



Chanel College
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Roll No:60550B

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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Glossary

DEIS – Delivering Equality of Opportunity in Schools

CPD – Continuing Professional Development

SSST – Students Support Services Team

SNA – Special Needs Assistant

TULSA – Child and Family Agency

SCP – School Completion Programme

HSCL – Home School Community Liaison

GAISCE – The President's Awards

DCU – Dublin City University

NAPD – National Association for Principals and Deputy Principals

AUP – Acceptable Usage Policy

LIFT – Leading Ireland's Future Together

Mission Statement

Our *mission* in Chanel College is to enable our students to reach their full potential so that they will make a positive difference in today's world. We strive to create a sense of community within the school and an informal but respectful atmosphere between students and staff members. In this pastoral environment, students are encouraged to take responsibility for themselves and for their learning.

The first *aim* of Chanel College is to bring young people to the fullness of their human potential in the light of the gospel.

The *charter* is a core statement that has been arrived at through a collaborative process with seeks to:

- reflect the fundamental character of the school
- guide the development of school policies, curriculum and structures
- reflect the partnership between, Staff, Parents, Students, Trustees...

The *charter* of Chanel College as a Marist School is:

- to provide an appropriate curriculum for all students in a Christian environment which is safe, caring and well disciplined.
- to foster a spirit of co-operation and mutual respect between students, staff and community.
- to enable each student to reach his/her full potential by promoting a sense of personal responsibility, which emphasises the values of honesty, justice and commitment to work.
- to be guided in a special way by the key Marist qualities of mercy and compassion.
- to recognise and where possible to cater for the emotional and professional needs of management and staff.

The Ethos of Chanel College

Marist schools are situated within the mission of the Society of Mary (Marist Fathers) and within the special vocation of the Catholic Church to continue the mission of Jesus Christ in every place and age. As such the Marist School will be clearly identified as Catholic and Marist. Its teachers and attitudes will seek to express the faith of the Church in the contemporary situation. The timetable and curriculum will consider the need to learn how to pray and worship, appreciate feasts and fasts, give quiet but regular service to the needy. The décor of the school will include elements discreetly recalling the spiritual life, the local and world-wide mission of the Church and the Society of Mary.

As their name suggests, Marists seek to orientate themselves and their activities with reference to the person of Mary, to the intuitions of the Marist founders, particularly Venerable Father John-Claude Colin, and to the living tradition of the Society of Mary. The characteristic “Marist spirit”, derives from the Gospel, meditation on the presence of Mary with Jesus in Nazareth, on her presence with the apostles as they waited in prayer for the coming of the Spirit, on her hidden presence in the early Church, and on her unique significance for the Church today. Therefore, the Marist School community will seek to reflect the service, commitment and acceptance which are evident in Mary’s life.

The tradition to which the Marist school belongs is rooted in the mission of the Church, the spirituality of the Society of Mary and the local environment in which the school is situated. The Marist school will value that tradition: always seeking to express the faith of the Church in the contemporary situation, adapting to the conditions of modern times as the early Marist Fathers did in post-revolutionary France in the nineteenth century and aware of the Marist spiritual heritage to which they are party the Marist school will take due care to actively pass on that tradition to the future generations of pupils, staff and parents.

A Marist school will seek to help each student become his/her best self in the context of the Catholic community of faith, and of our world today. In doing this a Marist school will nourish, support and show due concern for the development of all the dimensions of a student’s life, inclusive of the spiritual, the intellectual and the physical along with the emotional, moral and social dimensions.

A Marist school must endeavor to combine a successful pursuit of excellence with discretion, the simplicity we associate with Mary. The atmosphere and discipline of the school community should be as easy and cheerful as due order permits. The way staff encounter pupils allows them to speak to them will approach more nearly the personal, familial style rather than the institutional, again, in so far as the different circumstances allow.

A Marist school is a consciously nurturing community. It is a community of pupils, staff and families who have a shared endeavour where Mary’s way of believing and being present to others is made concrete; where there is agreement on the common task; where there is respect for the different roles within the community; and where there is an acceptance of the equality of dignity for all. By its actions, values and beliefs the school is specifically organised to draw families, teachers and pupils into community and to respect and affirm; the dignity of all, the specific roles and responsibilities of each, and the agreed task of the education of the young.

