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Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2025-2026

Ursuline College Sligo

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Ursuline College, Sligo 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.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be diminished or 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.

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	26/2/2025 14/03/25	Questionnaire Whole school half day in-service Group Work
Students	14/3/2025	Questionnaire Student Council Consultation
Parents	26/2/2025 10/04/2025	Questionnaire Parents/Guardians Meeting
Board of Management	19/06/2025	Consultation at BOM meeting
Wider school community as appropriate, for example, bus drivers	26/2/2025	Questionnaire and whole staff half day in service as deemed necessary
Date policy was approved: **19/06/2025**		
Date policy was last reviewed: N/A Policy developed May 2025		

Section B: Preventing Bullying Behaviour

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

Prevention Strategies

School Culture & Environment

The school promotes a culture where respectful behaviour is explicitly taught, modelled, recognised and reinforced consistently across the school community. This includes a proactive approach to bullying prevention, inclusive practice and fostering positive relationships. In developing the 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 our 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 our board of management and staff meetings.

Key strategies include:

1. **Modelling Respectful Behaviour**
   All staff are expected to model respectful behaviour in all interactions with students, colleagues, and parents, in line with the Ursuline School Philosophy and Ethos which highlights "respecting the dignity and uniqueness of each person."

2. **Explicit Teaching of Respectful Behaviour**
   Students are taught what respectful language and actions look like, sound like and feel like, both in the classroom and around the school. This is reinforced through SPHE, CSPE, Wellbeing lessons and assemblies.

3. **Student-Informed Culture Statements**
   Positive behaviour expectations are co-developed with students and displayed visibly throughout the school - on stairwells, classroom walls, and communal areas - reinforcing shared values of kindness, inclusion and respect.

4. **Positive Recognition System**
   Desired behaviour is acknowledged through a positive merit system (VSware) and spontaneous feedback ("catch them being good"), promoting intrinsic motivation and reinforcing school values.

5. **Accessible, Student-Friendly Policy**
   The school's anti-bullying and respectful behaviour policies are developed with student input, consultation with the Student Council and communicated clearly to all. Student-

friendly versions are published in school journals, on notice boards, and on the school website.

6. **Zero Tolerance for Discriminatory Language**
   Discriminatory or derogatory language — including racist, homophobic, ableist, or sexist terms - is consistently challenged and addressed through a whole-school approach and clear sanctions.

7. **Digital Citizenship and Online Respect**
   Students receive age-appropriate guidance on respectful online behaviour and the responsible use of social media through SPHE and external workshops delivered by expert speakers.

8. **Trusted Adult and Safe Telling Environment**
   The school promotes a culture where students feel safe to report concerns. All students are supported in identifying their "trusted adult" and are reminded regularly of where to go if they feel unsafe or are concerned about bullying.

9. **Peer Support Structures**
   Programmes such as the Student Council and LIFT Leaders offer peer-to-peer support, leadership opportunities and act as a student voice in promoting respectful school culture.

10. **Strategic Use of Visual Reminders**
    Anti-bullying messaging is displayed prominently in identified 'hotspot' areas such as bathrooms, stairwells and locker bays, using student-friendly graphics and language.

11. **LGBTQ+ Inclusion and Visibility**
    Resources and supports for LGBTQ+ students are embedded across school life — visible symbols of inclusion (rainbow flags, inclusive posters), classroom libraries and supportive staff policies ensure all students feel safe and seen.

12. **Whole-School Kindness Campaigns**
    Themed weeks or initiatives (e.g. Friendship Week, Inclusion Week and School Spirit Day) that involve all year groups in collaborative, cross-curricular activities promoting empathy and kindness.

13. **Staff CPD on Restorative Practice and Inclusive Language**
    Training for staff in restorative conversations and up-to-date inclusive language practices.

14. **Support from Year Heads and Class Tutors**
    Year Heads and Class Tutors provide a key point of contact for students, offering pastoral support, monitoring student wellbeing, and acting as a first line of response in addressing any concerns related to behaviour, relationships, or bullying.

15. **Access to the Student Support Team**
    Students have access to a dedicated Student Support Team, including one-to-one

meetings with the Guidance Counsellor and the Home Youth Liaison Officer. These supports provide confidential, individualised assistance to students experiencing personal, social or academic challenges, including issues related to bullying or exclusion.

