



St. John's N.S. Kenmare
Bunscoil Eoin Naofa An Neidín
Tel: 064-6642598 / 064-6642300
e-mail: info@stjohnskenmare.ie
web: www.stjohnskenmare.ie

St. John's N.S. Kenmare

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St John's National School Kenmare has adopted the following policy to prevent and address bullying behaviour.

This policy 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 take all such steps that are reasonably practicable to prevent the bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable 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	May 2025	½ day closure information day Questionnaire
Students	June 2025	Focus group - Questionnaire
Parents	May 2025	Questionnaire
Board of Management	June 2025	Discuss and agree final draft at BOM meeting on 12/06/2025 Ratify and monitor implementation and effectiveness of the policy through feedback from the principal at each meeting and its annual review
Wider school community as appropriate, for example, bus drivers	September 2025	Professional conversation to be had with bus drivers, caretaker, secretary, GAA coaches, Gymnastics coach, drama coaches and other visitors as appropriate and relevant. Reminder to do this at the start of school year Staff Meeting
Date policy was approved:		
Date policy was last reviewed:		

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, identity based bullying, and personal dignity bullying as appropriate (see Chapter 5 of the Bí Cineálta procedures):

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

The Board of Management of St John's N.S. Kenmare recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.

Culture and Environment:

- A positive and inclusive school culture and environment which
 - is welcoming of difference and diversity and is based on inclusivity.
 - Is a 'telling' environment which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
 - promotes and models respectful relationships across the school community (Appendix C)
- Effective leadership that sets high standards and expectations
- A school-wide approach where each member of staff takes a consistent approach to effective observation and addressing of bullying behaviour
- Students promoting kindness and inclusion in peer groups
- Parents as active partners in their child's education, fostering an environment where bullying is not tolerated through promoting empathy and respect
- A 'trusted adult' who reassures and supports students they have done the right thing by reporting bullying behaviour
- Creating safe, visible physical spaces in school

Curriculum- Teaching and Learning:

- A shared understanding of what bullying is, its impact and bullying as a form of unacceptable behaviour.
- Implementation of education and prevention strategies (including awareness raising measures) that:
 - Promote empathy, respect, and a sense of belonging for all pupils, while acknowledging and valuing the diverse backgrounds and experiences present within our school community
 - Address issues such as cyberbullying and identity bullying based on perceived differences — including appearance, culture, background, ability, or other factors — in a manner that is age-appropriate and consistent with the school's values
 - Provide teaching and learning through SPHE that equips students to build positive relationships, resolve conflicts peacefully, and recognise and respond appropriately to bullying behaviour
- SPHE Curricular Programs to include:
 - Grow in Love, Stay Safe, RSE, Walk Tall, Mindful Matters, Weaving Wellbeing, etc.

Policy and Planning:

- Bí Cineálta Policy developed, communicated, implemented and reviewed in consultation with all partners
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the Bí Cineálta Policy
- Student Friendly Bí Cineálta Policy
- Code of Behaviour
- Child Safeguarding Statement and Risk Assessment
- Acceptable Use Policy
- Supervision Policy
- Arrivals and Dismissals Policy
- SPHE & RSE Policy
- SEN Policy
- Wellbeing promotion SSE
- Health and Safety Policy Statement
- Effective supervision and monitoring of pupils (both within school and on yard, unstructured activities, trips, swimming etc)
- Teacher Professional Learning and other such relevant supports for staff

Relationships and Partnerships:

- Strong interpersonal connections supported through a range of formal and informal structures such as Student Council, Parents' Association, focus groups etc.
- Student and parent/guardian active participation
- Workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying
- Promoting acts of kindness and activities that build empathy, respect and resilience e.g. Random Acts of Kindness Day during Well Being Week, **Weekly Shout Outs, Peer Mentoring** etc
- **Recognising and valuing the richness of cultural backgrounds within our school community, including opportunities to share both Irish heritage and other cultures in a respectful, age-appropriate way (e.g. themed days or classroom projects)**
- Teaching problem solving skills
- Critical Thinking Skills
- Promoting self-awareness and awareness of others
- Encouraging peer tutoring and buddying (**Play Buddies**) etc.

