

Presentation Boarding School Thurles



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

2026

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of **Presentation Boarding School, Thurles** 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.

At our Boarding School, kindness is at the heart of everything we do.

Through **Bí Cineálta**, we encourage our students to embrace kindness, empathy, and respect in their daily interactions.

This policy helps to create a positive Boarding School environment where everyone feels valued, included, and supported.

We are committed to ensuring that all students who attend our Boarding 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

Presentation Boarding School endorses the **Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools** where bullying is defined as follows:

- **Bullying** is **repeated, targeted behaviour**, online or offline, that **causes harm**.
- The **harm** caused can be **physical, social and/or emotional in nature** and can have lasting effects on the child experiencing the behaviour.
- Bullying behaviour is **repeated over time** and involves an **imbalance of power** in relationships between two people or groups of people in society.
- It is behaviour which is **deliberate in nature** and is **unwanted**. It is not accidental or reckless behaviour.

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

This Policy Applies

- For the duration of the time spent in the Boarding School
- On the way to and from the Secondary School
- On Boarding School- based activity, Boarding School tours, shows etc.
- To anything done in the Boarding School name
- To any behaviour that adversely affects the Boarding School reputation or the education of any student in the Boarding School

Types of Bullying behaviour deemed to be inappropriate:

(this list is not exhaustive)

Direct Bullying	
Physical	• Bumping into someone on purpose • Damaging a person's property/ locker/ • Interfering with another person's school bag or pencil case • Physical aggression • Invasion of personal space
Verbal	• Anything said to another person • Name calling • Slagging
Written	• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Anything written on a desk or a toilet door - offensive graffiti • Passing a note about someone • Drawings
Extortion	Getting money from someone using threats or force
Indirect Bullying	
Exclusion Social exclusion involves Boarders socially rejecting or excluding other Boarders.	• Ignoring someone in group settings (e.g., not talking to them at lunch or in class). • Giving someone the "silent treatment." • Making inside jokes the excluded person doesn't understand. • Not making room for someone to sit in a group.

	• Turning away or walking away when someone approaches. • Avoiding eye contact or body language that says “you’re not welcome here.” • Forming tight groups that make it hard for others to join. • Intimidation • Insulting or offensive gestures • The “look”
Relational bullying behaviour – Social Bullying	• occurs when a student’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. • A group of students ganging up against one student; • Non-verbal gesturing • Leaving someone out on purpose. • Taking someone’s friends away • Telling other students not to be friends with someone. • “Buy me this / or give me your homework; I won’t be your friend anymore”; • Malicious gossip; spreading rumours about a student - hurting someone's reputation • giving a student the “silent treatment”; • The deliberate manipulation of friendship groups to make someone unpopular.
Cyberbullying	• Posting a single harmful message/image/video online, which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour. • It is considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour. • Spreading rumours, lies or gossip to hurt a person’s reputation. • Harassment: Continually sending vicious, mean, or disturbing messages to an individual. • Posting offensive or aggressive messages under another person’s name. • Using inflammatory or vulgar words to provoke an online fight.

	• Exclusion: Purposefully excluding someone from an online group. • Silent phone calls. • Abusive telephone / mobile phone calls. • Abusive text messages. • Abusive email. • Abusive communication on social networks, website comments or on games consoles.
Digital Exclusion	• Excluding someone from group chats or online conversations. • Removing a person from an online group
Gender identity bullying:	• behaviour or language that intends to harm a student because of their perceived or actual gender identity
Homophobic/transphobic (LGBTQ+) bullying:	• behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community • Spreading rumours about a person's sexual orientation. • Taunting a person of a different sexual orientation. • Name calling language used in a derogatory manner
Sexual Harassment	• any form of unwanted verbal, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the Boarder • such as sexual comments, remarks, jokes and online sexual harassment. • If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour. • An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour
Sexist Bullying:	• behaviour and language that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex.
Disablist Bullying Behaviour due to a Disability	• Harming a student due to their disability or additional needs • Name calling. • Taunting others because of their disability or learning needs. • Taking advantage of some student's vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a student's disability.

