

Cong N.S. Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Cong N.S. has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	13/01/2025	Information seminar at Mayo Education Centre (Attended by Fiona and Ciara)
	24/02/2025	Half-day closure- staff training
	02/04/2025	Teacher survey via Google Forms
	14/05/2025	SNA survey via Google Forms
Students	29/04/2025	Focus Group: Two pupil representatives from each class group 1 st -6 th Infants focus group facilitated whole-class by class teacher
Parents	04/04/2025	Parent survey via Google Forms
Board of Management	12/06/2025.	Consultation / Discussion. Ratification.
Wider school community as appropriate, for example, bus drivers		Available on school website or in the school office on request.
Date policy was approved: 12/06/2025		
Date policy was last reviewed: 12/06/2025.		

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):

Cineáltas is grounded in UNESCO's Whole Education Approach⁴ to prevent and address bullying and is aligned with the four key areas for wellbeing promotion as outlined in the Wellbeing Policy Statement and Framework for Practice: Culture and Environment; Curriculum; Policy and Planning; and Relationships and Partnerships. These four areas ensure that wellbeing is promoted through all areas of school life.

Culture and Environment

We strive to:

- Create a school culture where bullying behaviour is unacceptable
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment where children feel safe to report bullying to a 'trusted adult' and are supported in doing so
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility
- Creation of a school charter promoting equality, inclusion and respect.
- Encourage a sense of belonging with ownership over their own space/ classroom through art and creativity.
- Create a positive school culture and climate which is:
 - welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
 - promotes respectful relationships across the school community

Strategies used to achieve these goals:

- Playground Leaders – students in senior classes volunteer to support their younger peers on the yard during break time playing games and promoting positive interactions
- Wellbeing focus- we are an Amber Flag school which recognises inclusive environments that support mental wellbeing.
- Wellbeing Noticeboard- A noticeboard in the front hall celebrating wellbeing and collective pupil success
- Wellbeing Programmes- 'A Lust for Life' and 'Friends For Life' are facilitated to promote positive wellbeing through teaching emotional literacy and coping skills to equip children to better self-regulate and respond to their emotions positively.
- School Charter development to promote kindness and build a culture of respect and responsibility amongst pupils.
- Effective supervision and monitoring of pupils at all times

Curriculum

We strive to:

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

Strategies used to achieve these goals:

- Teach SPHE, RSE and Stay Safe content which fosters student's well-being and self confidence as well as promoting personal responsibility for their own behaviours and actions through explicitly teaching about bullying and its prevention.
 - Supplement the SPHE curriculum with various programmes that promote positive social and emotional wellbeing- 'Amber Flag'; 'A Lust for Life'; 'Zippy Friends'; 'Friends For Life'; 'Walk Tall'; 'WebWise'.
 - Model respectful behaviour towards colleagues, pupils and visitors in our school environment
 - Curricular and extra-curricular activities that help to develop a sense of respect, inclusion and collaboration: Reading buddies; peer tutoring; whole-school activities; assembly
 - Various teaching and learning methodologies to develop cooperative skills, turn-taking, respect and understanding
 - Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
 - Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events, national celebration days.
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and on-going evaluation of the effectiveness of the anti-bullying policy.
- RE (moral dilemmas/ empathy)
 - PE (team building)
 - Drama (role play)
 - Social stories

Policy and Planning

With the support of our *Bí Cineálta* policy, Cong N.S. aims to:

- Raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- Promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- Ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- Develop procedures for appropriately noting, investigating and dealing with incidents of bullying behaviour.
- Implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- Work with appropriate agencies where applicable in dealing with all forms of bullying and promoting anti bullying behaviour.

- Use the Code of Behaviour and other policies where appropriate to support the implementation of the Bi Cinealta policy.
- Promote effective leadership as a key component with Principal, Deputy Principal, DLP, DDLP, Assistant Principal and all staff in supporting the implementation of this policy.