School Curriculum (Teaching and Learning)

The school curriculum supports the development of respectful, empathetic and socially responsible students by embedding values of kindness, diversity, inclusion and active citizenship across subject areas and learning experiences.

Examples of practice include:

1. **Collaborative Learning Opportunities**
   Students are regularly encouraged to work in pairs and small groups, promoting cooperation, empathy, active listening and a sense of connection and belonging among peers.

2. **SPHE (Social, Personal and Health Education)**
   The SPHE curriculum explicitly supports students in developing skills to build and maintain respectful relationships with themselves and others, fostering emotional literacy, empathy and resilience.

3. **RSE (Relationships and Sexuality Education)**
   Within the RSE strand of SPHE, students explore the nature of healthy relationships, identity, and human sexuality. This encourages understanding of gender, sexual orientation, consent, and diversity, helping to prevent gender-based bullying, homophobia, transphobia, sexism, and sexual harassment.

4. **Religious Education (RE)**
   The NCCA Religious Education specification promotes appreciation of religious and non-religious worldviews, encouraging students to consider inclusion, justice and human dignity across cultures and traditions.

5. **CSPE (Civic, Social and Political Education)**
   Students engage with themes of rights, responsibilities and global citizenship, with a particular focus on the interdependence of people within local, national, and global communities.

6. **History**
   In Senior Cycle History, students analyse the root causes and impacts of racial discrimination, antisemitism, colonialism and other historical injustices, fostering critical thinking and an awareness of how prejudice shapes societies.

7. **Digital Media Literacy**
   The Digital Media Literacy curriculum equips students with the skills to navigate digital environments safely and responsibly, addressing issues such as online empathy, respectful communication and the prevention of cyberbullying.

8. **English and Modern Languages**
   Students are exposed to literature and texts that explore diverse perspectives, cultures and social issues. Through poetry, drama and prose, learners develop empathy and an appreciation for human experiences beyond their own.

9. **Visual Art, Music and Drama**
   The Arts provide a space for students to express identity, emotion, and cultural diversity. Group-based creative projects promote collaboration and emotional connection among student's e.g. Sensory Room & Quiet Room, Talent Shows.

10. **Cross-Curricular Projects**
    Themed weeks or project-based learning - e.g., Wellbeing Week, Culture Week, Green Council Projects - allow students to explore kindness, equity and inclusion through interdisciplinary approaches.

School Leadership – Policy & Planning

School leadership plays a central role in promoting a culture of kindness, inclusion and respect. Through strategic planning, effective policy implementation and stakeholder engagement, the leadership team ensures that kindness is a lived value throughout the school.

Key practices include:

Student Voice and Leadership

1. **Student Council Engagement**
   Regular student feedback forums are facilitated through the Student Council, encouraging student voice and leadership in shaping a respectful school culture.

2. **Peer Inclusion Initiatives**
   The Student Council is supported to play an active role in preventing isolation, particularly among newcomer and international students, through inclusive social and extracurricular initiatives.

3. **Class Group Review**
   Class groups are reviewed and restructured where necessary to disrupt dominant social groupings and foster broader peer interaction and inclusion.

Staff Support and Professional Development

4. **Induction and Mentoring for All New Staff**
An induction process is in place for all newly appointed staff, including but not limited to Newly Qualified Teachers (NQTs), to ensure consistency in promoting the school's kindness and inclusion ethos.

5. **Restorative Practice Training**
Ongoing professional development is provided to promote the use of restorative approaches in managing conflict and building relationships, supporting both students and staff.

6. **Work Place Policies**
The Dignity in the Workplace Policy, Harassment and Sexual Harassment and Staff Anti Bullying Policy are regularly highlighted, ensuring all staff are aware of their rights and responsibilities in fostering a respectful workplace environment.

7. **Staff Wellbeing Supports**
Access to supports such as the Employee Assistance Service (EAS) is promoted to staff to support wellbeing and resilience.

8. **Staff Social Committee**
The Staff Social Committee plays an important role in fostering collegiality, wellbeing, and mutual respect among staff. Through informal gatherings, celebrations, and shared initiatives, the committee supports a positive working environment that reflects the school's ethos of kindness and community.

Supervision, Monitoring and Data-Informed Planning

9. **Supervision of Hot Spots and Hot Times**
Enhanced supervision is prioritised during high-risk times and in high-traffic areas identified through student voice and wellbeing audits.