	• Setting others up for ridicule.
Hate Crime – Race, nationality, ethnic background, and religion, membership of the Traveller community	• If bullying behaviour involves discrimination or hate speech targeting a student based on • their race, • religion, • nationality, • ethnicity, • sexual orientation • or membership of the Traveller community.

Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. **The age of criminal responsibility in Ireland is 12 years.**

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of **intimate imagery**, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, **criminalises the non-consensual sharing of intimate images** and also **criminalises threatening to share these images**.

If bullying behaviour involves **physical violence or threats of violence**, it may be considered **assault**.

If bullying behaviour involves **discrimination or hate speech** targeting a student based on their **race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community**, it may be considered a **hate crime** under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges.

If bullying behaviour involves **sexual harassment or sexual assault**, this may also be considered **criminal behaviour**.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

Behaviour that is not bullying behaviour:

A one-off instance of negative behaviour towards a student is not bullying behaviour.

Disagreement between students, is not considered bullying behavior unless it involves:

- **deliberate and repeated attempts to cause distress,**
- **exclude or create dislike by others** including deliberate manipulation of friendship groups.
- or instances where students don't want to be friends or to remain friends,

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

Rights and Responsibilities of Each Member of the Boarding School Community

Right	Responsibility
I have the right to be safe in Boarding school	I have a responsibility to make our Boarding school a safe and secure place for others

Rights and responsibilities of students

I have a right to be:	I have the responsibility to ensure that
- Treated with respect - Physically safe and to expect my property to be safe in the Boarding School - Free from all forms of bullying - Able to learn without disruption	- Others are treated with respect - Others are physically safe and the property of others is safe - Others are free from all forms of bullying - Others are able to learn without disruption

Rights and responsibilities of staff

I have a right to be:	I have the responsibility to ensure that
- Treated with respect - Physically safe and to expect my property to be safe in the Boarding School - Free from all forms of bullying - Able to work without disruption - Spoken to calmly and respectfully	- Others are treated with respect - Others are physically safe and the property of others is safe - Others are free from all forms of bullying - Students are able to learn without disruption - Bullying behaviour is acted upon as appropriate

Rights and responsibilities of parents

I have a right to:	I have the responsibility to ensure that:
• Expect that my child is safe in the Boarding School and can learn without disruption	• I report bullying behaviour to the Boarding School • Co-operate fully with the implementation of the Boarding School policy

Responsibilities of bystanders/witnesses

I should:
• Say 'no' or 'stop' when you see or hear someone behaving in a harmful manner - be assertive but not aggressive • Refuse to participate in gossip or social exclusion. • Do not laugh, sneer, or spread harmful messages or rumours • Show empathy and kindness to the person being bullied - Let them know they are not alone. • Report the Incident ➤ Tell a trusted adult (e.g. Manager, Assistant Manager, Boarding School Staff, School Counsellor, Parent) even if the person being bullied hasn't asked you to. ➤ Encourage the victim to speak up or help them report it if they feel unable to.

Section A: Development/review of our Bi Cineálta Policy to Prevent and Address Bullying Behaviour

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

	Date consulted	Method of consultation
Boarding School Staff	26/02/2026	Staff meeting - Overview of Bí Cineálta procedures A shared document was distributed to staff for collaboration. Sharing of draft policy with staff to discuss / consult and make any amendments.
Students	10/03/2026	Assembly for the students. Policy was presented to students. Students were given an online survey to give feedback. Students Council were given the draft policy to review. Consultation with the Student Council on student friendly policy
Parents	05/03/2026	Bi Cineálta policy draft shared with all parents by email. Online survey included to give feedback. Questionnaire for Parents Bí Cineálta (Anti-Bullying) Policy 2025 – Fill in form
Board of Management	26/02/2026	Board of Management were given the draft policy to review.
Wider school community as appropriate	10/03/2026	Draft policy was shared with all staff members above for feedback.
Date policy was approved:	22/04/2026	
Date policy was last reviewed:	15/06/2026	

