



**Dromindoora National School**  
Dromindoora, Caher, Co. Clare V94 XP71  
Telephone 061 925149 Mobile 086 1713061  
dromindoora.ias@gmail.com  
RCN 20111045

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

The Board of Management of Dromindoora 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. 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.

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated. 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 everybody 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 everybody has a 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* 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.

## **Types of Bullying Behaviour**

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

### **Direct bullying behaviour:**

#### **Physical bullying behaviour:**

- ❖ Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in “mess fights” they can sometimes be used as a disguise for physical harassment or inflicting pain.
- ❖ Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

#### **Verbal bullying behaviour:**

- ❖ Continual name-calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student's accent, distinctive voice characteristics, academic ability, race or ethnic origin.

#### **Written bullying behaviour:**

- ❖ Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

### **Extortion**

- ❖ Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

### **Indirect bullying behaviour:**

#### **Exclusion**

- ❖ Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

#### **Relational**

- ❖ Relational bullying behaviour occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: "Do this or I won't be your friend anymore"; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.

### **Online bullying behaviour:**

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This form of bullying behaviour can include:

- ❖ sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- ❖ 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 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 or has a likelihood of being shared multiple times and is thus repeated.

As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. 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 nonconsensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

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

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour. Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups. Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control. Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying, can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

### **Bullying behaviour that occurs outside of school**

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their BÍ Cineálta policy. (*See Section 6.2 of BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools*).

Examples of prohibited bullying behaviours that can occur outside of school (non-exhaustive list):

- Bullying behaviour that occurs in the area immediately outside the school, the local shops and the wider local area.
- Bullying behaviour that occurs on the journey to and from school whether the students are walking, cycling or on school buses.
- Bullying behaviour that occurs in organised clubs and groups outside of school such as sports clubs.
- Online bullying (cyberbullying) behaviour, along with other types of bullying behaviour can cause significant harm and have a lasting impact on students who experience this behaviour. Access to technology means that online bullying behaviour can happen any time and that the student's home is no longer a safe place. The nature of these technologies means that digital content can be shared and seen by a very wide audience almost instantly and the content is almost impossible to delete permanently.

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

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than “look out” for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe. Parents 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 have a right to act and may decide that, based on the circumstances, it is appropriate to address the bullying 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	March 2025	Meeting - staff provided with the opportunity to discuss the new Bí Cineálta action plan and stemming from this discussion, staff were informed of the important points in dealing with an incidence or report of bullying - notice board in staff room with relevant information displayed as well as resources and record form. Staff given time to discuss and relay feedback.
Students	April 2025	Meeting with student council Questionnaires 2nd-6th class.
Parents	May 2025	Attention drawn to our policy and Child Friendly policy, resources and initiatives in the school during Wellbeing week.
Board of Management	June 2025	Review new policy draft- leading to consultation and final ratification after amendments made where necessary.
Wider school community as appropriate	April 2025	Consultation with caretaker and secretary regarding child safety.
Date policy was approved: 11/6/25		
Date policy was last reviewed:		

## **Section B: Preventing Bullying Behaviour**

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including 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 Cinéalta Procedures):

### **Prevention Strategies**

- In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.
- This school takes positive steps to ensure that the culture of the 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. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.
- In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

### **Culture and Environment:**

#### **We strive to :**

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour is adopted.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment: ensure the children know who to tell and how to tell
- Promote the concept of a trusted adult. This is promoted and reinforced through the teaching of the Stay Safe and Walk Tall Friendship and Bullying topics.
- Create safe spaces in our school buildings and yards. Supervising teachers and SNAs wear hi-vis jackets so their presence is visible during break times
- Incorporate signs to promote our school values – Our Golden Rules which promote respect and kindness: BÍ Cinéalta Child Friendly posters: Child friendly Child Safeguarding in our school.
- Encourage a sense of belonging with ownership over their own space
- Foster and enhance the self-esteem of all our pupils through both curricular and extracurricular activities.

- Pupils will be provided opportunities to develop a positive sense of self-worth through formal and informal interactions. The following strategies and initiatives may be used:
  - ❖ Stay Safe, Walk Tall & RSE materials and associated videos.
  - ❖ Lunchtime sports activities during the school year that encourage inclusion and having fun playing with friends.
  - ❖ Acts of Kindness acknowledged by class teacher and principal.
  - ❖ Positive affirmations by teachers and staff in classrooms and on yard.
  - ❖ Student Council to allow and encourage pupil voice
  - ❖ Amber/Active Flag committees.
  - ❖ A Code of Behaviour that focuses on positive behaviour
- Create a positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity;
  - ❖ encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - ❖ promotes respectful relationships across the school community

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

- Staff are briefed on the uniform approach we must take to handle all reports of bullying.
- Well-being week takes place annually with a focus on kindness and friendship.
- Child Friendly Bí Cineálta Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
- Parents receive information at times regarding useful information on Anti Bullying, Stay Safe and SPHE lessons which focus on positive behaviour
- Effective supervision and monitoring of pupils.
- Restorative Practice Work Sheet
- Celebrating school, class and individual achievements through our monthly newsletters and Aladdin notices.
- Foster positive relationships between pupils and staff members in order to nurture connections and establish open communication.

