St. Anne's National School Ardclough

SCOIL ÁINE NAOFA

mol an óige agus tioclaidh sí

Bí Cineálta Policy

June 2025

St. Anne's National School
Scoil Áine Naofa

Ardclough, Straffan, Co. Kildare W23 H330
Tel: 01-6273367   *Fax:* 01-6273367   *Email:* office@stannesardclough.ie
Web: www.stannesardclough.ie   *Roll No:* 17674B   *Charity Number:* 20124533   *Principal:* Dominic Tyrrell

Bí Cineálta Policy to Prevent and Address Bullying Behaviour in St. Anne's National School

The Board of Management of St. Anne's National School, Ardclough 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

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.

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 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	14th March 2025 2nd May 2025	½ Day Staff Bí Cineálta training Microsoft Forms Survey
Students	2nd May 2025	Microsoft Forms Survey Input into child-friendly Bí Cineálta policy
Parents	2nd May 2025 June 2025	Microsoft Forms Survey Draft policy shared with parents
Board of Management	16th December 2025 Term 2 and Term 3 2025	Bí Cineálta document shared at BOM meeting. Brief outline given of intended role and implementation for September 2025 Board Meeting discussions
Wider school community as appropriate, for example, bus drivers	June 2025	Discussions with Secretary, Caretaker, Bus Escort
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

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

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.

St. Anne's National School has reflected on these four areas while developing measures to prevent bullying behaviour.

This is not an exhaustive list.

- Creating a positive and inclusive school culture and environment.
- Building a "telling" environment throughout the school.
- Creating safe physical space throughout the school by providing adequate supervision on yard, in the hallways and in classrooms.
- Teaching and learning that is collaborative and respectful.
- Ample opportunities for children to develop their well-being, self-confidence and sense of

belonging through both curricular and extra-curricular activities.
- Particular focus on SPHE and RSE lessons that help to develop students' sense of personal responsibility for their own behaviour and actions, while also encouraging respect and understanding of different beliefs, perspectives and ways of living.
- Maintaining and enforcing our Acceptable Use Policy, Supervision Policy, Special Education Teaching Policy and Code of Behaviour Policy.
- Age appropriate awareness initiatives that look at the causes and impacts of bullying behavior, including those dealing with navigating friendships, identity based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment.
- Supporting the active participation of students in school life.
- Supporting the active participation of parents in school life, including those who may find it difficult or daunting to engage with the school due to being unfamiliar with the education system or due to language or cultural barriers.
- Conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying.
- Supporting activities that build empathy, respect and resilience.
- Encouraging peer support such as peer mentoring.
- Promoting acts of kindness.

Overview of Preventing Bullying Behaviours

Preventing cyberbulling:
- Implementing the SPHE curriculum.
- Implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship.
- Having regular conversations with students about developing respectful and kind relationships online.
- Developing and communicating an acceptable use policy for technology.
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour.
- Promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online.
- Holding an Internet safety day to reinforce awareness around appropriate online behaviour.

Preventing homophobic/transphobic bullying behaviour:
- Maintaining an inclusive physical environment such as by displaying relevant posters.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Challenging gender stereotypes.
- Conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour.
- Encouraging students to speak up when they witness homophobic behaviour.

Preventing racist bullying behaviour:
- Fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment.
- Having the cultural diversity of the school visible and on display.
- Conducting workshops and seminars for students, school staff and parents to raise awareness of racism.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Encouraging bystanders to report when they witness racist behaviour.
- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents.
- Providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents.
- Inviting speakers from diverse ethnic backgrounds.
- Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.
- Promoting the teaching and learning of different cultures around the world and instilling

acceptance, respect and understanding of cultural differences and beliefs of others in our pupils.

Preventing sexist bullying behaviour:
- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex.
- Ensuring all students have the same opportunities to engage in school activities irrespective of their sex.
- Celebrating diversity at school and acknowledging the contributions of all students.
- Organising awareness campaigns, workshops and presentations on gender equality and respect.
- Encouraging parents to reinforce these values of respect at home.

Preventing sexual harassment:
- Promoting positive role models within the school community.
- Challenging gender stereotypes that can contribute to sexual harassment.

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):

We work from our **Supervision Policy** (last updated in 2021).

Features of this policy include the following (not exhaustive) list:

School Procedures

(a) Classroom and School supervision

Teachers have a duty of care for the children in their class. In general, the class teachers remain with their class during class time. In the event of needing to leave the classroom, teachers should ensure that the nearest teacher can supervise the class and should never leave their classroom unsupervised.

Teachers must remain with classes when a visiting teacher is with the class; this person is not responsible for the supervision of the children.