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):

Bullying Prevention aligned with Key Areas of Wellbeing Promotion

Culture & Environment	Curriculum
• Open Door Policy • Seating Plans in the study area • Visible Displays around the Boarding School • Student Suggestion Box • Students' Council, • Head Girl/Deputy Head Girl • Designated Senior & Junior tables for Lunch • Antibullying charter displayed in all common areas • Antibullying Pledge • Antibullying Notice board in Boarding School • Halloween and Christmas parties. • Whole school survey regarding bullying four times per year • Strict phone usage policy	• Staff CPD on area of anti-bullying • Students made aware of the ethos of the Boarding School in line with Bí Cineálta Policy at assembly • Anti-Bullying surveys

Relationships and Partnerships	Policy and Planning
• Focus on building good relationships between staff and students. • Big sister programme • Weekly prayer service with Sr. Fidelis for boarders • Linking with BOM, Students' Council • Linking with Secondary School • Extra-Curricular- coaches, and teachers • Linking with external services e.g. Tusla, Gardaí	• Bí Cineálta Policy • Code of Behaviour Policy • Supervision policy • Acceptable Use Policy • Child Safeguarding • Data Protection • Internet Acceptable use policy • Social Media Policy • Wellbeing Policy • Management- DLP/DDLP training and refresher courses • Management are aware that they are mandated persons child protection procedures recapped each year as reminder and complete Children First E-Learning Programme

Specific Strategies to prevent	
Cyberbullying behaviour	• Limited access to devices • Regular supervision • Suggestion Box • Regular surveys • Locker checks-Preventing the sharing of explicit self-generated images of minors • Acceptable Usage Policy
Homophobic bullying behaviour	• As above
Racist bullying behaviour	• As above
Sexist bullying behaviour	• Staff model respectful behaviour between sexes
Sexual harassment	• Ethos of kindness and care to the fore. Inclusion of all is at the core of the Boarding School.

Supervision & Monitoring

The Boarding school has the following supervision and monitoring policies in place to prevent and address bullying behaviour.

In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships, Presentation Boarding School has the following supervision and monitoring policies to prevent and address bullying behaviour:

- **Boarding School Building and it's environs**- A schedule of student supervision in the morning, at lunchtime, after school, study, teatime and bedtime is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to Boarding School Manager or Asst. Manager.
- All staff are watchful and **observe relationships between students** in class, **note absence patterns** and let it be known that high standards of behaviour and excellent attendance rates are always expected
- **Survey of Students** - Students are surveyed regularly throughout the year regarding bullying behaviour.
- **Student Support Team** – the management team meet daily and operate a check and connect system where staff check in regularly and outline any issues that have come to their notice.

Section C: Addressing Bullying Behaviour

All staff are responsible for

- Observing & Reporting Bullying
- Preventing Bullying Behaviour
- Observing relationships between Boarders in the Boarding School and reporting tension between Boarders,
- Noting absenteeism patterns and reporting to Management
- Creating a safe environment
- Supervision, having everyone on time for study, meals etc.
- Ensuring respectful relationships
- Promote kindness and inclusion

The staff with responsibility for investigating bullying behaviour are as follows:

- Manager
- Assistant Manager

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 managers should:

- 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

Identifying if bullying behaviour has occurred

Bullying is defined in 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.

To determine whether the behaviour reported is bullying behaviour:

- 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.

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 Boarding School's Code of Behaviour.

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.

The steps that will be taken by the Boarding School to determine if bullying behaviour has occurred, to address the bullying behaviour and to review progress are as follows:

- Where a member of the Boarding School staff has a **concern about a student being bullied**, either as a

result of a personal observation or as a result of receiving a report from a third party, the staff member should **without delay refer the matter to the Manager/ Assistant Manager**.

