St. Anne's National School

Chapel Road, Tanderagee,
Bailieborough,
Co. Cavan.
A82 DR53

School Roll Number: 18059J

Bí Cineálta Policy to Prevent Bullying Behaviour

Version	Review	Consultation	Ratified by BoM	Next Review Date
1.	New policy formulation in line with *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour in Primary and Post Primary Schools (2024)*	ISLT, BoM, Parents, Staff and Pupils	May 2025	November 2026
2.	Update of Bí Cineálta Child Friendly Policy	ISLT and Pupils	October 2025	November 2026

This policy was formulated by St. Anne's National School following a consultation process and in accordance with the relevant acts, policy and legislation as set out by the Department of Education and Youth. It was ratified by the Board of Management.

St. Anne's N.S.
Scoil Naomh Áine

Bí Cineálta Policy to Prevent Bullying Behaviour

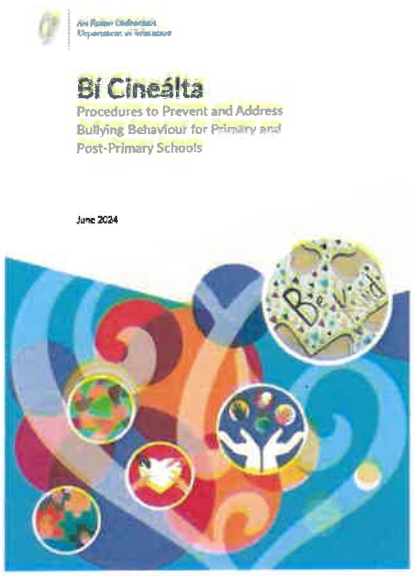
In line with the Education Welfare Act (2000) Act 2000 and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (2024), the Board of Management of St. Anne's National School has adopted the following policy to prevent and address bullying. This policy operates within the school's overall Code of Behaviour and its approaches to Wellbeing and Inclusive Education

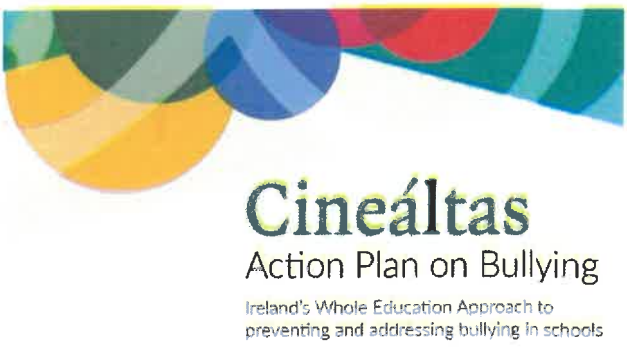
This policy complies with the requirements of Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools (2024).

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

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

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





1. Bullying

1.1 Definition of bullying

> Bullying is 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.
>
> *Cineáltas: Action Plan on Bullying, p.17*

The core elements of the definition are described as follows:

- **Targeted behaviour**

  Bullying is deliberate, unwanted behaviour that causes harm to others. It is not accidental or reckless behaviour. The harm can be physical (e.g. personal injury, damage to or loss of property), social (e.g. withdrawal, loneliness, exclusion) and /or emotional low self- esteem, depression, anxiety).

- **Repeated behaviour**

  Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but will be addressed under the Code of Behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be identified as bullying behaviour.

- **Imbalance of power**

  In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves because of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender identity, gender expression, experience of the care system, disability or the receipt of special education.

1.2 Behaviour that is not bullying behaviour

- Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but will be addressed under the Code of Behaviour.
- Disagreement between students or instances where students don't want to be friends or to remain friends, is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, will be addressed under the Code of Behaviour.
- Some students with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are automatic responses which they cannot control.

