ST. AIDANS N.S.

Mol an óige agus tiocfaidh sí

Uimhir Rolla 19834H

**The Board of Management,
St. Aidan's Senior National School, Brookfield, Tallaght, Dublin 24 D24XN24**

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Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St Aidan's SNS has adopted the following policy to prevent and address bullying behaviour
in our school community and environs.

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 well-being 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, ethnicity 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 St Aidan's school's Code of Behaviour.

Forms 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:

1. Direct bullying behaviour:

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

2. Indirect bullying behaviour:

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

3. Online bullying behaviour:

- Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chat rooms and other online technologies. This can include:
- Sending or sharing of insulting and offensive or intimidating messages or images via online means mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

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 behaviour that occurs outside of school

As per the Bí Cineálta Procedures, a school is not expected to deal with bullying behaviour that occurs when students are not under the care/ responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Examples of prohibited bullying behaviours that can occur outside of school (non-exhaustive list):

- Bullying behaviour occuring in the immediate vicinity of school; local shops/ wider local area.
- Bullying behaviour that occurs on the journey to and from school.
- Bullying behaviour that occurs in organised clubs/ groups outside of school
- 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.

A: Development/review of Bí Cineálta policy to prevent & address bullying behaviour

All members of our school community were given the opportunity to contribute to the development/ review of this policy.

	Date consulted	Method of consultation
School staff	February 9 2026 Term 2 2025 Term 3 2026 13 June 2025 27 February 26 March 2026	Discussion during training day Staff survey Staff Survey Management Meeting Discussion Management Meeting Discussion Update given -staff meeting-
Students	March/ April 2025 14 May 2025 June 2025 Review June 2026 Review June 2026	School-wide wellbeing survey Student council meeting Student Boxal Survey Student Wellbeing Survey Student Boxall Survey
Parents	April/ May 2025 15 May 2025	Parents' survey Meeting with HSCL- Ms Doran Parents' Focus Group
Board of Management Chairperson- Karen Quigley	June 2025	Meeting to propose a draft Policy
Wider school community as appropriate, for example, bus drivers, lollipop man, Foroige, YMCA, GYDP mentors	June to September 2025	Discussion, Policy and shared practice Sharing,

Date policy was approved: June 2025

Ratified 1/10/25

Review: June 2027

Chairperson: *Karen Quigley*

Preventing Bullying Behaviour

This section outlines the prevention strategies our school will use to prevent bullying behaviour.

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 Bí Cineálta procedures):

Culture and Environment

- Promotion of the welcoming, inclusive and relational approaches stated in the school's Mission and Vision Statement. The Catholic Ethos of the school encourages positive attitudes to inclusivity and equality. This permeates all aspects of the school day and throughout the teaching of the curriculum.
- Continued promotion of a school culture where bullying behaviour is unacceptable and is addressed appropriately in line with school policy and procedures by all staff.
- Adoption of a consistent and united approach to addressing bullying behaviour.
- Modelling of respectful behaviour to all members of the school community at all times using the school's Code of Behaviour
- Promotion of a shared responsibility by all members of the school community to display kindness, inclusion, and a culture of support; Connect before you Correct
- Modelling "Restorative Practices" through the use of non-judgmental RP questioning
- Promote teamwork and collaboration among pupils using 'collaborative games', soft start, buddy reading, Lego Spike and engagement with Sports Teams and challenges.
- Consistent tackling of the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with additional needs.
- Promotion of Amber Flag tenets- celebrate diversity, inclusion & challenge racism.
- Promotion of the idea that our school is a "telling" environment i.e. "St. Aidan's is a telling school") and that pupils know **who** to tell and **how** to tell, e.g. tell an adult on yard–yard book procedure- incident and consequences documented and communicated to all involved; guardians/ teachers/ mentors/ stream discipline etc
    - Direct telling approach to the teacher at an appropriate time ("one good adult"-
    - SCP Programme- utilising student survey, lessons and community engagement)
    - Get a parent(s)/guardian(s) or friend to tell on your behalf.
    - Completion of the questionnaire is accessible to all pupils annually
    - Ensure bystanders understand the importance of speaking up if they witness or know that bullying is taking place ("active bystander")
    - Whole School Promotion of the concept of "One Good Adult".
- Vigilant maintenance of supervision by staff to actively prevent, identify and address bullying behaviour.