Relationships and Partnerships

We strive to:

- Celebrate achievements at whole-school assembly
- Encourage open communication between staff, student and parents alike
- Engage with TPL (Teacher Professional Learning) to continuously upskill on curricular programmes and strategies to address and prevent bullying behaviour
- Guest speakers may be invited to address staff and/or parent groups in relation to various forms of bullying
- Collaborate with parents and the Parent's Association in educating ourselves about cyberbullying by facilitating outside organisations to teach about safety and responsibility online as well as the mobile phone policy
- Direct lines of contact are established for parents/ guardians to approach the school if they suspect their child is being bullied.
- Involvement of parents in curricular and extra-curricular activities- sports day; Active Schools; Grandparent's Day; Christmas performances; local walks/ cycles
- Encourage peer mentoring and peer support in the classroom and school-wide
- Interpersonal connections are supported through a range of formal and informal structures such as our Parent's Association and multiple student committees and groups.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons
- Engaging parents and students in actively contributing to the formation of our Bí Cineálta policy to ensure active participation in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to approach it
- Ensure open lines of communication with bus drivers/ bus escorts

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

- Class teachers should supervise students during class time and break times. Teachers should be aware of what is happening in their classrooms and on the playground.
- Class teachers follow a supervision rota which specifies which yard they are to supervise during break times and similarly where they are to supervise should break be indoors.
- SNAs assist in supervising yards with teachers.
- Children are accompanied by a sufficient number of staff on school trips (both teachers and SNAs)
- Visitors to the school should be supervised at all times and should not be left alone with students.

Monitoring

- Teachers use yard notebooks to record any incidents/ accidents they deem necessary on a given supervision duty and then report it further to the class teacher upon returning indoors to class.
- The class teacher investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and records on an incident report form
- All reports of bullying should be investigated promptly and thoroughly. The investigation may include interviews with the student who reported the incident, the student who was allegedly bullied, the alleged bully and any witnesses.
- The school will take appropriate action to address the bullying behaviour

Cong N.S. confirms that appropriate supervision and monitoring policies and practices are in place to be proactive in dealing with bullying behaviour and may use the support of:

- Acceptable Use Policy*
- Code of Behaviour*
- Child Safeguarding Statement*

Section C: Addressing Bullying Behaviour

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

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):

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

- Class teachers and Special Education Teachers (where appropriate)
- Principal/ Deputy Principal will provide support and will become involved where appropriate.

The whole school community has a responsibility to prevent and address bullying behaviour. The following approach and steps are based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour, the teachers with responsibility will:

- Ensure that the student experiencing bullying behaviour feels listened to and reassured
- Seek to ensure the privacy of those involved
- Conduct all conversations with sensitivity
- Consider the age and ability of the students involved
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- Take action in a timely manner
- Inform parents of those involved.

Stage 1 - Identifying if bullying behaviour has occurred

Bullying is defined in *Cineáltas Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as **targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.**

(The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures).

Where bullying behaviour is suspected, parents/guardians report it to the class teacher.

Non-teaching staff such as special needs assistants (SNAs) and the secretary are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a class teacher.

A school is not expected to deal with bullying that occurs when students are not under the care or responsibility of the school e.g. on the school bus or at after school clubs. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal in accordance with their Bí Cineálta policy.

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

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

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

Note: One-off incidents may be considered bullying 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 multiple times and thus becomes a repeated behaviour.

If the answer to **any** of these questions is **no**, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred (Stage 1), teachers should consider what, where, when and why? as follows: (Note that these steps are required – as outlined in the Procedures):

- Where one student is reported to be involved, the student should be engaged with individually at first (interviews should take place outside of the classroom in a fair and consistent way to reserve privacy of parties involved)
- Thereafter, this student and the student who is reported to be experiencing the bullying behaviour should be met together.
- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved and the student who is reported to be experiencing the bullying behaviour 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).
- The parents of all parties involved will be contacted at an early stage to inform them of the matter and to explain the actions being taken. The school will give parents/guardians an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils.
- Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children

Requests for no action to be taken:

A student who reports bullying behaviour may ask a member of staff not to do anything and just "look out" for them due to not wanting to be identified as having told someone about the bullying behaviour. 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 behaviour. It must be made clear to the pupil that other parties may need to be informed for their welfare.

Parents may also make the school aware of bullying behaviour and specifically request that no action is to be taken by the school. Parents should put this in writing to the school. However, schools may decide that based on the circumstances, it is appropriate to address the bullying behaviour through the Bí Cineálta procedures and/or the Code of Behaviour where appropriate.

Stage 2: 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. Relevant teachers will use professional

judgement when determining the appropriate time to contact parents.

- All bullying behaviour is to be recorded where deemed appropriate by the relevant teacher(s) involved. This will include the form and type of behaviour if known; where it took place; dates of 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. This record should be shared with the Designated Liaison Person (DLP) or the Deputy Designated Liaison Person (DDL) in the absence of the DLP
- The relevant teacher(s) must engage with the students and parents involved no more than 20 days after the initial discussion to review progress following the initial intervention
- If the bullying behaviour has not ceased the relevant teacher(s) 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 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.
- It must be made clear to all involved that in any situation where disciplinary sanctions are required, this is a private matter (under GDPR) between the pupil being disciplined, his/her parents/guardian and the school.