Children should not enter the classroom without the teacher being present. The best procedure is to indicate to children to walk to a certain point and teacher can observe the full line from there.

(b) Yard supervision

All teachers are assigned supervision duties. It is the policy of the school to supervise children at the school yard (indoors if raining) at all times during regular lunch breaks.

Rules of the school yard are reviewed and revised continually and communicated to children regularly. If parents indicate a worry about a particular child on the yard teachers rostered for yard duty are informed of the concern, as needed, so that the particular concerns can be addressed satisfactorily

Teachers on yard duty remain with the classes until the class teacher returns from break. Teachers taking an EPV day can swap supervision duties with a willing colleague. If a teacher is unexpectedly absent a volunteer colleague will assume his/her duties in a reciprocal arrangement. If a teacher is unavoidably delayed, he/she should ask a neighbouring teacher to bring the class in/out.

Special Needs Assistants are on duty during lunch breaks. While these Assistants provide individual supervision for designated Special Needs children, they can act in an observing and reporting capacity, bringing instances of misbehaviour to the attention of the teacher on yard duty. The schools anti-bullying/behaviour policies cover incidents of misbehaviour.

At break times class teachers accompany their children to the school yards. Teachers leave their classes only when all children are safely in their respective yards and supervised by the teachers on yard duty.

(c) Entry and Exit times

The School day starts at 9.10am. A schedule of supervision is in place for 9-9.10am. The Board of Management informs parents that the school does not accept responsibility for pupils dropped off earlier than 9am. This is done without prejudice, as the school does not officially take responsibility for children before admission time.

At dismissal time in the evening all classes are walked to the school exit points by their teacher. Parents collect children at these points.

(d) Special Provisions

For out of school activities such as games, swimming, tours, back up provisions are put in place to ensure adequate levels of supervision are put in place. The level of supervision is usually one adult per 10 children with individual teachers in charge of specific groups. All adults accompanying students will be Garda vetted.

If a teacher is called from his/her classroom to meet with a parent, another member of staff may be requested to cover. However, it is school policy to request parents to make appointments.

On wet days children remain in their classes under the normal supervision rota. Children from senior classes assist the class teachers but hold no responsibility for the children's care.

When visiting teachers or student teachers take over a class, the class teacher will remain with their class at all times. Neither SNAs nor pupils are left in sole charge of a class at any time.

Other Policies that are in place to prevent and address bullying behaviour:

- Acceptable Use Policy
- Mobile Phone Policy
- Health and Safety Policy
- Special Education Policy
- Code of Behaviour
- Parental Communication and Complaints Policy
- Critical Incident Policy
- Data Protection Policy
- Child Safeguarding Statement and Risk Assessment

Section C: Addressing Bullying Behaviour

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

- Class teachers
- The Principal/Deputy Principal will provide support and advice if necessary.

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):

We will use Appendix C of the Bí Cineálta procedures to aid us with this:

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.

Approaches Taken to Address Bullying Behaviour
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 in St. Anne's National School will endeavor to:
- 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 behavior. The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement.
- It is important to listen to the views of the student who is experiencing bullying behaviour as to how best to address the behaviour.
- A record should be kept of the engagement with all involved (Appendix A). This record will document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bí Cineálta procedures for descriptions/examples of the forms and types of bullying behaviour), where and when it took place, and the date of the initial engagement with the students involved and their parents.
- The record will include the views of the students and their parents regarding the actions to be taken to address bullying behaviour.

Follow-up where Bullying Behaviour has Occured
- The teacher will engage with the students involved and their parents again no more than 20 days after the initial engagement.
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.
- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.
- The date that it has been determined that the bullying behaviour has ceased should also be

- recorded. Any engagement with external services/supports should also be noted.
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of 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.

Bullying Behaviour Outside of School

In line with the Bí Cineálta guidelines, St. Anne's National School will not deal with bullying behaviour that occurs when students are not under the care or responsibility of the teachers and staff of our school. However, where this bullying behaviour has an impact in school, our staff will support the students involved. Where the bullying behaviour continues in school, it will be dealt with in accordance with the Bí Cineálta policy.

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

This list is not exhaustive.