- Appointed Assistant Principal will complete a monthly oversight report on instances of informal/potential and Formal Bullying incidents using the agreed upon template.
- The Principal/Deputy Principal will provide support and advice and become involved where appropriate.
- The Principal &/ Deputy Principal, relevant teacher & staff will follow up after twenty days to investigate if bullying has ceased.
- Creation and maintenance of “Bí Cineálta” school noticeboard.
- Maintenance and development of spaces that encourage positive social interaction—open, supervised common areas (yard, hall) and designated quiet zones/regulation spaces — help prevent bullying and support students' well-being.
- Engagement in weekly Pastoral Care Team meetings – Care Team Thursdays 09:15

Curriculum (Teaching and Learning)

- Explicitly teach pupils what respectful language and respectful behaviour looks like, in keeping with our SPHE Policy and Code of Behaviour, preventative approaches.
- The implementation of the Social Physical and Health Education (SPHE) curriculum, according to our school plan, including the school-wide teaching of Relationship and Sexuality Education (RSE), Weaving Wellbeing, Stay Safe and Walk Tall Programmes, Friends for Life, Connect Safely and FUSE Anti-Bullying & Online Safety Programme.
- School-wide delivery of lessons on bullying from evidence-based programmes, e.g. Stay Safe, FUSE Anti-Bullying & Connect Safely.
- Explicitly teach about appropriate use of social media Connect Safely Programme.
- Organise workshops given by relevant professionals to pupils and parents/guardians, focusing on educating pupils on appropriate online behaviour, staying safe online, and developing a culture of reporting any concerns about cyberbullying. Lesson implementation will take into account the specific needs of SEN pupils, ensuring tailored support in developing essential skills and strategies for appropriate online interactions.
- Ongoing maintenance and development of before /after-school clubs and supports that focus on relational and resilience-building approaches.
- Maintenance and development of self-regulation strategies and emotional literacy (FRIENDS and Zones of Regulation).

Policy and Planning

- Display our Student-Friendly Bí Cineálta Policy prominently around the school.
- Support implementation and enactment of the Bí Cineálta Policy with the following existing school policies

- Code of Behaviour
- The Acceptable Use Policy
- Mobile Phone, Tablet and Electronic Device Policy
- Special Educational Needs policy
- Supervision Policy
- SPHE Policy
- Health and Safety
- Attendance Policy

- Proactive adherence of all staff to their duties as stated in school supervision policy, particularly in relation to identified potential 'hot spots'. Hot spots tend to be in the school yard/outdoor areas, toilet areas, corridors/ areas of unstructured supervision.
- Annual school evaluation/audit of anti-bullying approaches and supervision approaches and areas to further develop a safe, welcoming and inclusive school.
- Annual workshop at the beginning of the year for all staff on the school's approach to bullying prevention, support, community building and oversight of data
- Completion of monthly oversight report completed by relevant Assistant Principal in collaboration with the Principal

Relationships and Partnerships

- Active promotion of the right of every member of the school community to be safe and secure in school.
- School rules are promoted on a regular basis in classrooms, assemblies and via the school intercom. Raise awareness of the definition of bullying behaviour and how the school deals with such behavior.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent using the school's Code of Behaviour & behaviour procedures.
- Support the active participation of students in school life through formal and informal structures, e.g. classroom circles, soft start, structured yard, assemblies, sports' teams, choir, Student Council, /Green Schools etc.
- Support the active participation of parents in school life, e.g. being a member of the Parents' Group and taking part in the many activities on site
- Participation in relational and self-regulation development pilot initiatives (i.e "NOVA Project" and "Strand 1 of the Counselling in Primary Schools Pilot")

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 Policy
- Acceptable Use Policy
- Code of Behaviour
- Child Safeguarding Statement and Risk Assessment
- SPHE Policy
- RSE Policy
- Health and Safety Policy

Section C: Addressing Bullying Behaviour

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

- All mainstream class teachers and Special Education Teachers are relevant teachers
- The Principal/Deputy Principal will provide support and advice and will become involved where appropriate.