Preventing Cyber Bullying Behaviour:

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

St Johns NS strives to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments.

Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- implementing the SPHE curriculum
- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Code

of Behaviour

- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online
- holding an Internet safety day to reinforce awareness around appropriate online behaviour

(Note: The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. Children between 13 and 16 must have parental permission to sign up to social media services. Most social media platforms have a minimum age requirement and for the majority of these, it is 13 years old. Therefore, technically, children under the age of 13 should not have a social media account).

Preventing Identity-Based Bullying Behaviour

Our school addresses bullying that targets difference — including race, culture, appearance, family situation, ability, or perceived identity — with care and consistency. We educate children about the importance of respect for all, grounded in the belief that every person is made in the image and likeness of God.

Activities and resources to raise awareness of inclusion and respect for difference are delivered in a way that is age-appropriate and consistent with our Catholic ethos.

As a Catholic school, we are also mindful that students may feel excluded or hesitant to express their faith, even in a setting where faith is part of daily life. We seek to foster a culture where respectful expression of belief is welcomed, and where no child is ridiculed or isolated for living in accordance with their family's values. While we show respect for all religious traditions, our school's daily life and rhythm are guided by our Catholic ethos, which we uphold while treating every child with care and fairness.

Respect for Boundaries and Personal Dignity

Children are supported in understanding respectful behaviour, bodily integrity, and appropriate personal boundaries.

Where behaviour arises that may involve teasing, personal comments, or disrespectful conduct, the school addresses it through our Code of Behaviour and the SPHE curriculum.

While Department guidelines refer to "sexual harassment," in a primary school context this term is understood as inappropriate conduct such as teasing, gestures, or comments, and is managed with sensitivity, age-appropriateness, and clear reinforcement of safe, respectful relationships.

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):

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

The relevant supervision and monitoring policies and procedures are as follows:

- Supervision Policy
- Acceptable Use of the Internet Policy
- Code of Behaviour

- Child Safeguarding Statement and Risk Assessment
- Arrivals and Dismissals Policy
- Yard Supervision Rota
- Teachers, along with SNAs provide yard supervision and wet day supervision inside the school
- Classes are assigned designated areas on the yard to ensure age-appropriate interactions and ease of monitoring and observing of behaviour
- Children are accompanied by at least one teacher, SNAs and vetted parents/guardians, as relevant and necessary, on all trips, outings, swimming etc.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined in Bí Cineálta Policy.
- A report on incidents of bullying behaviour is given at each BOM meeting as per Bí Cineálta Policy.

Section C: Addressing Bullying Behaviour

The teachers with responsibility for addressing bullying behaviour are as follows:

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form.
- Class teacher to inform Principal and/or Deputy Principal if not available.
- Principal will inform Board of Management of incidences of Bullying.
- Assistant Principal 1 Anti- Bullying Policy co-ordinator is available to provide up to date information and supports if needed to assist class teacher in addressing concern.

Principal: Mr. Barry O' Leary.

Deputy Principal: Mrs. Annette O' Connell

Assistant Principal 1: Mr. Tadhg Morley

Bullying behaviour can happen anywhere, online or offline and at any time, but there are certain places and times where bullying behaviour can be more likely to occur. These can include the following, which is not an exhaustive list:

- Inside School
 - School Yard
 - In the Classroom
 - Other areas e.g. toilets, corridors, PE hall.
- Outside School
 - Coming to and from school: Bullying behaviour can occur in the area immediately outside the school, the local shops and the wider local area. Bullying behaviour can take place at the bus stop or on the journey to and from school whether the students are walking, cycling or on school buses.
 - Bullying behaviour can also take place in organised clubs and groups outside of school such as sports clubs.

Please Note: (As Per Bí Cineálta Procedures) A school is not expected to deal with or investigate bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.

Addressing Bullying Behaviour:

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 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 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*.

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. To determine whether the behaviour reported is bullying behaviour teachers 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 by filling in Appendix A - Recording Bullying Behaviour Template.