- In investigating bullying behaviour or addressing bullying behaviour in any way, **Management is welcome to seek the assistance and support of the Board of Management**.

It would be prudent for the Boarding School management to check in with either the Principal or Deputy Principal in the day school before taking any action in relation to bullying behaviour to determine if there was any relevant information that was known to them regarding the students involved.

- The Boarding School reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the Boarding School community and it impinges on the work or well-being of a student in the Boarding School, even where the bullying acts are committed outside of the school.
- The Boarding School reserves the right, in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Post Primary Schools, to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary in dealing effectively with bullying behaviour. In any case, where the Boarding School deems bullying behaviour to be potentially abusive (Section 2 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES Child Protection Procedures for Primary and Post Primary (revised 2023)

What happens when a student reports Bullying?

- The **identity of the person who reported** the Bullying will **not be revealed** to the students involved.
- The Staff member will pass on the information to the Manager/Assistant Manager
- The Manager/Assistant Manager will meet the person that reported the issue
- The Manager /Assistant Manager will ask the student to describe the details.
- The student may have to write down what happened.
- The Manager/Assistant Manager will meet the student involved to get their record of events

When identifying if bullying behaviour has occurred the management 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

> Students involved may be asked to write down their account of the incident(s)

Where bullying behaviour has occurred

- The Boarder that was bullied will be involved in deciding on the actions that will be taken.
- The parents of all Boarders and Day Boarders involved will be contacted.
- If the Boarder that has experienced bullying behaviour is in agreement, then a meeting will take place with the person that carried out the bullying behaviour.
- The Manager and/or Assistant Manager will guide and lead the interactions to ensure a fair objective hearing.
- Following investigation: meeting to discuss findings and to agree proposed actions (including disciplinary and support actions required for parties involved)
- Manager to ratify proposed actions
- Parents and guardians and boarders informed of actions
- Where disciplinary sanctions are required, this is a private matter between any student being disciplined, their parents/guardians and the Boarding School.
- Supports will be put in place for the victim of Bullying e.g. Meeting with the day school counsellor.

Consequences for exhibiting Bullying behaviour

- Suspension from the Boarding school if anything is reposted or posted online
- Detention- Inhouse detention at the discretion of management
- Apology from the Bully to the person being Bullied – Either Orally or Written (Depending on situation)
- Studentss to reflect on the impact of their actions and write a reflective piece.
- Loss of Privileges- This could include missing a Boarding School event.

- The student may be put on a daily report card for a week that must be signed by staff and reviewed by Manager/Assistant Manager each day.
- Restorative Practices- These involve safe, guided conversations where the student hears how their actions affected someone else and works to rebuild trust.
- Referral to Counselling or Support Services - Support can help the student understand and change their behaviour.

Recording of bullying behaviour

Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, they will comply with relevant data protection legislation. It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The Boarding School's procedures for noting and reporting bullying behaviour are as follows:

- Record all incidents of bullying behaviour (using appendix B)
- Document the following details:
 - Type and form of bullying behaviour
 - Where and when it took place.
 - The date of the first engagement with the students and their parents.
- Include the views of students and parents on actions to address the bullying.
- Track the review process with students and parents to check if the bullying behaviour has stopped and get their feedback.
- Record the date of each engagement and when it is confirmed that the bullying has ceased.
- Note any involvement with external services or supports.
- Keep the records according to the Boarding School's record-keeping policy and in line with data protection rules.
- If there's a Student File, place a copy of the record there to help the management team provide consistent help for the student's wellbeing

Determining if bullying behaviour has ceased

The Manager / Assistant Manager will check in with the student and parents involved within 20 school days to review progress

Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour.

Requests to take no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than “look out” for them.

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

Where this occurs, the Manager / Assistant Manager & the student will work out what steps can be taken to address the matter.

Their parents will be also informed of the situation.