Approach:

The primary aim in addressing reports of bullying behaviour should be to stop the bullying and, as far as practicable, restore the relationships of the students involved, rather than to apportion blame. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

- Any pupil, parent, or guardian may report a bullying incident to any teacher within the school.
- Teaching and non-teaching staff—including secretaries, Special Needs Assistants (SNAs), lollipop persons, bus escorts, caretakers, and cleaners—are required to report any bullying incidents they witness or hear about to the relevant teacher.
- Staff must keep a record of any incidents they witness or are notified of.
- All incidents must be reported to the relevant class teacher and recorded
- All reports, including anonymous submissions, will be thoroughly investigated and addressed by the relevant teacher. The teacher must keep a written record of the reports, the actions and any discussions with those involved regarding the same.
- The relevant teacher must inform the appointed member of Senior Leadership and Management Team and the Principal of all 'formal' bullying incidents being investigated.
- The Principal/Deputy Principal will provide support and advice and will become involved where appropriate.
- The Principal/ Deputy Principal, relevant teacher and appointed member of Senior Leadership and Management Team will follow up after twenty days to investigate if bullying has ceased.
- Appointed member of Senior Leadership and Management Team and relevant teacher will complete a 'Bullying Incident Report' for each occurrence of formal bullying.
- The Principal will inform the Board of Management of all bullying incidents using the Appendix D template of the Bí Cineálta document
- The Board of Management will use the Appendix E template for the Annual (calendar) Review of school's Bí Cineálta Policy and its implementation

When bullying behaviour occurs, the relevant teacher 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 guardians of those involved*

**Guardians are an integral part of the school community and play an important role, in partnership with the school, in addressing bullying behaviour. Where bullying behaviour has occurred, the guardians of the parties involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the Bí Cineálta policy.*

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):

Step 1: Determine if bullying behaviour has occurred

The relevant teacher is to investigate as per this policy.

To determine whether the behaviour reported is bullying behaviour we will consider the following questions:

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

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

(Note: One-off incidents may be considered bullying behaviour 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 many 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.** During the investigation stage, the relevant teacher will complete an 'Informal Bullying Report Form'.

➢ **If behaviour is not bullying, deal with it in line with Code of Behaviour.**
➢ **If it is bullying, proceed to Step 2.**

In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved

Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

Teachers should take a calm, unemotional problem-solving approach.

Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.

When analysing incidents of potential bullying behaviour, the relevant teacher should seek answers using Restorative Practice Questions:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since? How have you been affected by what happened? or Who has been affected by what you did?
- How have they been affected by what you did?
- What do you think needs to happen next?

This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

A reflection sheet using the questions above will be completed with the pupils involved and stored in the Behaviour Support Folder – Principals Office

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 their account of what happened to ensure that everyone in the group is clear about each other's statements. Reflection sheets will be used with each group member and stored in the Behaviour Support Folder.

<u>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.Proceed directly to DLP / DDLP to address same</u>

Step 2: Record and address

- The relevant teacher must keep appropriate written records and complete the "Formal Bullying Behaviour Report".
- Where the relevant teacher has 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 situation from the perspective of the pupil being bullied (see Appendices for descriptions/examples of the forms and types of bullying behaviour).
- All incidents of bullying must be recorded by the relevant teacher using the

"Bullying Behaviour Report'. A printed version of the 'Formal Bullying Behaviour Report' must be presented to the Principal by the relevant teacher. Note – Additional information/ notes from other staff may be added but report must be filed by a teacher.

- The guardians of the student(s) involved will be contacted at an early stage to inform them to consult with them on the actions to be taken to address the behavior and fomalise timelines. A meeting will be held with the pupil, the pupil's guardian and the relevant teacher to address this. During these meetings A 'Pupil Behaviour Promise' will be completed by the pupil engaging in bullying behaviours. An 'Impact statement' will be completed by the pupil in receipt of bullying behaviours.
- The school should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- If a cyber-bullying incident has occurred, a letter and information leaflet may be sent out to all parents in the relevant class of the potential dangers of unsupervised use of the internet and social media by children. Detailed reference of the pupils involved will not be shared.
- *It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;*
- Where a Student Support File exists for a student, the relevant teacher needs to place a copy of this record in the student's support file.

Step 3: Review

In determining whether a bullying case has been adequately and appropriately addressed, the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable;
- Any feedback received from the parties involved, their parent(s)/guardian(s)s or the Principal or Deputy Principal.

Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
No more than 20 school days after initial engagement,the school and guardian(s) will review the situation with the pupils and parents.
If a pupil persists in engaging in bullying behaviour, appropriate strategies outlined in the school's Code of Behaviour should be considered to address the issue effectively.
Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) will be referred, as appropriate, to the school's complaints procedures (available on the school website).

In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures

and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

The relevant teacher, in consultation with the Principal, may utilise the proceeding Department of Education Appendix 3 template to formally document the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where the school has decided as part of its Bí Cinealta policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable (for example, in cases of severe or persistent bullying).