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.
- 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).
- Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children,

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.

- 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.
- All bullying behaviour will be recorded. This will include the form and type of behaviour if known (see pages 20-24, Section 2.5 and 2.7 of the *Bí Cineálta* procedures for descriptions/examples of the forms and types of bullying 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.
- The record should be shared with the Principal.

Requests to take no action:

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. They might feel that telling someone might make things more difficult for them.

Where this occurs:

- It is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the 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.
- The school will consider each such request on a case-by-case basis while reserving the right, if determined 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 3: 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 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.

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):

Supports:

The school's programme of support for working with pupils who experience, witness and display bullying behaviour, in addition to supports referenced in the steps above, may include but is not limited to the following:

- Listening
- Showing empathy
- Reassuring the student
- Asking them to let you know if the bullying behaviour occurs in school
- Devising appropriate 'check in' mechanisms
- Discussing how the pupils can inform their parents of the situation if they haven't already done so
- Discreet lessons may be taught as appropriate
- Circle Time
- Restorative practice
- Pupils who have been bullied, witness or engage in bullying behaviour will be supported by the school, within the limits of resources available in the school, through the provision of opportunities to participate in activities designed to raise self-esteem, to develop friendships and social skills and thereby build resilience and a sense of self-worth whenever this is needed.
- Where relevant and available, a referral for appropriate supports.

Supports available to help prevent and address bullying include the following and are explained further in Chapter 6 of the Bí Cineálta procedures:

- NEPS- providing advice on best practice to prevent and address bullying when issues arise in schools and/or training in preventative initiatives
- Oide – providing TPL
- Webwise – online safety awareness raising and education initiative for pupils and parents
- National Parents Council – online and in person courses to support parents to prevent and address bullying
- DCU Anti bullying centre- FUSE programme that can be used to promote a positive school culture and assist in preventing and addressing bullying behaviours.
- Tusla – for cases where it is considered that bullying behaviour becomes a child protection concern.
- Cyberbullying and Internet Safety seminars, information evenings and webinars.

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: Greogan Hynes Date: 14.10.25
(Chairperson of board of management)

Signed: Barry O'Leary Date: 14-10-25
(Principal)

Overview of Appendixes

Appendix A - Recording Bullying Behaviour Template

Appendix B - Student friendly Bí Cineálta Policy

Appendix C - Guide to Addressing Bullying Behaviour

Appendix D - Guide to providing bullying behaviour update to board of management

Appendix E - Review of Bí Cineálta Policy

Appendix F - Notification of Annual Review

Appendix G - Bí Cineálta – Overview of the Procedures

Appendix H – Teacher Info-graphic Guides.



St. John's N.S. Kenmare

Bunscoil Eoin Naofa An Neidín

Tel: 064-6642598 / 064-6642300

e-mail: info@stjohnskenmare.ie

web: www.stjohnskenmare.ie

APPENDIX A - Recording Bullying Behaviour Template

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

1. Name of Pupil being bullied and class group

Name: _____ Class: _____

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

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

4. Source of bullying concern/ report (Tick relevant box(es))

Pupil Concerned	
Other Pupil(s)	
Parent	
Teacher	
Other	

5. Location of incidents (Tick relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
Other	

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

7. Date(s) of when the bullying behaviour occurred.

8. Form of Bullying Behaviour (Tick relevant box (es)) *See Bí Cineálta Procedures page 21-24*

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 (es)) See Bí Cineálta Procedures page 21-24

Identity Based Bullying Behaviour		Religious Identity Bullying Behaviour	
Boundaries & Personal Dignity Bullying Behaviour		Other (specify)	

10. Brief Description of bullying behaviour and its impact.

11. Details of actions to be taken.

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

Signed _____ (Relevant Teacher 1) Date: _____

Date submitted to the Principal / Deputy Principal _____

Review of Bullying Behaviour

To be added to Appendix-A Recording Bullying Behaviour Template.

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

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

Signed _____ (Relevant Teacher 1) Date: _____

Date submitted to the Principal / Deputy Principal _____

Bí Cineálta!