(Issued by the Provincial Council – Ireland 2007)

Rationale for this Policy

The Board of Management of Chanel College 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*.

It is also informed by:

- The Education Act, 1998.
- The Education (Welfare) Act, 2000.
- The Equal Status Act, 2000-2018.
- Circular 0045/13: Anti-Bullying Procedures for Primary and Post-Primary Schools.
- Anti-Bullying Procedures for Primary and Post-Primary Schools, September 2013.
- Department of Education (2022) Cineáltas Action Plan on Bullying
- Children First Act (2015)
- Department of Education (2018) Best practice guidance for post primary schools in the use of programmes and/or external facilitators in promoting wellbeing consistent with the Department of Education and Skills' Wellbeing Policy Statement and Framework for Practice Circular 0043/2018
- Department of Education (2019) Wellbeing Policy Statement and Framework for Practice
- Department of Education (2023) Child Protection Procedures for Primary and Post-Primary

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.

This Bi Cinéalta Policy recognises the importance of early intervention in managing complaints of bullying, it has a strong preventative focus, with emphasises on creating and maintaining an environment in which all students are treated with dignity, courtesy and respect and where diversity is valued. Where complaints of bullying occur, the Policy aims to ensure that all parties will be treated with fairness, sensitivity, respect and confidentiality, and with due regard to the rights of all parties. This policy has been developed in line with our mission statement.

Aims of the policy:

- To raise awareness of bullying as an unacceptable form of behaviour and to establish a high degree of collective vigilance.
- To create an atmosphere of openness which encourages students to disclose and discuss incidents of bullying. To ensure that there is no ambivalence with regard to the rights of each individual to a safe and secure environment.
- To ensure that each member of the school community recognises his/her responsibility to protect those rights.
- To develop procedures for reporting and recording incidents of bullying behaviour.

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”. (Section 2.1, *Bí Cineálta* procedures, p.17).

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 within the school’s Code of Behaviour.

The core elements of the definition are further described below:

Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), or social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school’s code of behaviour.

Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school’s code of behaviour. Posting a single harmful message/image/video online, which is highly likely to be reposted or shared with others, can therefore be seen as bullying behaviour.

Imbalance of power

In incidents of bullying, the student experiencing bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity,

technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying

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 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.

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.

Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided within the school's Code of Behaviour.

As per the Bí Cineáltas guidelines, 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, the school will provide support for the students involved.

How bullying behaviour occurs

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
- Verbal bullying behaviour
- Written bullying behaviour
- Extortion

Indirect bullying behaviour

- Exclusion
- Relational

Types of bullying behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need

exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents

gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity

homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community

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 criticised about the shape, size 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 membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism¹³ as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”¹⁴

poverty bullying: behaviour and language that intends to humiliate a student because of a lack of resources > **religious identity bullying:** behaviour and language that intends to harm a student because of their religion or religious identity

sexist bullying: behaviour and language that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex

sexual harassment: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

(Section 2.7, Bí Cineálta procedures, p.24).

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	7/4/2025 24/5/2025	Survey Staff Meeting – Half day closure to facilitate Bí Cineálta training and policy development
Students	9/4/2025	Survey
Parents	7/4/2025	Survey
Board of Management	16.6.25	Details of Circular 0055/2024 and Bí Cineálta procedures are shared with the Board members and discussed.
Wider school community as appropriate, for example, bus drivers	24/04/2025	Half day school closure. SNAs, school secretaries participated in Bí Cineálta training and the development of Bí Cineálta Policy
Date policy was approved: 16.6.25		
Date policy was last reviewed: 24.8.26		

