Presentation Secondary School

Thurles

Bí Cineálta Policy

to

Prevent and Address Bullying Behaviour

August 2025

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of **Presentation Secondary 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 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 school environment where everyone feels valued, included, and supported.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do.

We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

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

Definition of bullying

Presentation Secondary 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

- In class, between classes and while on the school premises
- While in school uniform
- On the way to and from school
- On school based activity, school tours, matches etc.
- To anything done in the school name
- To any behaviour that adversely affects the school reputation or the education of any student in the school

Types of Bullying behaviour deemed to be inappropriate:

(this list is not exhaustive)

Direct Bullying	
Physical	• Bumping into someone on purpose • Damaging a persons property/ locker/ • Interfering with another persons 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 children socially rejecting or excluding other children.	• 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 student • 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 students' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability. • Setting others up for ridicule.
Hate Crime – **Race, nationality, ethnic background, and religion, membership of**	• If bullying behaviour involves discrimination or hate speech targeting a student based on • their race, • religion,

the Traveller community	• 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 school's Code of Behaviour.

Rights and Responsibilities of Each Member of the School Community

Right	Responsibility
• I have the right to be safe in school	• I have a responsibility to make our 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 at 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 at school • Free from all forms of bullying • Able to teach 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 • 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 school and can learn without disruption	• I report bullying behaviour to the school • Co-operate fully with the implementation of 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, cheer, 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. teacher, school counselor, 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 school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	2/4/25 12/5/25 23/5/25	Staff meeting - Overview of Bí Cinéalta procedures A shared document was distributed to staff for collaboration. Meeting with small group of staff for consultation on draft policy Sharing of draft policy with staff to discuss / consult and make any amendments.
Students	28/4/25 7/5/25 23/5/25	Assembly for each year group. 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	15/5/25	Bi Cineálta policy draft shared with all parents by email. Online survey for included to give feedback.
Board of management	18/6/25	Students council were given the draft policy to review.
Wider school community as appropriate, for example, bus drivers	23/5/25	Secretaries, Cleaners, Caretaker, Lunch staff. Draft policy was shared with staff members above for feedback.
Date policy was approved:	18/6/25	
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 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 (Teaching & Learning)
• Base classes • Class tutor System • Open Door Policy • Active Student Support Team • Academic Monitors • Seating Plans in classes • Visible Displays around the school • Student Voice Post Box • Students' Council, • Class Prefects • Bí Cinéalta Ambassadors • Designated Senior & Junior areas for Lunch • Seating plan in Assembly Hall for Junior Students • Activities in Library at lunch time • Computer room open at lunch time • Antibullying charter displayed in all classrooms • Antibullying Pledge in School Diary • Antibullying Notice board in school • Cairdeas Programme for First years & Sixth yrs • Down Syndrome Day – Odd socks • School Show • Whole school survey regarding bullying four times per year • Yondr pouches for phones • Fast Friends • Role of SNA with students	• Staff CPD on area of anti-bullying & ASD • Various awareness weeks throughout the school calendar e.g. Wellbeing Week, Internet Safety Week, Think Languages Campaign, • Variety of programmes are run in SPHE and Wellbeing/Guidance Classes e.g. • Lockers -Preventing the sharing of explicit self-generated images of minors • Fuse- Anti-Bullying & Online Safety Programme • The Respect Effect – Webwise, • Activating Social Empathy- UCG • Be in Ctrl - focuses on the online sexual coercion and extortion of young people by adults • CSPE – Interdependence of people • History – Historical cases of Racism and colonialism • RSE – Understanding of diversity through the study of relationships and Human Sexuality • Wellbeing is at the Centre of all subject plans • Wellbeing indicators addressed in all areas of Teaching & Learning • First year transition programme through SPHE/Wellbeing • AEN/ASD- culture of inclusion, world dyslexia awareness day, Down Syndrome Day • Regular staff meeting updates on AEN • Peer training on AEN Topics