Step 4: Determine if bullying behaviour has ceased

- If bullying has ceased, the relevant teacher may utilise verbal check-ins and the Pastoral Care Team will continue to monitor the situation.
- If bullying continues despite intervention, a review of strategies should be conducted, with additional support sought as necessary from School Completion and/or outside appropriate agencies, followed by reassessment within the agreed timeframe. If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Should a pupil persist in engaging in bullying behaviour, appropriate measures outlined in the school's Code of Behaviour may also be implemented to address the matter effectively.

Step 5: Bullying behaviour update

The Principal will report all bullying incidents to the Board of Management using the Appendix D template from the Bí Cineálta document. The Principal’s report will provide an update on bullying behaviour, detailing the number of reported incidents since the last meeting, ongoing cases, and the total number of incidents recorded since the beginning of the school year.

The Board of Management will conduct an Annual (calendar) Review of the school's Bí Cineálta Policy and its implementation, utilizing the Appendix E template.

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):
• All students involved will receive regular check-ins from the relevant teacher and other staff. Students may also receive support from the School Completion Programme or additional supports, such as an after-school club based on the FRIENDS programme. • The behaviour of the students involved will be monitored carefully on a consistent basis. Engagement with the parents involved will occur within the 20 day window to gather further insights. • The school will continue to utilise and evaluate the SPHE Policy and engage in Teacher Professional Learning of relational approaches. • The school will evaluate and engage with outside agencies as a means of support where appropriate- including those developed by NEPS (National Educational Psychological Service), Oide (support service for schools) and from programmes such as Webwise and FUSE - as part of the school's Annual Review of the Bí Cineálta policy and its implementation.

NB

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 bullying incidents 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 a material change in any matter to which this policy refers.

Signed: Karen Quigley **Date:** 1/10/26

(Chairperson of Board of Management)

Signed: Tomás Hayes **Date:** 1/10/26

(Principal)

APPENDICES

APPENDIX A: Reference Diagrams

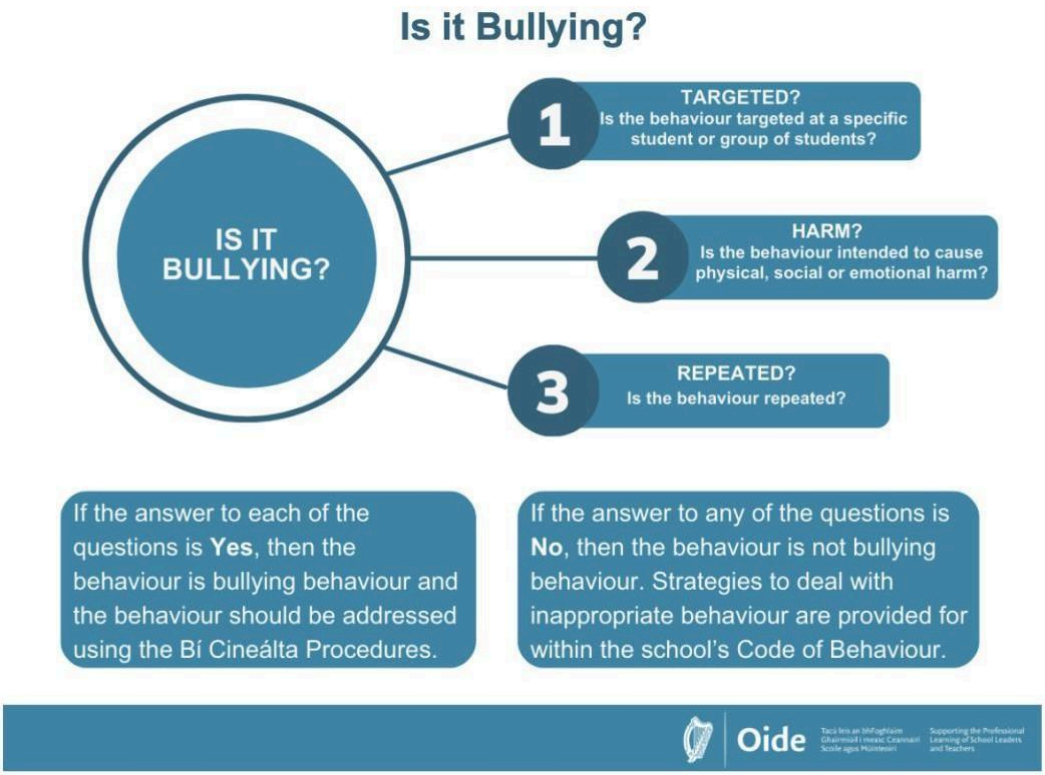
APPENDIX B: Student-Friendly Bí Cineálta Policy (draft) **APPENDIX D:** Guide to Providing Bullying Behaviour Update **APPENDIX E:** Review of the Bí Cineálta Policy