Preventing Bullying Behaviour - The 4 keys Areas of Prevention

Culture and Environment

- A schoolwide approach to promote a positive and inclusive school culture and community.
- A schoolwide understanding of what bullying is and its impact.
- Teacher expectations – shared and discussed with each class at the start of each year.
- Promote a positive culture and environment through positive relationships with staff and peers.
- Encourage interaction with a variety of classmates (Pair and share, group work used where possible)
- Promoting a telling culture by being present for students through encouraging strong, safe, structures and appropriate relationships between staff and students
- Zero tolerance in class to any kind of bullying, where intervention and calling out negative behaviour happens as early as possible.
- Promotion of a positive classroom culture by using a seating plan and ensuring a classroom agreement is discussed and agreed upon with students.
- Show respect for the classroom environment, i.e. no graffiti, students tidy up after themselves, recycling bins used where appropriate.
- Acknowledge students being good and doing well (Tyro record / email or postcard sent home)
- Use of subject specific school trips and competitions as part of a positive reward system where relevant
- Use of subject specific weeks where possible i.e. Science week, Seachtain na Gaelige
- Organise and encourage fun activities focused on inclusivity and eliminating bullying in the classroom
- Classroom displays/materials on walls, star charts, etc. were deemed appropriate.
- Display Bí Cineálta posters
- Wellbeing walk display
- Enhance student self-esteem through both curricular and extracurricular activities.
- Provide students with opportunities to develop a positive sense of self-worth and a sense of belonging through formal and informal interactions, that aim to build empathy, respect and resilience in students
- Daily Form class – check in by Form teachers, Academic monitors and Year Heads to encourage kindness and respect, being present for students, and promote a positive classroom culture. Stop negative behaviour in the moment and where possible call out negative behaviour.
- School trips for specific year groups
- Access to a trusted adult.
- Safe physical space - Timetabled monitoring of student's free time.
- Breakfast club – supervised by staff
- Break and Lunch time – supervised by staff
- Supervision and monitoring of lunch time activities – Astro, Basketball, use of pitches, canteen, corridors, indoor classroom based rainy day supervision
- Lunchtime Social space – Colin room supervised by SNAs

- Toilet supervision – Students only allowed permission to use the toilet during the middle 20 minutes of each class
- Canteen supervision – Students supervised queuing, entering and leaving the canteen during lunchtime.
- First year students – Brought to the canteen 10 minutes before lunchtime under the supervision of the subject teacher, to avoid overcrowding for students.
- Homework Club
- After School Study
- Annual awards night
- Annual Transition year graduation
- Annual 6th year Mass, awards and graduation

Curriculum (Teaching and Learning)

- Promote inclusion and diversity across all subjects
- SPHE curriculum
- CSPE curriculum
- Wellbeing curriculum
- RE curriculum
- PE curriculum – teamwork
- MFL – Introduction of variety of cultures
- Computer Studies – online safety
- Transition year programme
 - Annual Transition year musical in partnership with local girls' school
 - Activities with local girls' school – Communication workshops, Ceili
 - NFTE - mini company
 - Linking in with local businesses
 - Activities with other local second level schools
 - Activities with local primary schools
 - SOAR workshop
 - Various workshops that enhance the student's ability to communicate and integrate with other students
 - Overnight activity trip – i.e. Carlingford/Lilliput
- Learning Support
- Extra-Curricular activities:
 - Gaelic football
 - Soccer,
 - Basketball,
 - Badminton,
 - Games club/chess club,
 - Language club,
 - Debating club,
 - Music club,
 - Gardening club,
 - Green schools committee
- Friendship Week
- Stand Up week
- Subject weeks - Geography Week, Science week, Seachtain na Gaeilge

Policy and Planning

- Bí Cineálta policy – to include student friendly version
- Code of Behaviour
- Child Safeguarding
- Acceptable Usage policy
- RSE policy
- SEN/Inclusion policy
- TPL (Teacher Professional Learning)
- DEIS plan
- Inclusivity week

- Care Team meetings – Early interventions where needed
- Student Support Service Team meeting
- Supervision
- Seating plans
- No phones initiative - “Box your phone, boost your focus”.
- Limited access to internet in class – 1-hour codes
- End of year Post reviews
- Staff meeting – In house CPD, carousels

