Board of Management on the	07/05/2026
Review due	May 2027

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Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Our Lady of Lourdes Secondary School, New Ross 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 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.

Mission Statement

"Our school is a learning community based on faith, hope and love, where respect, responsibility and Christian commitment grow, allowing all our students to prepare for a meaningful life."

School Mission Statement on Bullying

'Here in Our Lady of Lourdes our aim is to maintain an environment where students and staff can learn and work in an atmosphere of respect which is free from intimidation'

Definition of bullying

Bullying is defined in '*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.

Section A: Development/Review of our Bi Cineálta Policy to Prevent and Address Bullying Behaviour:

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

	Date consulted	Method of consultation
School Staff	31/03/2025	Email All Staff surveyed Meeting on the 02/05/2025 Sharing of draft policy with staff to discuss and make any necessary amendments.
Students	31/03/2025	All Students surveyed Student Council
Parents	27/03/2025	All Parents surveyed
Board of Management		Consultation with the Board of Management. Meeting outlining new procedures. Meeting and ratification.
Wider school community, as appropriate, for example bus drivers		Social Media Draft Policy on website
Date Policy was approved: 12/05/2025		
Date policy was last reviewed: 07/05/2026		

Preventing Bullying Behaviour

Our Lady of Lourdes Secondary School adopts a positive and inclusive school culture and environment which is essential to prevent and address bullying behaviour.

Culture and Environment

The 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, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibility in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and sets 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.

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.

Links to other Policies:

- Code of Behaviour
- Child Protection Policy
- Acceptable Use Policy
- RSE Policy
- SPHE Policy

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):

Specific measures aimed at preventing Bullying behaviour in Our Lady of Lourdes are:

Culture and Environment	Curriculum (Teaching and Learning)
• A telling environment which fosters and encourages students to report bullying concerns. • Promote a positive and inclusive environment through various initiatives such as Friendship Week, Stand Up Awareness Week, Anti-Bullying Week, Wellbeing Week, poster competition on Anti Bullying. • Encourage student participation in all school activities. • Create safe physical spaces. • Murals, artwork and signage throughout the school which celebrate our school's values. • Lunchtime activities that create safe spaces. • Visible Supervision before and after school and at break times and lunchtime. • Active Student Support Team • Random acts of Kindness • A Mission Statement outlining our core values • A culture of mutual respect • Graduation ceremonies, Awards Ceremonies, Concerts celebrating our students • Breakfast Club • Green Schools • School Library and Book Club • SNA Support • Induction day for incoming First Years • Guidance Support • Safe and well maintained physical spaces. • Welcoming environment • Positive and inclusive culture. • Positive relationships	• All subjects identify their opportunity to promote Anti Bullying. • Teaching and learning in SPHE • RSE curriculum • SPHE methodologies • Subject Specific for example SPHE, RSE, CSPE. • That Teaching and Learning and the delivery of classes creates opportunities for student opinions. • Group work • Always be aware of giving examples outside of Ireland/teachers' experiences. • Respect is at the core of all Teaching and Learning. • Developing relationships in the classroom. • Open communication • Extra Curricular programmes • Lunch time activities- safe space • Competitions • Committees
Policy and Planning	Relationships and Partnerships