Those Who Experience Bullying Behaviour

The child's voice will be central to the support offered. These supports may include;
- A trusted adult will be available to support the child's needs following the incident
- Teachers will engage with the students involved and their parents again no more than 20 days after the initial engagement.
- This engagement will consider the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour, and the relationship between the students involved.
- Ongoing supervision and support may be needed for the student involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased, review strategies used with students involved and parents. A further time frame should be agreed for further engagement until the bullying behaviour has ceased.
- Buddy system to support the pupil(s) involved in developing friendships.
- Classroom lessons dealing with raising self-esteem, e.g. Circle Time, Weaving Well-being
- Providing a block of time with the Support Teacher for social and emotional development with parental permission, if necessary
- Revise school and classroom rules with all pupils
- Encouragement to participate in Wellbeing initiatives

- Seek advice from outside agencies, such as Tusla, NEPS and CAMHS if required
- Refer to Behaviour Support Guidelines published by NEPS

Those Who Witness Bullying Behaviour

The child's voice will be central to the support offered. These supports may include;
- Where necessary, support and a safe space to speak with a trusted adult.
- Open communication with parents.
- Re-education on "What bullying behaviour is?"
- Provide regular and child appropriate methods to inform of bullying behaviours witnessed.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance.
- It should be made clear to the pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a trusted adult. In this way the school will promote a "No Tolerance" attitude to bullying-like behavior. Praise those who tell adults about witnessing bullying behaviour.
- Classroom lessons dealing with raising self-esteem, e.g. Circle Time, Weaving Well-being
- Providing a block of time with the Support Teacher for social and emotional development with parental permission, if necessary.
- Revise school and classroom rules with all pupils

Those Who Display Bullying Behaviour

The child's voice will be central to the support offered. These supports may include;
- A trusted adult will be available to support the child's needs following the incident
- Teacher will engage with the students involved and their parents again no more than 20 days after the initial engagement.
- This engagement will consider the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour, and the relationship between the students involved.
- Ongoing supervision and support may be needed for the student involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased, review strategies used with students involved and parents. A further time frame should be agreed for further engagement until the bullying behaviour has ceased.
- If it is deemed necessary, an Individual Behavioural Plan will be drafted with Parents consent to help address behaviour in question.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration will be given to using 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.
- Buddy system to support the pupil(s) involved in developing friendships.
- Classroom lessons dealing with raising self-esteem, e.g. Circle Time, Weaving Well-being
- Providing a block of time with the Support Teacher for social and emotional development with parental permission, if necessary
- Revise school and classroom rules with all pupils
- Seek advice from outside agencies, such as Tusla, NEPS, Oide and CAMHS, if necessary
- Refer to Behaviour Support Guidelines published by NEPS

> **Other supports are available to help prevent and address bullying behaviour, such as:**
>
> National Education Psychological Service (NEPS) of the Department of Education provides comprehensive, school-based psychological service to all primary and post-primary schools to support wellbeing, academic, social and emotional development of all students. NEPS can advise schools on best practices to prevent and address bullying when issues arise in schools and/or provide training in preventative initiatives, such as developing social and emotional skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers as appropriate.
>
> Oide is the Department of Education's support service for schools. The work of Oide contributes to school improvement by providing high quality professional learning experiences, supports and resources relating to curricular developments, broader educational goals and national priorities, such as wellbeing which includes preventing and addressing bullying.
>
> Other External Supports:
> - National Parents Council
> - DCU Anti-Bullying Centre
> - TUSLA

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: _____   Date: __1/7/25__
(Chairperson of board of management)

Signed: _____   Date: __1/7/25__
(Principal)

Appendix A

Forms of Bullying Behaviour	
Direct Bullying Behaviour	
Physical	Pushing, Shoving, Punching, Kicking, Poking, Tripping etc Damage to personal property ie. Clothing, schoolbooks, mobile phone, pencil case, bicycle etc
Verbal	Continual name-calling directed at a student which hurts, insults or humiliates. This name calling can refer to physical appearance eg size, clothes worn or gender identity. It can also refer to a student's accent, distinctive voice characteristics, academic ability, race or ethnic origin.
Written	Writing insulting remarks about a student in public places, passing around notes about or drawings of a student.
Extortion	Obtaining something through force or threats.
Indirect Bullying Behaviour	
Exclusion	A student is deliberately and repeatedly isolated, excluded, ignored by a student or group of students.
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: Control: "Do this or I won't be your friend anymore" Malicious gossip, spreading rumours about a student A group of students ganging up against one student Giving a student the "silent treatment"/ignoring Deliberate manipulation of friendship groups to make someone unpopular. Isolation and/or exclusion from the group Breaking confidence Non-verbal gesturing - giving the "look" Name calling or use or terminology such as 'nerd' in a derogatory way. Publicly humiliating a person in a way that appears comedic. When a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined.
Online Bullying Behaviour	
Cyberbullying **Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared and has a likelihood of being shared multiple times and is thus repeated.	Carried out through use of information and communication technologies such as text, direct messaging, instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chat rooms and other online technologies. • Sending or sharing, nasty, insulting, offensive and/or intimidating messages or images. • Posting information considered to be personal, private and sensitive without consent. • Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students. • Excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game. Denigration: Spreading rumours, lies or gossip to hurt a person's reputation Harassment: Continually sending vicious, mean or disturbing messages to an individual Impersonation: Posting offensive or aggressive messages under another person's name Flaming: Using inflammatory or vulgar words to provoke an online fight Trickery: Fooling someone into sharing personal information which you then post online Outing: Posting or sharing confidential or compromising information or images Exclusion: Purposefully excluding someone from an online group Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety

	Silent telephone/mobile phone call Abusive telephone/mobile phone calls Abusive text messages / whatsapp/ online messages Abusive email/ online messages Abusive communication on social networks e.g.Snapchat/Discord/Tiktok/Instagram/Twitter/YouTube or on games consoles Abusive website/ social media comments/Blogs/Pictures Abusive posts on any form of communication technology ** In many cases online bullying can relate to an "offline" experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to sextortion and the non-consensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

Appendix B

Types of Bullying Behaviour This list is not exhaustive	
Disablist bullying behaviour	Behaviour or language that intends to harm a student because of a perceived or actual disability or additional need. -Name calling -Taunting others because of their disability or learning needs -Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying -Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. -Mimicking a person's disability -Setting others up for ridicule
Exceptionally able bullying	Behavior or language that intends to hard a student because of their high academic ability or outstanding talents. -Name calling -Taunting
Gender identity bullying	Behaviour or language that intends to harm a student because of their perceived or actual gender identity -Name calling used in a derogatory manner -Physical intimidation or attacks -Threats
Homophobic/transphobic (LGBTQ+) bullying	Behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community -Spreading rumours about a person's sexual orientation -Taunting a person about their sexual orientation -Name calling used in a derogatory manner -Physical intimidation or attacks -Threats
Physical appearance bullying	Behaviour or language that intends to harm a student because of their physical appearance -Students who "look different" can be mocked or criticized about the size, shape or appearance of their body.
Racist bullying	Behaviour or language that intends to harm a student because of their race or ethnic origin which includes the Traveller or Roma community. -Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, ethnic or traveller background. -Exclusion on the basis of any of the above
Religious identity bullying	Behaviour that intends to harm a student because of their religion or religious identity
Poverty bullying	Behaviour that intends to humiliate a student because of a lack of resources
Sexist bullying	Behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or group of students are inferior because of their sex.
Sexual harassment	Any form of unwanted verbal, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student -Unwelcome or inappropriate sexual comments or touching

Appendix C

Record of Behaviour - Section A				
Affected Individuals			Date of Incident:	
Reporters (if different)			Location of Incident:	
Alleged Offender(s)			Date Reported (by Student/Parent	

Details of the Incident (Provide a full description of what happened):

In line with our Bí Cineálta Policy - Please consider, is this bullying behaviour?

Is the behaviour outlined above:

Targeted behaviour that causes harm (online/offline)	Yes ☐	No ☐		
Physical,social/and or emotional	Yes ☐	No ☐		
Repeated over time and involves an imbalance of power	Yes ☐	No ☐		

(Note, in the case on online behaviour, a once-off incident, may be ticked as "yes")

If you have replied **Yes** to each of the questions above please continue with **Section B**
If the answer to any of the questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for in the Code of Behaviour.

Investigator signature:_____

Section B - Formal Stage 1	
Please see Appendix 1 for Form and Type of bullying behaviour	
Form of Bullying Behaviour (Please check all that apply)	Type of Bullying Behaviour (Please describe):
Direct ☐ Indirect ☐ Online ☐	

Actions to Be Taken (Outline steps to address the incident):

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Student and Parent/Guardian Views of Actions to Be Taken
(Include perspectives from both parties):

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In consultation with the Student and Parents/Guardians, this process must be reviewed <u>before 20</u> days have passed.

Date of review:_____
Relevant Teacher signature: _____
Principal signature: _____

Section C - Review Process

Date of Review to Assess Behaviour Cessation: _____

Parents and Students' Feedback on the Review: _____

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Engagement with External Services (If applicable, provide details):

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Further Review (if required) Date: _____
Details:

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Date of Form Completion: _____
Signatures:
- **Reporter:** _____
- **Investigator:** _____

(A copy of this should be kept by the class teacher. A copy should also be submitted to the Principal's Office for record keeping.)

Appendix D
Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of

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 E
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?

5. 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

6. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? ☐Yes ☐No

7. 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

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

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

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

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

12. 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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13. 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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14. 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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15. Does the student-friendly policy need to be updated as a result of this review and if so why?

16. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? ☐ Yes ☐ No

17. Has a parent informed the school that a student has left the school due to reported bullying behaviour? ☐ Yes ☐ No

18. 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