Relationships and Partnerships

- Links with school’s trustees, The Marist fathers
- Links with Marist network - sister schools, St Mary’s College, Dundalk and Catholic University School, Dublin – Cross school meetings, training and CPD
- Pastoral care – Daily form class with Form teacher, Academic monitor, Year Head, informal chats and daily check in
- Designated care teams for each year group – Form teacher, SEN co-ord., Academic monitor, Year head, biweekly Care Team meetings to monitor the progress of students, to assess and acknowledge student progress and positive behaviour and intervene with regards to poor behaviour.
- Academic Monitor - To link in with students, parents and care team, to encourage and monitor students' academic excellence and attendance. To acknowledge academic and non-academic achievements. To give extra support and guidance where needed.
- Year Head – To link in with students, parents and care team, Deputy Principal and Principal to encourage and monitor students' behaviour. To promote positive communication with parents and families. To assess class groupings with the Deputy Principal and Principal and change if needs be, to give extra support and guidance where needed and to put forward students of concern to the Students Support Service Team. To organise annual group trips or events. To encourage strong, safe, structured and appropriate relationships between students and staff, ensure mutual respect is shown.
- Special Needs Assistants – Work closely with assigned students to give extra support, guidance and encouragement where needed.
- Team teaching where appropriate
- 5th year Prefects – assigned to 1st year Form classes to give extra support, guidance and encouragement where needed.
- Student Council – student voice on school issues and link to Principal
- Student Support Service Team (SSST)– The team consists of the Principal, Deputy Principal, HSCL teacher, Guidance counsellors, School Completion Programme Co-ord., and Chaplain. The team meets weekly to discuss students who may need extra support with possible interventions.
- HSCL teacher - Promotes positive communication with the parent's association, parents, families with the school itself. Extra support and guidance are given where needed. Facilitates parent classes in conjunction with local cluster schools.
- Parents Association – Promotes positive communication with the school. Supports the school where possible, i.e. fundraisers, Transition year show, Parent teacher meetings.
- TULSA School Completion Programme

- Chaplain – Links with the local parish priest and community by way of promoting the Catholic faith through Year group masses, religious celebrations and school graduations.
- School Counsellors – Meet with students on a 1:1 basis, who the Principal, Deputy Principal or HSCL has been alerted to who may need extra support and/or guidance.
- FUSE – DCU – Done with 2nd year classes
- Bystander intervention
- R U Bin Bullied
- SOAR workshop
- GAISCE
- LIFT programme – Done with Transition year students/5th year students, in conjunction with 2nd years
- Rainbows Ireland – Weekly group support for children and young people following Bereavement, Family change following Parental Separation, Divorce or Relationship breakdown over several weeks, run by trained school staff comprised of teachers and SNAs.
- Grandparent's day
- Fund raising for charities – i.e. 6th year Annual Dusk 'til Dawn, Annual sponsored walk, non-uniform day,
- DCU Access Awards night
- NAPD Creative Engagement
- Northside Partnership – Opportunity given for Senior students to do Safe Pass
- Guest speakers – A variety of speakers are invited to speak to students on chosen topics. E.g. Community Guards, Mr. John Lonergan, Rep. Pavee point.

Preventing Bullying Behaviour – Section A

Strategies aimed at preventing specific types of bullying behaviours:

General Behaviour bullying:

- Anti bullying class-based workshops
- Promote the school ethos to encourage a sense of belonging and inclusion.
- Class seating plans used where appropriate
- Code of Behaviour, AUP and Bí Cineálta Policy in School Journal
- Ember Team/5th year Prefects promote Marist Ethos including kindness and goodwill within the School Community.
- Chaplain, Guidance Counsellors and Care Teams regularly relate to students in a more informal manner to promote a safe environment to encourage a telling culture by being present for students through demonstration of strong, safe, structures and appropriate relationships between staff and students
- Each first-year form class has a number of 5th Year Prefects assigned to them, to meet and check in with them daily in form class. It is hoped students would be comfortable enough to reveal any incidents of bullying.
- Use of TYRO Behaviour tab to recognise positive behaviours including kindness towards others, respect, teamwork and resilience.
- A schoolwide approach to promote a positive and inclusive school culture and community.
- Postcards and/or emails sent home to parents to acknowledge students' good behaviour.
- Extra-curricular activities, school trips, and sports day encourage a sense of belonging throughout the school.