Parents may also make the Boarding School aware of bullying behaviour that has occurred and specifically request that the Boarding School take no action.

Parents should put this request in writing to the Boarding School or be facilitated to do so where there are literacy, digital literacy or language barriers.

However, while acknowledging the parent’s request, the Boarding School may decide that, based on the circumstances, it is appropriate to address the bullying behaviour under the Children’s First guidelines.

Follow up where bullying behaviour has occurred

- The Manager/Assistant Manager must engage with the students involved in the bullying and their parents.

- This engagement should occur no later than 20 school days after the initial contact.

Factors to Consider:

- o The nature of the bullying behaviour.
- o The effectiveness of the strategies used to address the bullying.
- o The relationship between the students involved.

Review of Strategies:

- **If the bullying behaviour has not stopped**, the Manager/Assistant Manager should:
 - o Review the strategies used to address the bullying.

- o Consult with the students involved and their parents to determine next steps.
- A timeframe should be set for further engagement and follow-up until the bullying behaviour ceases.

Further Action if Bullying Continues:

- **If the bullying behaviour continues**, the Boarding School should consider **using strategies from the Boarding School's Code of Behaviour** to address the inappropriate behaviour.

Disciplinary Sanctions:

- If disciplinary sanctions are necessary, the matter should be handled between the student, their parents, and the Boarding School.

If Parents Are Unsatisfied:

- If a parent is not satisfied with how the bullying has been addressed, they should refer to the

Boarding School's Complaints Procedures.

Additional Information relating to schools' complaint procedures are available at the following link:
<https://www.gov.ie/en/department-of-education/policy-information/schools-complaint-procedures-additional-information-for-parents-and-students/>

- If a parent remains dissatisfied after the complaint process, they can contact the Ombudsman for Children if they believe the Boarding School's actions negatively affected the student.

Support

The Boarding school will use the following approaches to support those who experience, witness and display bullying behaviour

Students who experience Bullying or Witness Bullying:

The Boarding School's programme of support for working with students affected by bullying is as follows:

- Students may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience.
- In this regard the Manager and the Day School will work closely with the student to ensure they are actively supported in the Boarding School and to engage in school-based activities they enjoy.
- The Schools Guidance Department in consultation with the Boarding School will also put in place a program of support in conjunction with the Manager /Assistant Manager of the Boarding School.

Students who display bullying Behaviour:

- Students who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- The Management in conjunction with the relevant Student Support Team in the day school will work closely with the student in this regard.

Outside agency support:

- The Boarding School in certain circumstances may also seek the support and advice of TUSLA, EWO, NEPS, NCSE, second level school support services, HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying.

Section D: Oversight

The Manager 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 Manager 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 Boarding school community on the school's website and in hard copy on request.
- A boarder friendly version of this policy is displayed in the Boarding 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 Boarding School community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: _____ Date: _____

(Chairperson of Board of Management)

Signed: _____ Date: _____

(Manager)

Appendix A Student Friendly Bí Cinealta Policy.

The Boarding School aligns with the Bí Cineálta Policy in Presentation Secondary School as seen below:



Presentaton Secondary School



BÍ CINEÁLTA – BE KIND!

Anti Bullying Policy

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

Bullying behavior is when someone keeps being mean or hurtful to others on purpose on a number of occasions.

Stop and think before you Type, Post, Talk or Act.

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.

If a student tells a staff member that they think they are being bullied, we will

- talk with the student
- ask the student what they want to happen
 - work out a plan together
 - Talk to their parents/guardians
- talk to the other student(s) involved
- Talk with the other student's parents

**Get Help
Tell someone**

Be an Upstander, not a Bystander

Cyberbullying

- Posting a **single** harmful message/image/video online,
- which is highly likely to be reposted or shared with others
- is bullying behaviour



Reposting on Tik Tok

A **repost** is when you share someone else's content on your own profile.

▲ If the repost is **intimidating or threatening**, it's still **targeted bullying** — even if you don't name the person.