1.3 Types of Bullying

Bullying behaviour can take many forms. These can include the following, but it is not an exhaustive list:

i. Bullying can be Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping students. It may take the form of severe physical assault.
- Personal Property: Damage to clothing, mobile phone or other devices, school books or other learning materials, bikes, school bags or pencil cases.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats.

ii. Bullying can be Indirect:

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

iii. Online bullying behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

1.4 Criminal Behaviour

Bullying can amount to a criminal offence in certain circumstances. In Ireland, the age of criminal responsibility is 12. Examples include (but aren't limited to) the following:

- Online harms: Posting harmful content may be illegal. Under the Harassment, Harmful Communications and Related Offences Act 2020 (Coco's Law), it is a crime to share intimate images without consent or to threaten to share them.
- Violence or threats may constitute assault.
- Hate-motivated behaviour: Targeting someone's race, religion, nationality, ethnicity, sexual orientation, or Traveller identity may be a hate crime under the Prohibition of Incitement to Hatred Act 1989.
- Sexual misconduct: Sexual harassment or sexual assault may be criminal. Alleged criminal behaviour should be reported to An Garda Síochána.

2. 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	05/02/2025 19/02/2025 (All staff including teachers, SNAs and ancillary staff)	Google Form Survey for Teachers Before our half-day training on the Bí Cineálta Procedures, teaching staff were given the opportunity to complete a survey regarding our anti-bullying policy. The Principal, Deputy Principal and Wellbeing Team facilitated training to familiarise the staff with the Bí Cineálta Procedures. The staff participated in activities which delved into the core sections of the document and collaboratively formulated the new policy for St Anne's N.S. The consultation will be ongoing and all staff were given further opportunities for consultation in May and June.
Students	March/April 2025	All Students from Junior Infants and Senior Infants were surveyed with the help of our Student Council Members. x4 different focus groups completed with students from 1st to 6th Class Online pupil questionnaire completed with children.
Parents	February 2025	All Parents were invited to complete online Google Form surveys. The Parents Association are invited to review the policy.
Board of Management	May 2025	The BOM are invited to review the policy and to ratify it.
Wider school community as appropriate, for example, bus drivers	October 2025	Consultation with Members of the School Community.
Date policy was approved: 27th May 2025		
Date policy was last reviewed: 14th October 2025		

3. Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

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 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.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

St. Anne's N.S. aims to prevent bullying behaviour through a range of approaches and activities aligned to the four key areas of Wellbeing in the Department of Education's Wellbeing Policy Statement and Framework for Practice (2018). These areas are embedded across school life and act as key enablers within the DEIS Action Planning for Improvement process (See Figure 1)