10. **Annual Data Collection on Bullying**
A systematic process is in place for the annual collection and analysis of data on bullying incidents. Findings inform planning, resource allocation, and the review of policies and procedures.

11. **Correct Application of Code of Behaviour**
The school's Code of Behaviour is implemented consistently and fairly, with an emphasis on restorative rather than punitive approaches.

12. **Formation of a Bí Cineálta Core Team**
A dedicated team is established to lead on bullying prevention and promote the ethos of kindness. This team offers guidance and consultation to Year Heads and class teachers when bullying concerns arise.

13. **Wellbeing Coordinator or Link Role:** Assign a leadership role to coordinate whole-school wellbeing initiatives, aligning Bí Cineálta goals with DEIS targets or Wellbeing indicators from the SSE process.

Policy Development and Stakeholder Engagement

14. **Acceptable Use Policy for Technology**
Clear and age-appropriate Acceptable Use Policies are in place for both students and staff. These are developed, communicated, and reinforced across the school community to promote respectful and responsible digital engagement, and to help reduce incidents of cyberbullying and misuse of technology.

15. **Community and Parent Engagement**
Active links are maintained with the Parents' Association and local community groups to foster a shared commitment to student wellbeing and respectful relationships.

16. **Whole-School Policy Review Process**
The Bí Cineálta policy and related documents are reviewed annually in consultation with all stakeholders – students, staff, parents, and management – ensuring relevance, impact, and whole-school ownership.

Relationships and Partnerships

The school actively fosters positive relationships and meaningful partnerships within the school community, promoting kindness, inclusion, and mutual respect. The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to, and in dialogue with parents, and thereby build a relationship of mutual understanding, respect, trust and confidence.

1. **Diversity and Inclusion Day / School Spirit Days / Lá Glas for St. Patrick's Day**
Annual themed days are organised to celebrate cultural diversity, national identity and school spirit. These events promote inclusion and help prevent racist, homophobic, and transphobic bullying behaviours by building a stronger sense of belonging among all students.

2. **Formal School Assemblies**
Regular assemblies provide a space to reinforce the school's ethos, celebrate student achievements and promote messages of kindness, respect and inclusion. These gatherings serve as a platform to raise awareness of wellbeing, anti-bullying campaigns and student voice.

3. **Random Acts of Kindness Day**
Students and staff are encouraged to engage in spontaneous acts of kindness, both large and small. This initiative promotes empathy, strengthens positive relationships and reinforces the value of caring behaviour in everyday school life.

4. **Student-led Clubs and Peer Mentoring**
Senior students take leadership roles in organising clubs and mentoring programmes

that support younger students in both academic and social settings. These clubs reflect and celebrate the cultural diversity of the school and foster strong inter-year connections.

5. **Celebration of Cultural Heritage and Visibility of Diversity**
Displays around the school, as well as content on the school's website and social media platforms, actively showcase the varied cultural backgrounds and identities within the student body. This visibility promotes pride and normalisation of difference.

6. **Collaboration with Parents and Guardians**
Parents and guardians are encouraged to engage with school initiatives through participation in cultural events, information evenings, and wellbeing activities. Their voice is valued in shaping a positive school culture.

7. **Community Links and Guest Speakers**
The school invites speakers from diverse backgrounds (e.g., organisations working in equality, anti-racism, LGBTQI+ rights, and mental health) to speak with students. Partnerships with local community groups reinforce messages of inclusion and social responsibility.

Preventing Cyberbullying Behaviour

The school is committed to creating a safe and respectful digital environment. Preventing cyberbullying is central to promoting student wellbeing, safeguarding learning, and fostering a culture of kindness and accountability in both online and offline interactions.

1. **Acceptable Use Policies (AUPs)**
Separate, age-appropriate Acceptable Use Policies for students and staff outline expectations for responsible technology use. These policies are clearly communicated, reinforced regularly, and supported by parents/guardians. Breaches are addressed in line with the *Bí Cineálta* procedures and the school's Code of Behaviour.

2. **Teaching Digital Citizenship and Online Respect**
Digital Media Literacy is integrated into Digital Literacy, SPHE, CSPE and other curricular areas. Students are taught about respectful online behaviour, digital footprint, online consent and the real-world impact of cyberbullying, with an emphasis on empathy, accountability and safety.