We want everyone at our school to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Get help!

Tell someone!

If a student tells a staff member that they think they are being bullied, we will work with the student to make sure that what they want to happen

Please tell someone if you think that you are being bullied or someone else is being bullied.

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better.

We will ask you what you think

Appendix C

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 D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of St. John's N.S. Kenmare

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 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.

___ / ___ / 2025

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 _____

Signed: _____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

Date of next review: _____

Appendix F

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

The Board of Management of St. John's N.S. Kenmare 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: _____

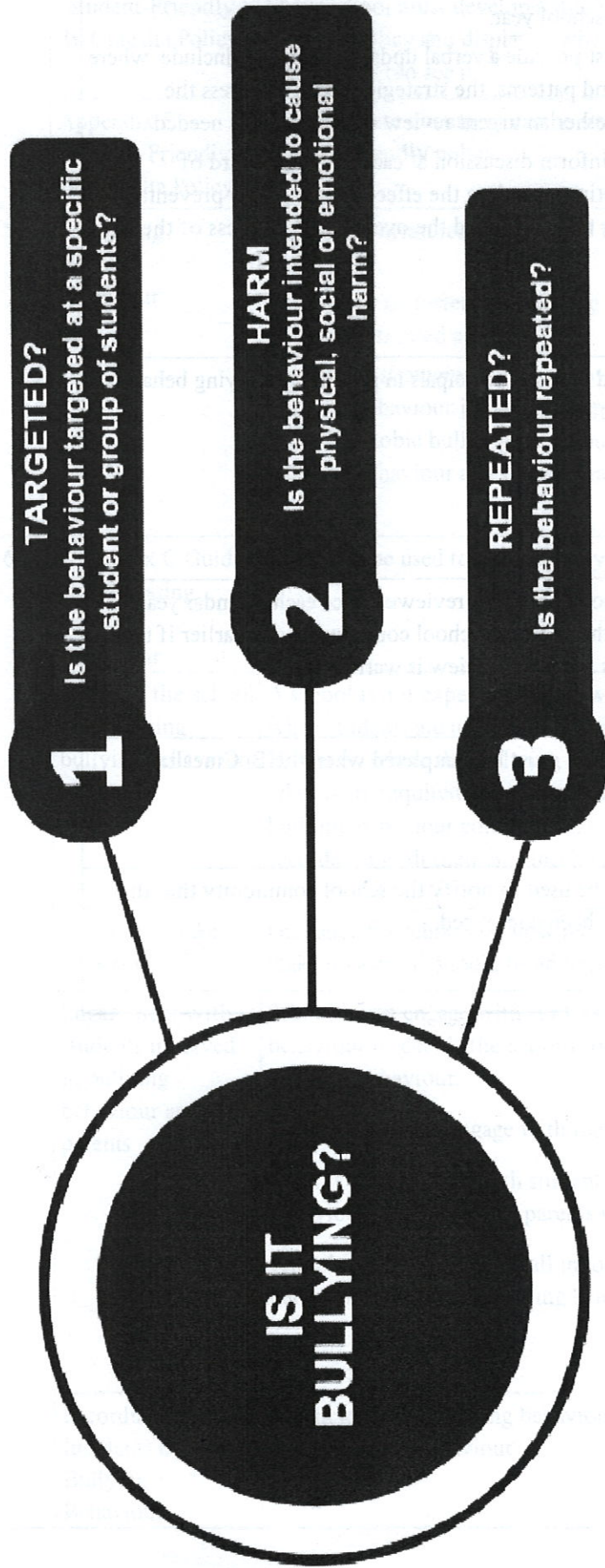
Appendix G

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

The following is a guide to the main changes between the requirements of the 2013 <i>Anti-bullying Procedures for</i>	Responsibilities of the school community	All members of the school community must work together in partnership to prevent and address bullying behaviour at school.
	Legal basis	Legislation underpinning Bí Cineálta: Children First Act 2015. Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law.
Chapter 2	What is bullying behaviour?	Updated definition of bullying behaviour based on Cineáltas: Action Plan on Bullying (2022).
	Criminal behaviour	Updated information on when bullying behaviour can be considered criminal behaviour.
	Child protection concerns	Updated information relating to when bullying behaviour becomes a child protection concern.
Chapter 3	Impacts of bullying behaviour	Updated information on how bullying behaviour can impact students who experience bullying behaviour, students who witness the behaviour and students who engage in bullying behaviour.
Chapter 4	Bí Cineálta Policy	<p>Schools must engage with the whole school community to develop their Bí Cineálta policy, using the template in Appendix A.</p> <p>The policy must list preventative strategies that are used including those to specifically prevent cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.</p> <p>Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those displaying bullying behaviour.</p> <p>All incidents of bullying behaviour must be recorded.</p> <p>The school principal is required to provide a bullying behaviour update at each ordinary board of management meeting.</p> <p>The school's Bí Cineálta policy must be reviewed in collaboration with the whole school community once each calendar year and sooner if a serious incident occurs and the board of management determines an urgent review is required.</p>

Chapter 4	Appendix A Bí Cineálta Policy	This template document must be used as a basis for each school's Bí Cineálta Policy.
	Student-Friendly Bí Cineálta Policy	Every school must develop a student-friendly version of its Bí Cineálta policy and display it where students and the school community can see it.
	Appendix B Student-Friendly Bí Cineálta Policy	This template document can be used by schools as a basis for their student-friendly policy.