• Code of Behaviour • SEN Policy • Acceptable Use Policy • Guidance Plan • Wellbeing Policy • SPHE Policy • Child Safeguarding Statement • Wellbeing Week • Multicultural Awareness Week • LGBTQ+ Awareness Day • Student Council • Student Voice • RSE Policy • RSE Plan • Guidance • SSE- Wellbeing in action • Check 'n' Connect • Primary School Visits to help with the students transition to Secondary School • Subject Department Planning • Appropriate TPL	• Visit from the Community Liaison Garda re bullying • Club Cairde- Board Games • School of Sanctuary • Student Support Team • Amber Flag • Meitheal Leaders • Check and Connect • Soroptomist • Friendship Week/Anti-Bullying Week • Subject Fair (for students) • Christmas Fair/Christmas Concert • Celebrate Autism Day • Piano Festival recital • Senior Prefects (Peer support) • Young SVP • Incoming First Year Fun Day • Book Club • School Tours and School Outings • Blue Notes • Subject Options Talks for Parents • TY Talk for Parents • Open Night • Careers Night • CAO Talk • Work experience • Introducing new students to The Haven • Breakfast Club • Stand up against Racism Day • Extra Curricular and Cocurricular Activities • TPL • Wellbeing activities • HAloween activities • Sixth Year Wellbeing day • Tutors, Year Heads • Meitheal Leaders, Senior Prefects
Preventing cyberbullying behaviour	

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

- implementing the SPHE curriculum
- implementing the Digital Media Literacy programme which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online through:
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- promoting 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 behaviour

Preventing homophobic/transphobic bullying behaviour

All students, including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school.

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

- maintaining an inclusive physical environment such as by displaying relevant posters
- encouraging peer support such as peer mentoring and empathy building activities
- challenging gender stereotypes
- promoting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- Stand Up Awareness Week where students are encouraged to speak up when they witness homophobic behaviour

Preventing racist bullying behaviour

Schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour.

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

- fostering a school culture where diversity is celebrated
- having the cultural diversity of the school visible and on display
- implementing the SPHE and CSPE curriculum
- promoting workshops and seminars for students, school staff and parents to raise awareness of racism
- encouraging bystanders to report when they witness racist behaviour
- informing school staff as to the needs of students for whom English is an additional language and for communicating with their parents

- informing school staff of upcoming CPD to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- inviting speakers from diverse ethnic backgrounds
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing sexist bullying behaviour

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

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 post 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

Supervision and Monitoring

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

Our school has the following Supervision and monitoring policies in place:

- Supervision is provided before and after school, at breaktime and at lunchtime.
- Students are assigned a base room in which to eat at break time and lunchtime.
- Every class has a Class Tutor. The Class Tutor builds relationships with their class groups and supports the safeguarding and wellbeing of their tutor group. They encourage good behaviour, attendance and punctuality and deal with minor behaviour issues.
- Each year group is supported by a Year Head who is responsible for the welfare of the year group . Emphasis is placed on the wellbeing, behaviour and academic progress. They organise assemblies with students in the year group to promote excellence, effort and contribution to school life.
- Lunch time activities accommodate a range of preferences and interests. All students are actively encouraged to take part.
- Meitheal leaders are assigned to all First Years. Working in conjunction with the co-ordinator they mentor and support First Year students as they move from Primary to Secondary school. They help new students to feel welcome and settled.
- Senior Prefects are assigned to work with Second Year, Third Year, Transition Year, Fifth Year and Sixth Year throughout the year.
- The Student Support Team comprises of the Principal, Deputy Principal, Guidance Counselor, Year Heads and SEN co-ordinator. They meet fortnightly. They check in on students who may be struggling and give advice on student wellbeing. They make sure that students can get the support that they need, whether in school or from outside services. They help to create and improve school policies to make sure that every student has access to a full education in a safe and supportive environment.
- The Guidance Counsellor advises and works with students in relation to personal, vocational and educational issues that may arise.

Section C: Addressing Bullying Behaviour

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as is practicable, the relationships of the parties involved. The guide at Appendix C may be helpful to use to address bullying behaviour.

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

- The Principal
- The Deputy Principal
- Year Heads
- Tutors
- Class Teachers
- SNA's

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:

Identifying if bullying behaviour occurred

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

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

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

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

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

- 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 to ensure that everyone in the group is clear about each other's views.
- Each student should be supported as appropriate, following the group meeting.
- It may be helpful to ask the students involved to write down their account of the incident(s). See Appendix 1a for Alleged Bullying Incident Student Report Form

Where bullying behaviour has occurred

- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta Policy.
- It is important to be fair and consistent in addressing bullying behaviour.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- A record should be kept of the engagement with all involved including the initial 'Bullying Incident Form' (see Appendix 1b).
- This record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bí 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.
- If the bullying behavior is a child protection concern it will be addressed in accordance with the *Child Protection Procedures for Primary and Post Primary Schools*.