(See Section 2.5 and 2.7 of the Bí Cineálta Procedures for descriptions/examples of the forms and types of bullying behaviour)

Stage 3: Follow up where bullying behaviour has occurred

- The relevant teacher 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 teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this. The date that it has been determined that the bullying behaviour has ceased should also be recorded.
- Any engagement with external services/supports should also be noted.
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then 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.

Complaint process:

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 complaints procedure. In the event that a student and/or parent is dissatisfied following the complaints procedure, they may make a complaint to the Ombudsman for children.

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):

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved (rather than to apportion blame).

The programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Cong N.S. deals with all instances of bullying behaviour on a case-by-case basis, but we may use the following approaches

- All students involved will be checked-in with regularly and behaviour will be monitored carefully.
- The relevant teacher(s) will check-in with parents and will seek their ongoing support to monitor their child at home and to communicate with the school if needed.
- We will use resources, as appropriate – including those developed by NEPS (National Educational Psychological Service), Oide (support service for schools) and from programmes/sites such as Webwise etc.
- Teachers will be encouraged to attend training and TPL in Restorative Practices.

Supporting Bullied Pupils:

- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes (such as The Lust for Life programme, Friends for life and The Amber Flag initiative)
- Making adequate support available to pupils who need it in a timely manner
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school, small social groups in SET (where available)).

Supporting Pupils Displaying Bullying Behaviour:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this
- Making adequate support available to help those who need it learn other ways of meeting their needs besides violating the rights of others
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school, small social groups with SET (where available)).
- Using learning strategies throughout the school and the curriculum to help enhance pupils' 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.

- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

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

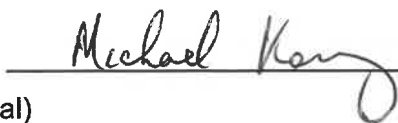
Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the *Bí Cineálta* procedures.

This policy is available to our school community on the school's 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: 12/6/25
(Chairperson of board of management)

Signed:  Date: 12/6/2025
(Principal)

Appendix: Student Friendly Bí Cineálta Policy

This has been developed in conjunction with our pupil's voice and is up and available to be seen around our school.

Appendix: Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy. This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour teachers should:

- Ensure that the student experiencing bullying behaviour feels listened to and reassured
- > seek to ensure the privacy of those involved
- > conduct all conversations with sensitivity
- > consider the age and ability of the students involved
- > listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- > take action in a timely manner
- > inform parents of those involved

Identifying if bullying behaviour has occurred

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature.

Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures. To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

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

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

Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- If a group of students is involved, each student should be engaged with individually at first
- Thereafter, all students involved should be met as a group
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- Each student should be supported as appropriate, following the group meeting
- It may be helpful to ask the students involved to write down their account of the incident(s) Where bullying behaviour has occurred
- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour.

Where bullying behaviour has occurred

- The parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the 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 the bullying behaviour

Follow up where bullying behaviour has occurred

- The teacher 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 teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- The date that it has been determined that the bullying behaviour has ceased should also be recorded
- Any engagement with external services/supports should also be noted
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's **Code of Behaviour**. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they should be referred to the school's complaints procedures
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

Appendix: Guide to Providing Bullying Behaviour Update

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: 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?

☐ ☐

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

Signed: *James McElroy*
(Chairperson of board of management)

Date: *12/6/25*

Signed: *Michael Kenny*
(Principal)

Date: *12/6/2025*

Date of next review: *12/6/26*

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

The Board of Management of Cong NS. 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 12/6/25, [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: [Signature]
(Chairperson of board of management)

Signed: [Signature]
(Principal)

Date: 1/10/25

Date: 12/6/2025

Date of next review: 12/6/2026

Appendix: Template for Recording Bullying Behaviour

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

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

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

Initials _____ Class _____

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

Initials _____ Class(es) _____

4. Source of bullying concern/report (tick relevant box(es))*		5. Location of incidents (tick relevant box(es))*	
Pupil concerned		Yard	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		Other (specify)	

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

7. Dates of when the bullying behaviour occurred

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

See page 21 of the Bí Cineálta Procedures for descriptions

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

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

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

10. Brief Description of bullying behaviour and its impact

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

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

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

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