Relationships & Partnerships	Policy and Planning
• Primary school visits • Linking with external services e.g. NEPS, CAMHS, Tusla, Gardaí • Linking with BOM, PA, Students' Council, Local clubs, YSI Community Activities, • Subject specific CBAs e.g. CSPE Action Project, SPHE CBA Class events, Fundraising events • Student Support Team • Guest Speakers • Garda Visits • Extra-Curricular- Coaches, Sign Language teacher, Drama Teacher, • Fast Friends • Meitheal 23 • TY Wellbeing Competition • Tipperary Sports Partnership • Swimming with Scoil Aongusa	• Bí Cineálta Policy • Code of Behaviour Policy • Supervision policy • Acceptable Use Policy • Child Safeguarding • Data Protection • Internet Acceptable use policy • Social Media Policy • Student Support Team Policy of Check & Connect • Wellbeing Policy • Staff aware that they are all mandated • persons, child protection procedures • recapped each year as reminder and • complete Children First E-Learning • Programme. • Principal & Deputy Principal complete • DLP/DDLP training and refreshers • Language support Policy • Learning Support Policy • Policy on Interculturalism

Specific Strategies to prevent	
Cyberbullying behaviour	• Internet Safety Week, • Lockers -Preventing the sharing of explicit self-generated images of minors • The Respect Effect – Webwise, • Be in Ctrl - focuses on the online sexual coercion and extortion of young people by adults • Digital Media Literacy Programme for some students • Acceptable Usage Policy
Homophobic bullying behaviour	Display relevant posters Activating Social Empathy- UCG Odd socks day to celebrate diversity
Racist bullying behaviour	Give Racism the red card Posters in different languages Cultural Diversity of school Display
Sexist bullying behaviour	Staff model respectful behaviour between sexes Gender equality Matters https://www.genderequalitymatters.eu/toolkits/classroom-materials/
Sexual harassment	SPHE – Teach Healthy Relationships with respect and Kindness Challenging gender stereotypes

Supervision & Monitoring

The 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 Secondary School has the following supervision and monitoring policies to prevent and address bullying behaviour:

• **Yard, Classrooms, Assembly hall and cafeteria** - A termly schedule of student supervision in the morning, at breaktime and lunchtime is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.

• 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 through an online form regularly throughout the year regarding bullying behaviour.

• **Student Support Team** – the student support team meet weekly and operate a check and connect system where teachers meet students where concerns may have been brought to their attention.

Section C: Addressing Bullying Behaviour

All teachers are responsible for

- Observing & Reporting Bullying
- Preventing Bullying Behaviour
- Observing relationships between students in class and reporting tension between students,
- Noting absenteeism patterns and reporting to yearhead
- Teaching the SPHE curriculum
- Creating a safe school
- Supervision, having everyone on time for class
- Ensuring Respectful relationships
- Promote Kindness and inclusion

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

- Yearheads
- Guidance Councillor
- Deputy Principal
- Principal

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 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 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 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 teaching 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 teacher should **without delay refer the matter to the Year Head, Deputy Principal or Principal.**

• In investigating bullying behaviour or addressing bullying behaviour in any way, **Year Heads are welcome to seek the assistance and support of the principal, the deputy principal** or the student support team at any time. It would be prudent for year heads to check in with either the Principal or Deputy Principal 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 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 school community and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside of the school.

• The School reserves the right, in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where the 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 Teacher will pass on the information to the yearhead
- The yearhead will meet the person that reported the issue
- The yearhead will ask you to describe the details.
- You may have to write down what happened.
- The yearhead will meet the student involved to get their record of events

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

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

Where bullying behaviour has occurred

- The student that was bullied will be involved in deciding on the actions that will be taken.
- The parents of all students involved will be contacted.
- If the student that has experienced bullying behaviour is in agreement, then a meeting will take place with the person that carried out the bullying behaviour.
- The Yearhead, Deputy Principal or Principal 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)
- Principal to ratify proposed actions
- Parents and guardians and students informed of actions
- Where disciplinary sanctions are required, this is a private matter between any student being disciplined, their parents/guardians and the School.

- Supports will be put in place for the victim of Bullying eg Meeting with school councillor.

Consequences for exhibiting Bullying behaviour

- Suspension from school if anything is reposted or posted online
- Detention- Friday evening detention

- Apology from the Bully to the person being Bullied – Either Orally or Written (Dependent on situation)
- Students to reflect on the impact of their actions and write a reflective piece.
- Loss of Privileges- This could include missing a school events.
- The student may be put on a daily report card for a week that must be signed by teachers and reviewed by Deputy Principal 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 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 school's record-keeping policy and in line with data protection rules.