3. **External Speakers and Awareness Campaigns**
The school invites expert speakers and organisations (e.g. MGMS Training Limited, CyberSafeKids or An Garda Síochána) to engage students in practical discussions about online safety, privacy, image-sharing and how to respond to cyberbullying.

4. **Creating a Telling Environment**
Students are encouraged to report concerns without fear. The school fosters a climate where all reports of cyberbullying are taken seriously and treated as alleged until fully investigated. Confidential support systems are in place to help affected students.

5. **Supervised Use of Technology**
   In accordance with the school's Code of Behaviour, the use of mobile phones is not permitted during the school day. This policy supports a positive learning environment and reduces opportunities for inappropriate or harmful online interactions while on school premises.

6. **Targeted SPHE Response to Incidents**
   Where online bullying is reported, targeted SPHE classes are delivered to affected year groups to raise awareness, build digital empathy and provide practical strategies for staying safe and respectful online.

7. **Parental Partnership in Online Safety**
   The school shares up-to-date online safety guidance with parents through information sessions and the school website. Parents are encouraged to maintain open conversations at home about social media use, group chats and responsible device habits. In person meeting with Year Heads, Guidance Counsellors are also offered to support and advise for parents dealing with challenging cyber behaviour at home.

Preventing Homophobic and Transphobic Bullying Behaviour

The school fosters a culture of respect, inclusion, and equality, where all students are valued regardless of sexual orientation or gender identity. Preventing homophobic and transphobic bullying is essential to ensuring a safe and supportive learning environment.

1. **Inclusive Curriculum and Awareness**
   LGBTQ+ issues are integrated into SPHE, RSE, and Religious Education, promoting understanding and reducing prejudice. The school also provides staff training to ensure inclusive language and practices across all areas.

2. **Visibility and Representation**
   Displays and resources around the school reflect the diversity of the student body, including LGBTQ+ identities, reinforcing the school's commitment to inclusivity.

3. **Support and Reporting Structures**
   Students have access to support through the guidance counsellor and trusted adults within the school. All reports of homophobic or transphobic bullying are taken seriously and investigated promptly, with appropriate interventions and restorative practices.

4. **Challenging Discriminatory Behaviour**
   Homophobic and transphobic language is actively challenged, and students are taught to recognise and respect each other's identities. The school works in partnership with parents to foster a positive, inclusive environment for all.

Preventing Racist Bullying Behaviour

The school is committed to creating an inclusive environment where all students, regardless of race, ethnicity, or cultural background, are treated with dignity and respect. Preventing racist bullying is central to promoting a positive school climate.

1. **Inclusive Curriculum and Awareness**
   The school integrates themes of cultural diversity, racism and equality into subjects such as SPHE, CSPE, Religious Studies and History. This helps students understand the importance of diversity, challenge stereotypes and reduce prejudice-based bullying.

2. **Support and Reporting Systems**
   Students have access to support services, including the guidance counsellor and trusted staff members. All reports of racist bullying are treated seriously, investigated thoroughly, and addressed in accordance with the *Bí Cineálta* procedures.

3. **Visible Representation and Cultural Celebration**
   The school celebrates cultural diversity through displays, events and cultural days, fostering a sense of belonging for all students. This visibility sends a clear message that everyone is valued. Students are encouraged to wear traditional dress/colours during Inclusion week to celebrate their ethnicity and diversity.

4. **Diverse Representation in School Communications**
   The school actively reflects the diversity of its student population across all social media, publicity and promotional materials, ensuring inclusive representation in how the school presents itself to the wider community.

5. **Challenging Racist Behaviour**
   Racist language and behaviour are actively challenged in the school. Students are educated about the impact of racism and encouraged to respect and appreciate cultural differences.

Preventing Sexist Bullying Behaviour

The school promotes gender equality and actively challenges all forms of sexism to ensure a safe, respectful, and inclusive environment for all students.

1. **Curriculum and Awareness**
   Through SPHE, RSE and CSPE students examine gender stereotypes, equality and respectful relationships, helping to prevent sexist attitudes and behaviours.

2. **Promotion of Positive Role Models**
   Staff highlight and celebrate positive role models of all genders across curricular and co-curricular settings, encouraging respectful behaviour and mutual support.