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's 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.
- 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.

Supports

In order to address and prevent bullying behaviour the school may seek support from the following:

- School Counsellor
- Year Heads
- Tutors
- Class Teachers
- SNA's
- School Guidance Counsellor
- SEN Co-ordinator
- Parents/Guardians
- Relevant outside agencies such as TUSLA, NEPS

Request to take no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than “look out” for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent’s request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour

Determining if bullying behaviour has ceased

The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention. Important factors to consider as part of the review 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.

Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.

If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.

Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider 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.

Recording Bullying behaviour

All incidents of 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.

The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this. It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased. Any engagement with external services/supports should also be noted.

These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations. Where a Student Support File exists for a student, schools are encouraged to place a copy of the record on the student's support file. This will assist the school's student support team in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.

If 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. The policy may be reviewed sooner if the board of management determines an urgent review is required.

Signed: Pat Rossiter
(Chairperson of board of management)

Date: 7/5/2026

Signed: Finbar Laff
(Principal)

Date: 07/05/2026

Appendix 1a: Alleged Bullying Incident Student Report Form

Date: _____

1. Student name and class group

Name _____

Class _____

2. Initial details of the alleged bullying incident

Please include the time that the alleged incident occurred, where the incident occurred and the names of students involved and any other students who were present

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix 1b: Bullying Incident Form

1. Name of pupil being bullied and class group

Name _____

Class _____

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

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

Student concerned	Other student	Parent	Teacher	Other
☐	☐	☐	☐	☐

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

School grounds	Classroom	Corridor	Lunchroom	Toilets	School Bus	Other
☐	☐	☐	☐	☐	☐	☐

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

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

Physical Aggression	☐	Cyber-bullying	☐
Damage to Property	☐	Intimidation	☐
Isolation/Exclusion	☐	Malicious Gossip	☐
Name Calling	☐	Other (Specify)	☐

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

Homophobic	Disability/SEN related	Racist	Membership of the Traveller community	Other (specify)

8. Brief description of bullying behaviour and its impact

--

9. Details of actions taken

--

Date submitted to Principal/Deputy Principal _____

A copy of this form must be placed in the confidential folder in the Principal's office.

Appendix 2: 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 3: Review of the Bí Cineálta Policy

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary Schools?

Insert date when the Bí Cineálta policy was last adopted by the school.

____/____/20____

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

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? ____/____/20____

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

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

6. Have all school staff been made aware of the school's Bí Cineálta policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools?
Yes No

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

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?
Yes No

9. Has the Board discussed how the school is addressing all reports of bullying behaviour.
Yes No

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

Yes

No

11. Have the prevention strategies in the Bí Cineálta policy been implemented?

Yes

No

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

Yes

No

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

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

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

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

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

Yes

No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

Yes

No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?

Yes

No

Signed: _____
(Chairperson of board of management)

Date: _____

Signed: _____
(Principal)

Date: _____

Date of next review: _____

Appendix 4: Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

The Board of Management of confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of _____ [date].

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

Signed: _____
(Chairperson of board of management)

Date: _____

Signed: _____
(Principal)

Date: _____

Appendix C: Taken from the Bí Cineálta- A Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Approach

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

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

Identifying if bullying behaviour has occurred

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

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

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

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

Note: One- off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high

likelihood of being shared multiple times and thus becomes a repeated behaviour. If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

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

- > 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 to ensure that everyone in the group is clear about each other's views
- > each student should be supported as appropriate, following the group meeting
- > it may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

- parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

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's 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
- 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 at <https://www.oco.ie/>