• If there's a Student Support File, place a copy of the record there to help the support team provide consistent help for the student's wellbeing

Determining if bullying behaviour has ceased

The yearhead / Deputy Principal 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 teacher or yearhead & 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 schools aware of bullying behaviour that has occurred and specifically request that the school take no action.

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

However, while acknowledging the parent's request, schools 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 year head/deputy principal/principal 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 year head/deputy principal/principal 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 school should consider **using strategies from the 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 school.

If Parents Are Unsatisfied:

• If a parent is not satisfied with how the bullying has been addressed, they should refer to the 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 school's actions negatively affected the student.

Support

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

Students who experience Bullying or Witness Bullying:

The school's programme of support for working with pupils affected by bullying is as follows:

▪ Pupils 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 relevant Student Support Team will work closely with the student to ensure they are actively supported in the school and to engage in school based activities they enjoy. They may be placed on our school's Aire list and engage in check and connect with the Yearhead.

▪ The schools guidance department will also put in place a program of support in conjunction with the Year Head

Students who display bullying Behaviour:

▪ Pupils 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 Year Head in conjunction with the relevant Student Support Team will work closely with the student in this regard.

Outside agency support:

▪ The 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 principal will present an update on bullying behaviour at each board of management meeting. This update will include

- the number of incidents of bullying behaviour that have been reported since the last meeting,
- the number of ongoing incidents and
- the total number of incidents since the beginning of the school year.
- Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant.
- This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.
- This policy is available to our school community on the school's website and in hard copy on request.
- A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.
- This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: _____ Date: 19 Aug 25

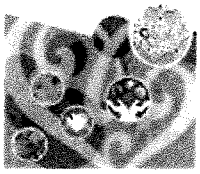
(Chairperson of board of management)

Signed: _____ Date: 19.08.2025

(Principal)

Appendix A Student Friendly Bí Cinealta Policy

Presentation 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

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 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 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 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.**

Students Signature: _____

Parents Signature: _____

Date: _____

Appendix B

Recording bullying behaviour:

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

- form (see section 2.5 of Bí Cineálta procedures)
- type (see section 2.7 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

Bí Cineálta Report Form

Part 1: Alleged Bullying Behaviour

Date of alleged bullying behaviour:		
Staff member report was made to:		
Behaviour reported by:		
☐ Pupil(s) who experienced the behaviour: ☐ Pupil(s) who displayed the behaviour: ☐ Pupil(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 pupil or group of pupils?		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:			
☐ Pupil(s) who experienced the behaviour: ☐ Pupil(s) who displayed the behaviour: ☐ Pupil(s) who witnessed the behaviour:			
Where did the bullying behaviour take place? (tick all that apply)			
Online		Toilets	
In the Classroom		Outside School Gates	
School Common Areas		Other:	
School Yard			
When did the bullying behaviour take place? (tick all that apply)			
During Lessons		Online during school hours	
During Lunch or Break times		Online outside of school hours	
During Extra-Curricular activities		On the way to or from school	
During Unsupervised Times in School		Outside of 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 its 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

- ☐ Child experiencing alleged bullying behaviour
- ☐ Child displaying alleged bullying behaviour
- ☐ Child 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 child experiencing bullying behaviour and each child displaying bullying behaviour

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

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 pupil experiencing bullying behaviour:	
To support pupil(s) displaying bullying behaviour:	
To support pupil(s) witnessing bullying behaviour:	
Actions to prevent further bullying behaviour	
For pupils involved / for whole class / for whole school:	
Discussions	
Date of discussion with pupil:	
What are the views of the pupil 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 pupil	
Class	
Are they the: ☐ Child who experienced bullying behaviour ☐ Child who displayed bullying behaviour	
Date of review with pupil	
Method of discussion	
Feelings and views of the pupil	

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

Views of the relevant teacher on the relationship between the pupils 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 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* ☐Yes ☐No

Behaviour for Primary and Post- Primary Schools?

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

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

The Board of Management of Presentation Secondary 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 19.08.2025.

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: _____ Date: 19 Aug 25

(Chairperson of board of management)

Signed: _____ Date: 19.08.2025.

(Principal)

Date of next review: _____