Before you repost, think:

- **!** Is this aimed at someone?
- **💬** What message does it send?
- **🗣️** What kind of language is used?
- **🎵** What are the **lyrics** of the song? Could they hurt or shame someone?
- **😬** Would I say this to someone's face?



You are responsible for what you share — even if you didn't create it.

Be kind. Think twice before you repost.



Bí Cinéalta Pledge

Presentation Boarding School, Thurles believes that every **member** of the school community has a **right to work and learn in a safe, comfortable and positive environment.**

Every member of our Boarding School community (staff, students, parents/guardians) has a responsibility to maintain a **positive atmosphere** within the school and to play their part in preventing bullying.

Bullying will not be tolerated in Presentation Boarding School, Thurles.

I, _____ (student name) **promise**

- To treat all students and staff with **Respect** and **Kindness**
- To avoid aggressive or offensive behaviour such as name calling, giving dirty looks, sneering, pushing or making unwanted physical contact... etc.
- To refrain from telling lies, starting rumours or spreading gossip about others.
- To stop and think before I post online and not post anything harmful or mean about someone.
- To not exclude someone or give them the silent treatment.
- To make all students feel welcome and to be helpful to everyone.
- I promise to treat all my fellow students with fairness and equality, regardless of our differences or personal feelings.
- **To report if I am being Bullied or if I become aware that someone else is being Bullied.**
 - **I have the right to be myself !**
 - **I will be an Upstander, not a Bystander.**

Student's Signature: _____

Parent's Signature: _____

Date: _____

APPENDIX A

Appendix B

Recording bullying behaviour:

All incidents of bullying behaviour will be recorded. The following details should be included on the record:

- form (**appendices** of Bí Cineálta procedures)
- type (**appendices** of Bí Cineálta procedures)
- where and when (if known)
- the date of initial engagement with the students and their parents
- the views of the students and their parents* regarding the action to be taken to address the bullying behaviour (*only in relation to their own child)
- when review takes place, it should be noted if the bullying behaviour has ceased and the views of the students and parents in relation to this.
- note the date of reviews and engagements
- note the date that the bullying behaviour has ceased
- any engagement with external services/ supports should also be noted
- if a SSF exists for a pupil involved, schools are encouraged to place a copy of the record on the student's support file in the Boarding School.

Bí Cineálta Report Form

Part 1: Alleged Bullying Behaviour

Date of alleged bullying behaviour:	
Staff member report was made to:	
Behaviour reported by:	
☐ Student(s) who experienced the behaviour: ☐ Student(s) who displayed the behaviour: ☐ Student(s) who witnessed the behaviour:	
Summary of Behaviour (please include nature of the behaviour, where it occurred, when it occurred):	
To determine whether the behaviour is bullying behaviour please answer the following questions:	
1) Is the alleged bullying behaviour targeted at a specific student or group of students?	Y / N
2) Is the alleged bullying behaviour intended to cause harm? If 'yes' please state physical, social or emotional in the adjoining boxes.	Y / N
3) Is the behaviour repeated? NB - 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.	Y / N
Based on the above information gathered, is it determined that the behaviour is bullying behaviour?	
☐ Yes Proceed to Part 2: Record of Bullying Behaviour.	☐ No Address the behaviour under the Code of Behaviour.
Completed by:	Date:

Part 2: Record of Bullying Behaviour

Date Part 2 of form completed:			
Staff member report was made to:			
Report completed by:			
Who was involved:			
☐ Student(s) who experienced the behaviour:			
☐ Student(s) who displayed the behaviour:			
☐ Student(s) who witnessed the behaviour:			
Where did the bullying behaviour take place? (tick all that apply)			
Online		Toilets/Shower area	
In the Study		Outside School Gates	
Boarding School Common Areas		Dormitories	
School Grounds		Other	
When did the bullying behaviour take place? (tick all that apply)			
During Study		Online during Boarding school hours	
During Lunch or Break times		Online outside of Boarding school hours	
During Extra-Curricular activities		On the way to or from Boarding school	
During recreation in the Boarding School		Outside of Boarding school hours	
What form of bullying behaviour was reported? (tick all that apply)			
Direct		Online bullying	
Physical		Indirect	
Verbal		Exclusion	
Written		Relational	
Extortion		Other:	
Brief description of bullying behaviour and it's impact:			
Actions to be taken			
Gather evidence from victim, the bully (or bullies) and any witnesses using Part 2 (a) Account of Bullying Behaviour form			
Notify parent(s)/guardian(s) of the parties involved and complete Part 2 (b) Initial Engagement form			

Signed:	Date:
Date submitted to DLP/DDLP:	

Part 2 (a) - Account of Bullying Behaviour

May be completed by child themselves or on behalf of the child

Name: _____

Date: _____

I am the

- ☐ Student experiencing alleged bullying behaviour
- ☐ Student displaying alleged bullying behaviour
- ☐ Student witnessing alleged bullying behaviour

In your own words, please explain what happened in the case being discussed:

Who: _____

Where: _____

When: _____

How: _____

This information is true and accurate to the best of my knowledge.

Signed: _____

Part 2 (b) - Initial Engagement with Parent(s)/Guardian(s)

Use one form for each student experiencing bullying behaviour and each student displaying bullying behaviour

Name of student	
Class	
Are they the: ☐ Student experiencing bullying behaviour ☐ Student displaying bullying behaviour	
Date of initial engagement with student	
Method of discussion	
Summary of initial engagement	
Feelings and views of the student	

Parent(s)/Guardian(s) contacted	
Date of contact	
Method of discussion	
Summary of initial engagement	
Feelings and views of the parent/guardian	

Actions to address bullying behaviour	
To support student experiencing bullying behaviour:	
To support student(s) displaying bullying behaviour:	
To support student(s) witnessing bullying behaviour:	
Actions to prevent further bullying behaviour	
For students involved / for whole class / for whole school:	
Discussions	
Date of discussion with student:	
What are the views of the student in relation to the proposed actions?	
Date of discussion with parent(s)/guardian(s):	
What are their views in relation to the proposed actions?	
Agreed actions for parents (as appropriate)	
Signature:	Date:

These actions will be reviewed no later than 20 days from the above date.

Part 3 - Follow Up in Relation to Effectiveness of Measures Taken

Use one form for each child
involved

Name of Student	
Class	
Are they the:	
☐ Student who experienced bullying behaviour ☐ Student who displayed bullying behaviour	
Date of review with student	
Method of discussion	
Feelings and views of the student	

Parent(s)/Guardian(s) contacted	
Date of review	
Method of discussion	
Feelings and views of the parent/guardian	

Views of the relevant staff on the relationship between the students and the effectiveness of the strategies used:	
Has the bullying behaviour been resolved?	Y / N
If 'Yes'	
Date of final determination that bullying behaviour has ceased	
Date of record completion	
If 'No' review Part 2 (b) and/or support should be sought from external agencies	
Signed:	Date:

Appendix C

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 Boarding 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 Boarding 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 Boarding school uses to prevent bullying behaviour? ☐Yes ☐No
8. Has the Board received and minuted the Bullying Behaviour Update presented by the Manager at every ordinary board meeting over the last calendar year? ☐Yes ☐No
9. Has the Board discussed how the Boarding 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 have 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 Boarding school refer parents to the complaints procedures if they have a complaint about how the Boarding school has addressed bullying behaviour? ☐Yes ☐No

18. Has a parent informed the Boarding 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

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

The Board of Management of Presentation Boarding School 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 on

_____.

This review was conducted in accordance with the guidelines of the Department of Education's Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Signed: _____

Date: _____

(Chairperson of Board of Management)

Signed: _____

Date: _____

(Manager)

Date of next review: _____