3. **Language and Behaviour**
   Sexist language, jokes or behaviour are not tolerated and are addressed consistently. Students are explicitly taught how to communicate respectfully and inclusively.

Preventing Sexual Harassment

The school adopts a zero-tolerance approach to sexual harassment and works proactively to educate students on consent, boundaries and respectful relationships.

1. **Education and Prevention**
   Sexual harassment is addressed through the RSE curriculum and school-wide awareness activities. Transition Year students participate in an annual consent workshop delivered by trained facilitators. These sessions aim to build understanding and empathy in an age-appropriate and engaging way.

2. **Clear Reporting and Support Systems**
   All reports of sexual harassment are taken seriously and investigated in line with school procedures and child protection guidelines. A trusted adult system and the student support team are in place to provide follow-up support as needed.

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):

- Teacher Supervision Rota emphasising 'hot spots' identified by students and staff.

- CCTV Policy and Privacy notice

- Child Safeguarding Statement 24/25

- Acceptable Use Policy

- Child Safeguarding Risk Assessment Statement 24/25

Section C: Addressing Bullying Behaviour

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

Bi Cineálta Co-ordinator

Guidance Counsellor

Year Heads & Class Tutors

Core Team

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

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

Steps to determine has bullying behaviour occurred.

• In the event of (a) an incident being brought to the attention of a member of staff (b) a staff member becoming aware of an incident, the matter will be dealt with immediately.

• **All reports of bullying behaviour, including those involving online behaviour, are treated as alleged until fully investigated in accordance with the *Bí Cineálta* procedures.**

• Every allegation of bullying will be treated seriously and investigated thoroughly in the following manner:

➢ Information relating to the bullying incident will be shared by class teacher with relevant staff: - Tutor/Year Head/Deputy Principal and/or Principal.

➢ Appropriate personnel will interview all of the students involved in the bullying incident.

> ➢ The alleged victim, alleged perpetrators and bystanders will be asked to make a written account of the incident under investigation.

> ➢ All incidents of alleged bullying will be recorded on the Report Form (Appendix E) by the relevant teacher as per Section 6.6 of the Bí Cineálta procedures.

> ➢ A checklist on this form will help determine if bullying has occurred as per Section 2.1 of Bí Cineálta procedures.

> ➢ Support will be available from the Bí Cineálta Core team in making this determination.

Isolated or once-off incidents of intentional negative behaviour do not fall within the definition of bullying but will be dealt with in accordance with the school's Code of Behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful message, image or statement on a social network site or other public forum where this message, image or statement can be viewed and/or repeated by other people, will be regarded as bullying behaviour as per Sect. 2.5 Bí Cineálta Procedures.

Approach taken to address bullying behaviour

Our approach should be fair and consistent. A record will be kept of all reported incidents and of the procedures followed.

The parents of all students involved in the alleged bullying incidents will be contacted and where appropriate, the parents/guardians of the pupils involved will be invited to the school to meet with the Year Head and/or Principal/Deputy Principal.

- Following thorough investigations of the bullying incident, a judgement will be made on the most effective way of dealing with the incident.

- The victim and perpetrator will be spoken to and encouraged to solve the problem.

- The student who has experienced the bullying behaviour should be supported and reassured and her views listened to as to how best to address the situation,

- It is recognised that both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.

- Where the incident is deemed to be minor, the perpetrator will be given a verbal warning to stop the inappropriate behaviour.

Steps to Review Progress

The teacher will engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.

In determining whether a bulling 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 in as far as is practicable

- Whether the relationships between the parties have been restored in as far as is practicable

- Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal

Students involved in bullying incidents will be offered counselling where appropriate. Students may need to be supervised and behaviour will be monitored by relevant staff even after bullying behaviour has ceased.

Any engagement with external services/supports, should they be needed, will be noted on the Report Form.

Where the incident is deemed to be more serious, or the student has failed to respond to other forms of intervention for repeated bullying behaviour appropriate sanctions will be imposed. These may include:

- A contract of good behaviour

- School community service

- Withdrawal of privileges

(In serious cases of bullying suspension or expulsion may be imposed).

In cases of extreme bullying where behaviour is regarded as possibly abusive, the DLP may need to make a referral to Tusla and/or An Garda Síochána as required under Children First National Guidance, 2017.

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school's complaints procedure.