Disablist and exceptionally able bullying behaviour:

- Students are strongly encouraged to join in extra-curricular activities, particularly in First Year, to help foster friendship and integration.
- AEN team
- Use of the Colin room as space to relax at break and lunchtime for designated students
- SPHE Programme
- RSE Programme

Gender Identity bullying behaviour:

- SPHE Programme
- RSE Programme
- Inclusivity week
- Poster displays
- Stand up Awareness week
- Challenge and discuss gender stereotypes in class

Homophobic and transphobic bullying behaviour:

- SPHE Programme
- RSE Programme
- Stand Up Awareness week
- Maintain an inclusive physical environment such as by displaying relevant posters
- Encourage peer support such as peer mentoring and empathy building activities
- Challenge gender stereotypes
- Encourage students to speak up when they witness homophobic behaviour

Physical Appearance bullying behaviour:

- SPHE Programme
- RSE Programme
- Inclusivity week
- Ensure uniform is worn

Racist bullying behaviour:

- Invite speakers from diverse ethnic backgrounds
- Designate a dedicated space on campus for students to engage in religious practice.
- Stand Up Awareness week
- Cultural Awareness - Students from a variety of cultural backgrounds bring in food to sample
- Foster a school culture where diversity is celebrated and where students “see themselves” in their school environment
- Have the cultural diversity of the school visible and on display
- Encourage peer support such as peer mentoring and empathy building activities (LIFT programme)
- Encourage bystanders to report when they witness racist behaviour
- Inviting speakers from diverse ethnic backgrounds

Poverty bullying behaviour

- Students of concern are alerted to the SSST, where support will be discussed
- A clean supply of uniform items stored in school if needs be.
- HSCL alerts Principal and Deputy Principal to any students who may be of concern.
- HSCL puts together a list of students who would get hot lunch free of charge, depending on their home situation. This is confidential and done discreetly.

Cyberbullying behaviour

- SPHE curriculum
- Students’ AUP policy in school journal
- Limit of 1 hour internet usage in class – accessed by student by one off code given by class teacher.
- Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- Have regular conversations with students about developing respectful and kind relationships online
- Communicate an acceptable use policy for technology

Sexual harassment:

- Use the updated SPHE specifications at post primary level to teach students about healthy relationships and how to treat each other with respect and kindness
- Promote positive role models within the school community
- Challenge and discuss gender stereotypes that can contribute to sexual harassment

Sexist bullying behaviour:

- Ensure members of staff model respectful behaviour and treat students equally irrespective of their sex
- Ensure all students have the same opportunities to engage in school activities irrespective of their sex Celebrate diversity at school and acknowledging the contributions of all students
- Organise awareness campaigns, workshops and presentations on gender equality and respect

Preventing Bullying Behaviour – Section B

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

- Safe physical space - timetabled monitoring of student's free time.
- Breakfast club – supervised by staff
- Break and Lunch time – supervised by staff
- Supervision and monitoring of lunch time activities – Astro, Basketball, use of pitches, canteen, corridors, indoor classroom based rainy day supervision
- Lunchtime Social space – Colin room supervised by SNAs
- Toilet supervision – Students only allowed permission to use the toilet during the middle 20 minutes of each class
- Canteen supervision – Students supervised queuing, entering and leaving the canteen during lunchtime.
- First year students – Brought to the canteen 10 minutes before lunchtime under the supervision of the subject teacher, to avoid overcrowding for students.
- Homework Club – supervised by staff
- After School Study – supervised by staff
- Supervision and substitution rota used if a teacher is absent

Reporting Bullying Behaviour

Reporting an incident of bullying as a student:

A student should report bullying in any way they feel comfortable. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly.

Students could:

- Write down their concerns and give them to somebody they trust.
- Talk to the Year Head, Class Head or subject teacher or another member of the school community that they trust.
- If they feel they cannot do either of the above, they could ask their parents/guardians to contact someone in the school.
- Send a confidential email to someone they trust.

Reporting an incident of bullying as a teacher:

All suspected bullying incidents should be reported in the first instance to the Year Head.

Addressing Bullying Behaviour

The teachers with responsibility for addressing bullying behaviour are as follows

- Year Head
- Deputy Principal
- Principal

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 bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

Follow-Up Procedures

Identifying if Bullying behaviour has occurred:

The Year Head will investigate the reported bullying incident address what, where, when and why.

The Year Head will meet with all parties involved individually and take a written account of the incident(s).

If a group is involved, the Year Head will meet with each party individually and may then meet them as a group.

The Year Head may consult with some or all of the following:

- Staff member reporting the incident
- Students involved
- Other students who may have witnessed the incident
- Chaplain
- Guidance Counsellor(s)
- Form teacher
- Deputy Principal
- Principal
- Parent/Guardian

Following the investigation the Year Head will determine whether the behaviour reported is bullying behaviour by considering the following questions:

1. **Targeted** - Is the behaviour **targeted** at a specific student or group of students?
2. **Harm** - Is the behaviour intended to cause physical, social or emotional **harm**?
3. **Repeated** - Is the behaviour **repeated** over time?