**Curriculum (teaching and learning)**

We strive to :

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.

Ways in which we work to achieve this:

- Teach SPHE and RSE content which fosters student's well-being and self confidence as well as promoting personal responsibility for their own behaviours and actions.
- Online Safety education programmes and to tie in with Internet Safety Day

- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and extracurricular activities can help to develop a sense of self worth, working together, inclusion and respect.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils; and to explicitly address the issues of cyber-bullying and identity-based bullying including, in particular, homophobic and transphobic bullying.
- Support for staff including access to CPD when and as required.
- Consistent recording, investigation and follow up of bullying behaviour (including the use of established intervention strategies)
- On-going evaluation of the effectiveness of the Bí Cineálta policy through our yearly reviews.

### **Policy and planning**

The aim of Dromindoora National Schools Bí Cineálta policy is:

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

The Acceptable Use Policy, Supervision policy, Special Education Policy, Code of Behaviour, RSE Policy and Child Safeguarding Statement all support the implementation of the Bí Cineálta policy. Appropriate Teacher Professional Development will be planned for and organised in order to support the successful implementation of this policy. Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all members of the in-school leadership team focused on supporting the implementation of this policy.

### **Relationships and Partnerships**

- Interpersonal connections are supported through a range of formal and informal structures such as our Parents Association, and our student council, committees and groups.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.

- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- Positive home school links and relationships, help parents to communicate with teachers at an early stage if they suspect their child is being bullied.
- Encouraging peer mentoring and peer support
  - Playground Helpers & Yard Buddies
  - Wellbeing/Buddy Walks on the track
  - Buddy Reading and other activities between older and younger classes.
- Supporting the active participation of students and parents in school life.
- The meaningful involvement of the board of management, staff, pupils and their parents in the development, implementation and review of the school's Bí Cineálta policy and student friendly version is actively pursued by the school through the regular use of discussion and surveys.

### **Preventing Cyberbullying Behaviour**

- Explicitly teach the issues of cyberbullying and the importance of using technology safely.
- Monitor student use of technology in the classroom and on school grounds.
- Work with parents and students to educate them about the dangers of cyberbullying by facilitating outside speakers.

### **Preventing Homophobic/Transphobic Bullying Behaviour**

- Create a safe and inclusive environment for all students, regardless of their sexual orientation or gender identity.
- Educate students about the importance of respecting all people, regardless of their sexual orientation or gender identity.
- Encourage peer support such as peer mentoring and empathy building activities.
- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.

### **Preventing Racist Bullying Behaviour**

- Teach students about the history and impact of racism e.g. 'Show Racism the Red Card'.
- Promote diversity and inclusion in the classroom.
- Provide support to students who have been targeted by racist bullying.
- Ensure that library reading material represents appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

### **Preventing Sexist Bullying Behaviour**

- Teach students about the importance of gender equality e.g. 'Gender Equality Matters'.
- Celebrate diversity at school and acknowledge the contributions of all students
- Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy - See Code of Behaviour
- Modelling of respectful behaviour by staff of all irrespective of sex.
- Ensuring all students have the same opportunities to engage in school activities irrespective of sex.

- Challenge gender stereotypes

*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):*

### **Supervision and Monitoring**

- Staff at all times endeavour to encourage pupils to show respect for each other.
- A yard supervision rota is devised at the beginning of each term so that adequate and appropriate supervision is provided for on yard.
- An Acceptable Use Policy has been developed and is currently being reviewed to ensure that pupils are aware of their responsibilities when accessing the internet in school and when using school devices.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded on specific school templates. Reports on bullying are stored in a specific folder in the principal's office.
- School wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- The Acceptable Use Policy, Supervision policy, Special Education Policy, Code of Behaviour, RSE Policy and Child Safeguarding Statement all support the implementation of the BÍ Cineálta policy.
- The pupils are actively involved in contributing to a safe and inclusive school environment. These messages are reinforced during our Wellbeing Week each October and at our school assemblies.
- Ensuring that pupils know who to tell and how to tell. The school actively encourages the concept of a 'trusted adult' through letting pupils know regularly that they can talk to them.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Promote online safety events or material for parents. The school may invite outside speakers to address parents and pupils about the importance of online safety.

## **Section C: Addressing Bullying Behaviour**

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

- The class teacher (Relevant Teacher) will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form on Aladdin
- The DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour: teachers are notified on the school WhatsApp group using the initials only of pupils involved
- The principal will inform the Board of Management of incidents of bullying.

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:***

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

- 1) While all reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- 2) If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- 3) The 'Relevant Teacher(s)' must record the bullying incident on the school information management system (Aladdin) by adding an Alleged Bullying Behaviour Report to the relevant pupil's file which will be visible on files on all other pupils named. The 'Relevant Teacher' must inform the Principal.