Chapter 5	Preventing Bullying Behaviour	<p>Prevention measures are linked to the four areas of Wellbeing Promotion.</p> <p>Importance of fostering a “telling environment” in schools and the role of the trusted adult.</p> <p>Prevention strategies must be provided relating to specific types of bullying behaviour including cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment, as appropriate.</p>
Chapter 6	Appendix C Guide to Addressing Bullying Behaviour	Guide can be used to address bullying behaviour.
	Remit of the school in addressing bullying behaviour	A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.
	Requests to take no action	Guidance for schools on how requests by students and parents to “take no action” should be addressed.
	Engagement with students involved in bullying behaviour and their parents	<p>Schools must engage with students who have experienced bullying behaviour to decide the actions to be taken to address the incident of bullying behaviour.</p> <p>Schools must also engage with their parents.</p> <p>Schools must engage with students who have displayed bullying behaviour as well as their parents when deciding actions to be taken.</p> <p>Schools must engage with all involved when reviewing progress and determining whether bullying behaviour has ceased.</p>
	Recording Incidents of Bullying Behaviour	All incidents of bullying behaviour must be recorded by the teacher addressing the behaviour.

Chapter 7	Update to the board of management	<p>Principal must provide an update to the board of management at each ordinary board meeting. This report includes the number of incidents of bullying behaviour reported since the last board meeting, the number of incidents ongoing and the total number reported since the beginning of the school year.</p> <p>The principal must provide a verbal update which will include, where relevant, trends and patterns, the strategies used to address the incidents and whether an urgent review of the policy is needed.</p> <p>The update is to inform discussion at each ordinary board of management meeting regarding the effectiveness of the preventative strategies used by the school and the overall effectiveness of the Bí Cineálta Policy.</p>
	Appendix D Guide to providing bullying behaviour update to the board of management	Guide can be used to assist principals in providing bullying behaviour update to board of management.
	Review of Bí Cineálta Policy	The Bí Cineálta policy must be reviewed once each calendar year, in collaboration with the whole school community, and earlier if the Board determines an urgent review is warranted.
	Appendix E Review of the Bí Cineálta policy.	The Review template must be completed when the Bí Cineálta policy is reviewed.
	Appendix F Notification of Annual Review	The template can be used to notify the school community that the annual review has been completed.



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

If the answer to any of the 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.

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

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

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

1 Determine if bullying behaviour has occurred

2 Record and Address

3 Review

4 Determine if the bullying behaviour has ceased

5 Bullying Behaviour Update

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.

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.

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

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.

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 leis an bhlioghlaim
Gharmuill i measc Coanairí
Scúile agus Múinteoirí
Supporting the Professional
Learning of School Leaders
and Teachers