In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent 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.

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 in-school supports and opportunities will be provided for the pupils affected by bullying behaviour to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience.

Specific individuals/teams involved:-
- ➢ Bí Cineálta Core Team
- ➢ Wellbeing Team,
- ➢ Tutors/Year Head system,
- ➢ Care Team/Student Support Team,
- ➢ Guidance Counsellor

Students who are being bullied/bystanders will be supported as follows: -
- Ending the bullying behaviour.
- Continuing to strengthen the school culture to foster respect for all students.
- Continuing to strengthen the school culture to foster empathy towards and support for bullied students.
- Indicating clearly through awareness raising programmes that the bullying is not the fault of the targeted student.
- Striving to speedily identify those responsible for the bulling behaviour and resolving the bullying situations.
- Supporting bullied students through our pastoral care and guidance services.
- Helping bullied students raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in extra-curricular activities).
- Training and empowering student leadership teams (Student Council, LIFT leaders, club leaders etc.,) in the school to promote respect for all students and to see bullying behaviour as not acceptable.

Students, engaged in bulling behaviour will be supported as follows: -
- Making it clear that students who engaged in bullying behaviour and who stop this behaviour are not blamed or punished.
- Offering support to students to help them learn other ways of meeting their needs that do not violate the rights of others.
- Helping students who need to raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills e.g. participation in extra-curricular activities.
- Using learning strategies throughout the school and the curriculum to help enhance students' feelings of self-worth.
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child.
- Appropriate contact with student's parents/guardians to ensure student is supported in their efforts to change behaviour.

- 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.
- Use of appropriate referral to school guidance counsellors and or to outside support agencies.

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 Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: _____   Date: _____
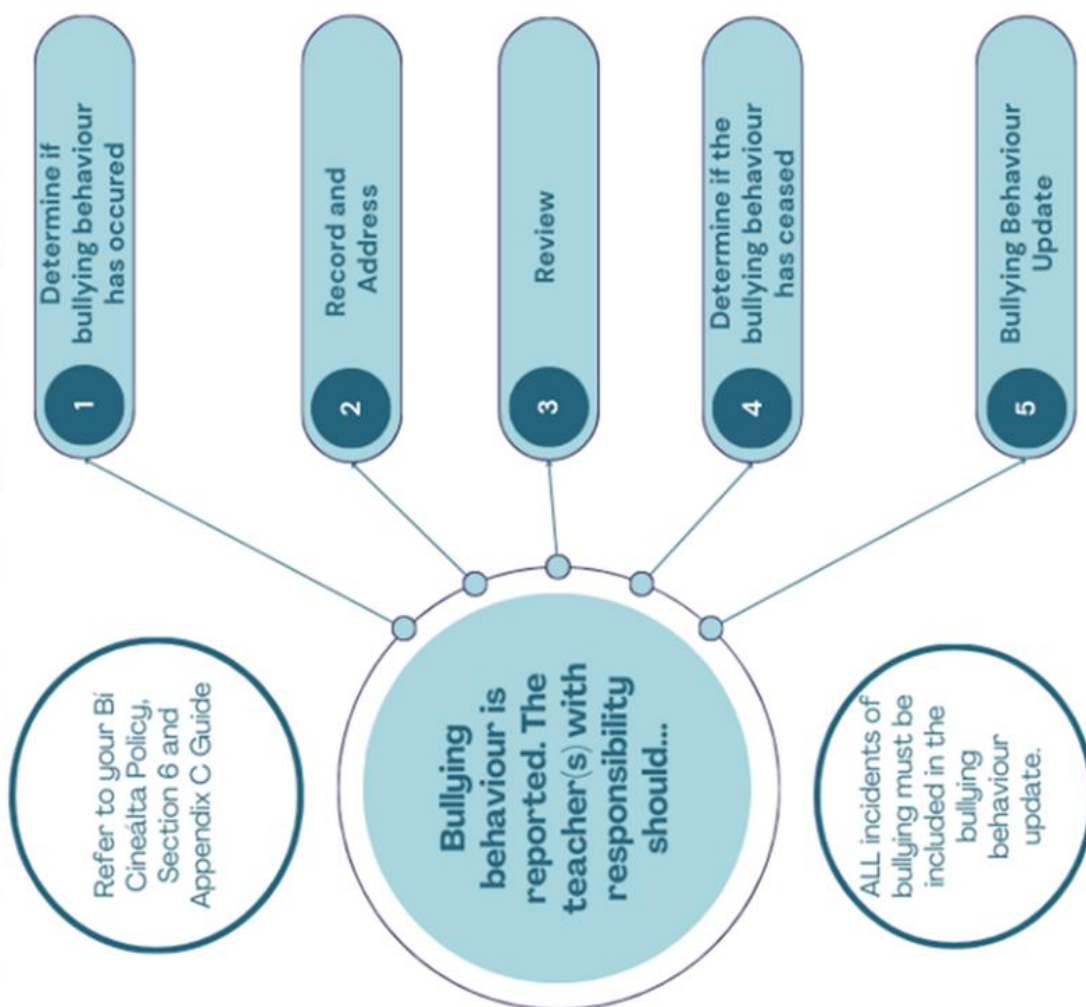   (Chairperson of board of management)