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour and the behaviour will 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 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 within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred, the Year Head 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 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 bullying behaviour. (See Appendix 5)

Follow up where bullying behaviour has occurred

- the Year Head 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 Year Head 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 Year Head 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

If 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*.

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 may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Strategies of Support

The school will use the following approaches to support those who experience, witness and display Bullying Behaviour:

1. Strategies to Support Those Who Experience Bullying

Encourage Open Communication: Victims will be encouraged to speak to a trusted adult (Year Head, Tutor, teacher, Chaplain, Guidance Counsellor or parent for example) about their experiences.

Pastoral Support: Victims will have access to the Guidance Counsellor(s) / Chaplain to help them cope with emotional distress.

Report Mechanisms: Encourage victims to report bullying incidents through clear and confidential channels.

Restorative Practices: Support efforts to rebuild self-esteem and restore relationships with peers.

2. Strategies to Support Those Who Witness Bullying (Upstanders)

Encourage Reporting: The school will endeavor to empower Witnesses to report bullying incidents through the various Wellbeing programmes and initiatives in the school, signage and awareness campaigns.

Create Positive School Culture: Foster a culture where kindness and inclusion are rewarded and celebrated.

3. Strategies to Support Those Who Display Bullying Behaviour

Restorative Justice Approaches: Instead of immediate punitive actions, engage students in discussions to understand the impact of their behaviour and make amends.

Behavioural Interventions: Provide one-on-one support from a member of the Student Support team or person designated by the Principal.

Parent Involvement: Engage parents in discussions about their child's behaviour and strategies for improvement.

Consistent Consequences: Implement fair and consistent disciplinary measures while focusing on rehabilitation.

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*.

Appendix 1 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:  46F811098F394D1...
(Chairperson of board of management)

Date: 24.8.26

Signed: 
(Principal)

Date: 24.8.26

Appendix 2

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting

Of _____ (Date)

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 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.

Be 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.

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?

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?

☐ ☐

Yes No

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 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 has 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 have been developed?

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

☐ ☐

Yes No

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

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)

Signed:
(Principal)

Date:

Date:

Date of next review:

Appendix 5

Recording of Bullying Behaviour

1. Name of student(s) involved

Students(s) experiencing Bullying:

Student(s) engaging in Bullying Behaviour:

Other witnesses (if any):

2. Location and date/time of incident(s): (Tick as relevant)

Location		Time	
School yard (state which yard)			
Classroom (state which classroom)			
Corridor (state which corridor)			
Canteen			
Toilet			
Other			

3. Name of person(s) who reports the alleged bullying concern to relevant Year Head:

4. Form of Bullying Behaviour:

Physical (e.g. hitting, kicking, pushing)		Extortion	
Verbal (e.g. name calling, teasing, insults)		Relational bullying (e.g. exclusion, spreading rumours)	
Written bullying (i.e. insulting remarks)		Psychological bullying (e.g. intimidation, manipulation)	
Cyberbullying (e.g. harmful message, social media misuse)		Damage to personal property	
Other:			

5. Type of Bullying Behaviour:

Disablist bullying behaviour		Poverty bullying	
Exceptionally able bullying		Racist bullying	
Homophobic/transphobic (LGBTQ+) bullying		Religious identity bullying	
Physical appearance bullying		Other:	

6. Brief description of Bullying Behaviour:

(attach any relevant documentation received from person(s) who reported alleged bullying concern e.g. emails, witness statements, photos/screenshots)

7. Impact of behaviour on person experiencing the bullying:

8. Date of Initial Engagement:

With students(s):

With parent(s):

With Year Head:

With Deputy Principal/Principal:

9. Record of contact with student(s)/Parents(s)

(Regarding the action to be taken to address bullying behaviour – include any correspondence e.g.email/phone records)

10. **Details of Action Taken:**

11. **Review** (to determine if bullying behaviour has ceased)

Review date:

Outcome:

Views of students:

Views of parents(s):

12. **Recording teacher:**

Date submitted to Principal:

Signed:

(Principal)

Signed:

(Year Head)