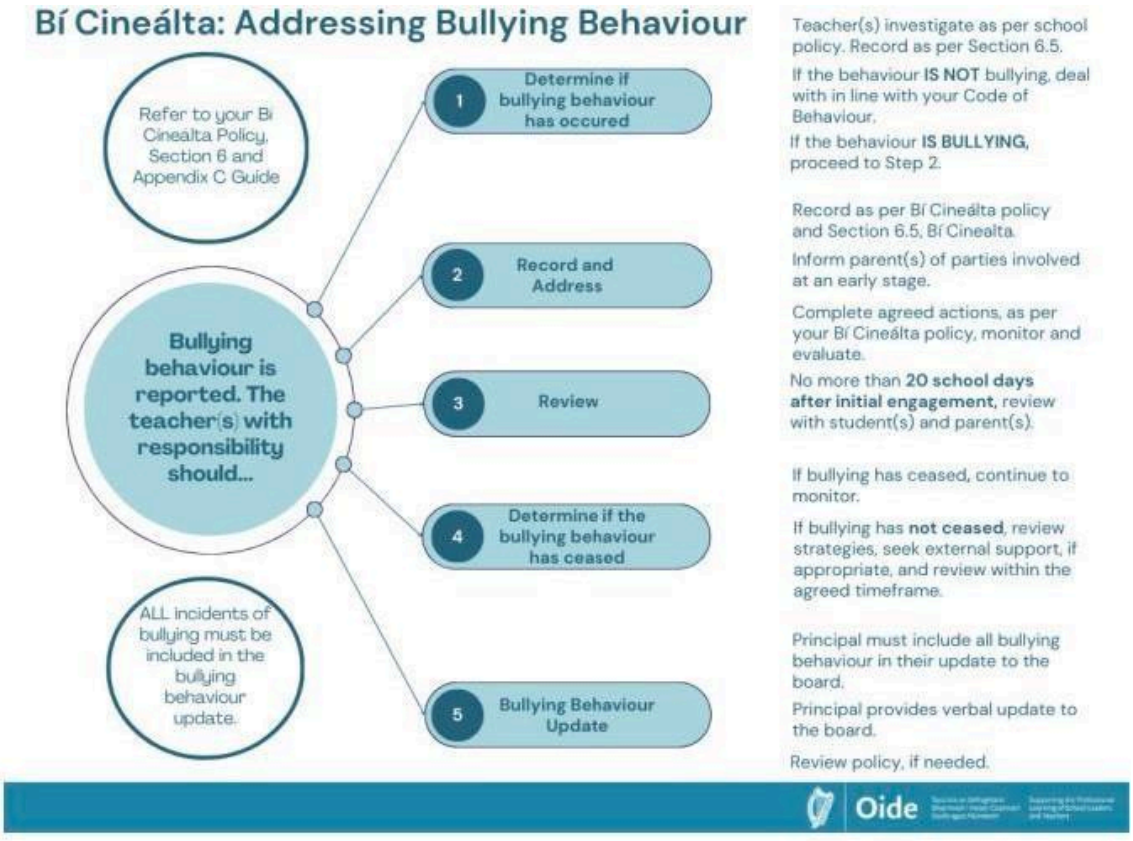
APPENDIX F: Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

APPENDIX G: Overview of the Bí Cineálta Procedures for Preventing and Addressing Bullying Behaviour

APPENDIX H: Types of Bullying (as defined in DEY Bí Cineálta Procedures)

APPENDIX A





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APPENDIX B

Appendix B
Student Friendly Bí Cineálta Policy



APPENDIX D

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

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

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 with as part of the review of the Bí Cineálta Policy?

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

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

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

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

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

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour? ☐Yes ☐No

Appendix F

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 H

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”.
- **poverty bullying:** behaviour that intends to humiliate a student because of a lack of resources.
- **religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity .
- **sexist bullying:** behaviour 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, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student.

Informal Bullying Behaviour Report

Formal Bullying Behaviour Report

Pupil Behaviour Promise

Impact Statement