Signed: _____   Date: _____
      (Principal)

Appendix I – Overview of Procedures

Bí Cineálta: Addressing Bullying Behaviour

Bullying behaviour is reported. The teacher(s) with responsibility should...

Refer to your Bí Cineálta Policy, Section 6 and Appendix C Guide

ALL incidents of bullying must be included in the bullying behaviour update.

1 Determine if bullying behaviour has occured

- Teacher(s) investigate as per school policy. Record as per Section 6.5.
- If the behaviour IS NOT bullying, deal with in line with your Code of Behaviour.
- If the behaviour IS BULLYING, proceed to Step 2.

2 Record and Address

- Record as per Bí Cineálta policy and Section 6.5, Bí Cineálta.
- Inform parent(s) of parties involved at an early stage.
- Complete agreed actions, as per your Bí Cineálta policy, monitor and evaluate.

3 Review

- No more than 20 school days after initial engagement, review with student(s) and parent(s).

4 Determine if the bullying behaviour has ceased

- If bullying has ceased, continue to monitor.
- If bullying has not ceased, review strategies, seek external support, if appropriate, and review within the agreed timeframe.

5 Bullying Behaviour Update

- Principal must include all bullying behaviour in their update to the board.
- Principal provides verbal update to the board.
- Review policy, if needed.

Oide — Taca íos an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí / Supporting the Professional Learning of School Leaders and Teachers

Appendix II

Bí Cineálta – Part 1 - Initial Report Form

Report Form

Part 1 Alleged bullying behaviour

Date of Alleged bullying behaviour:	
Date Part 1 of form completed:	
Record Number:	
Staff member report was made to: Behaviour reported by: Student who experienced the behaviour: Student who displayed the behaviour: Student who witnessed the behaviour:	 Class/Year Class/Year Class/Year
Summary of Behaviour (please included nature of the behaviour, where it occurred, when it occurred):	

To determine whether the behaviour is bullying behaviour please answer the following questions:	
1) Is the behaviour targeted at a specific student or group of students?	YES ☐ NO ☐
2) Type of harm caused?	Physical ☐ Emotional ☐ Social ☐
3) How did the incident take place?	In-person ☐ Online ☐
4) Is the behaviour repeated?	YES ☐ NO ☐
One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.	
5) Based on the above is it determined that the behaviour is bullying behaviour?	

YES ☐	NO ☐
Proceed to Part 2: Record of Bullying Behaviour.	Address the behaviour under the Code of Behaviour.

Signature of teacher: Date:

Appendix III – Part 2 - Record of Bullying Behaviour

1. **Name of pupil being bullied and class group**

Name :	Class:

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

Name(s) :	Class(s):

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

Pupil concerned	
Other pupil	
Parent	
Teacher	
Other	

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

Outside	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

6. **Type of bullying behaviour (tick relevant box(es))**

Physical Aggression		**Cyber-Bullying**	
Damage to Property		**Imitation**	
Isolation/Exclusion		**Malicious Gossip**	
Name Calling		**Other (Specify)**	

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

Homophobic	Disability/AEN	Racist	Membership of the Traveller Community	Other (Specify)

8. **Brief description of bullying behaviour and its impact**

9. **Details of action taken**

Signed: _____ **(relevant Teacher)**

Date: _____

Date submitted to the Principal/Deputy Principal: _____

Appendix IV – Student Friendly Policy