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved (rather than to apportion blame). With this in mind the school's procedures are as follows:

- In investigating and dealing with bullying the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type of bullying it is, and how best the situation might be resolved.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report instances of bullying they are not considered to be telling tales but are behaving responsibly.
- Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidences of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour.
- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- When analysing incidents of bullying behaviour the 'Relevant Teacher(s)' should seek answers to questions of what, where, who, when and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about the other's statements.
- Each member of a group should be supported through the possible pressures that they may face from the other members of the group after an interview by the teacher.
- Where the 'Relevant Teacher(s)' has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the perspective of the pupil being bullied.
- The "Relevant Teacher" does not apportion blame but should make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.
- When an investigation is completed and/or a bullying situation is resolved the "Relevant Teacher" will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other

relevant information. This may be recorded on Aladdin under the Bi Cinealta tab, and uploading a file "Alleged Bullying Behaviour Report".

- If a pupil chooses to continue the bullying behaviour, this can then no longer be considered a once off occurrence. In this event parent(s)/guardian(s) will be contacted. The school should give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support for the pupil.
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Depending on the seriousness of the bullying some or supportive interventions will be utilized (See School Code of Behaviour)
- Repeated incidents of bullying behaviour will result in the imposition of sanctions. Such sanctions will be proportionate to the seriousness of the bullying behaviour. It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required that this is a private matter between the pupil being disciplined, his or her parents and the school.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred to the school's complaints procedure.
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their rights to make a complaint to the Ombudsman for Children.
- The School will maintain care for the victim over time. This will be done by speaking to the child a number of weeks after the incident to check on their continuing welfare. The child's parents will also be consulted.
- If a child makes a report of bullying, but asks that nothing is to be done about it, the relevant teacher will support the child appropriately to explore how it will be handled sensitively and how parents may be notified. If a parent does so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.

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

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

**Supporting Bullied pupils:**

- Ending the bullying behaviour
- Fostering respect for bullied pupils and all pupils
- Fostering greater empathy towards and support for bullied pupils
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual

awareness-raising programmes

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

### **Supporting Bullying pupils:**

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

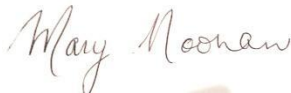
All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

## Section D: Oversight

The principal will present an update on bullying behaviour at each Board of Management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. *See Chapter 7 of the BÍ Cinéalta 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: 11<sup>th</sup> June 2025  
(Chairperson of Board of Management)



Signed: \_\_\_\_\_ Date: 11<sup>th</sup> June 2025

(Principal)

## **TEMPLATE FOR RECORDING BULLYING BEHAVIOUR**

*This template is only to be used when bullying behaviour has been identified, in line with the BÍ Cinéalta Procedures.*

**1. Date of initial engagement with pupil(s) and parent(s):**

\_\_\_\_\_

**2. Initials of pupil who has experienced bullying behaviour and class group:**

Initials: \_\_\_\_\_ Class: \_\_\_\_\_

**3. Initials and class(es) of pupil(s) engaged in bullying behaviour:**

Initials: \_\_\_\_\_ Class: \_\_\_\_\_

<b>4. Source of bullying concern/report (tick relevant box(es)):</b>	Tick	<b>5. Location of incidents (tick relevant box(es))</b>	Tick
Pupil concerned		Yard	
Other pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other (please specify)		Other (specify)	

**6. Initials of person(s) who reported the bullying concern/and or relationship to the pupil(s):**

\_\_\_\_\_

**7. Dates of when the bullying behaviour occurred:**

\_\_\_\_\_

**8. Form of Bullying Behaviour (tick relevant box/boxes):**

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

**9. Type of Bullying Behaviour (tick relevant box/boxes):**

Disablist Bullying Behaviour		Homophobic/Transphobic(LGBTQ+) Bullying Behaviour	
Exceptionally Bullying Behaviour		Physical Appearance Sexual Harassment	
Gender Identity Bullying Behaviour		Racist Bullying Behaviour	
Sexist Bullying Behaviour/Sexual Harassment		Religious Identity Bullying Behaviour	
Poverty Bullying Behaviour		Other (specify)	

**10. Brief Description of bullying behaviour and its impact:**

--

**11. Views of pupil(s) and parent(s) regarding the actions to be taken:**

--

<b>12. Date of review with pupil(s) and parent(s) (within 20 days):</b>	
<b>13. Has bullying behaviour ceased?</b>	
<b>14. Views of pupil(s) and parents in relation to this:</b>	
<b>15. If bullying behaviour has not ceased, set an agreed timeframe to meet again and review strategies:</b>	
<b>16. Engagement with external services or supports (if any):</b>	

*If bullying behaviour continues beyond the review timeframes, the school's Code of Behaviour is to be used.*

Signed: \_\_\_\_\_ (Relevant

Teacher) Date: \_\_\_\_\_

Date submitted to Principal/Deputy Principal