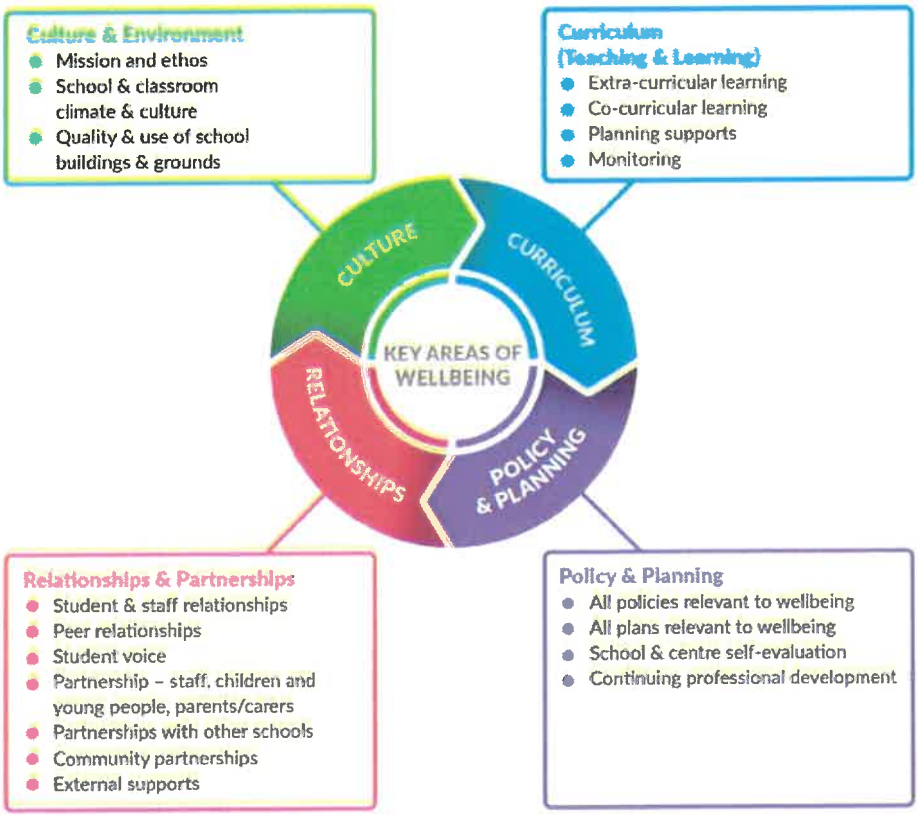


Figure 1: *Whole School Approach: Four Key Areas of Wellbeing Promotion*

Culture & Environment

- We promote respectful, caring and trustful relationships across our school community.
- Create a positive school climate where all students feel safe, respected and valued. This begins each day as each child is greeted and welcomed into school.
- At the start of the school year, the teacher consults with their students and SNA (if applicable),to establish a class contract to ensure the classroom and yard will be a safe place e.g. 'Be Respectful. Be Responsible, Be Safe.'
- Promote diversity and inclusion in all aspects of school life. The Nurture Room, Sensory Room and paths and school garden are safe spaces in our school to meet the needs of our students.
- Provide a calm space for reading and reflection in our school, featuring a diverse selection of inclusive books focused on Wellbeing and Dual Language titles that reflect the ethnic groups within our school community.
- Staff create safe physical space by actively supervising yard and using high-vis jackets for increased visibility.
- Encourage the use of positive language, promoting manners .e.g. tá bón orm ag cur isteach ort, saying please, thank you etc.
- Encourage open communication between students, staff and parents where pupils are encouraged to report incidents of bullying behaviour.
- In the classroom, teachers will explicitly teach school rules in pupil friendly language in the classroom and in common areas. School rules will be displayed around the school building. DFL/ Catch Them Being Good - notice and acknowledge desired respectful behaviour. Children will be rewarded with a principals award at our school assembly.

Curriculum (Teaching & Learning)

- Implementation of SPHE whole school plan and specifically teach the content objectives relating to anti-bullying behavior.
- Stay Safe is fully implemented and taught in Junior Infants, 1st Class, 3rd Class and 5th Class. It's core messages are revised in Senior Infants, 2nd Class, 4th Class and 6th Class.
- Explicitly teach group work, collaboration, circle time, listening to each other's opinion through PLC, RSE, Walk Tall, Stay Safe, Social and Emotional programmes.
- Teachers have received whole school training on Restorative Practice and Trauma Informed Practice (NEPS). Some teachers have received Nurture training through Nurture Schools Ireland.
- Development of Social and Emotional skills through Zippy's Friends at senior infant level and Fun Friends to the children in 1st class. Weaving Wellbeing to 2nd and 3rd classes. Friends for Life is taught in the senior classes as required.
- Teach internet safety in all classes. Use of resources to teach effective strategies to prevent cyberbullying behaviour include Webwise and FUSE. (Appendix E)
- Discretely teach that Gender Equality Matters. Additional resources are available through the Gender Equality Matters Programme online lessons through DCU. (Appendix E)
- Fostering inclusivity by educating the class to understand autism. This involves understanding their interests, challenges and talents.
- Use social stories, behaviour skills programmes with pupils with AEN.
- Support programmes such as Nurture, Zones of Regulation, board games and transition initiatives are offered to children with additional social and emotional needs in small groups.
- The Grow in Love programme for Catholic Schools is taught and aims to help children to see how they can respond to God's love through love: by doing acts of love that mirror the actions of Jesus.
- Guest speakers are invited to speak with the children e.g. Community Guard.
- Administer the St Anne's N.S. Bí Cineálta: Addressing Bullying Behaviour Regular Class Survey in each class in term 1 of each school year. (Appendix G)

Policy & Planning

- Develop a clear and consistent Bí Cineálta Policy that is implemented by all staff members.
- Develop a child friendly version of the Bí Cineálta Policy. Display throughout the school and share regularly with the children.
- Compliance with other policies e.g. Inclusive Education Policy, Child Safeguarding Statement, Code of Behaviour, Religious Education Policy, Acceptable Use Policy etc.
- Pupil voice and participation will be engaged through students developing, implementing and reviewing the Bí Cineálta policy. This will be done through surveys, student council meetings and class discussions.
- 'My Thoughts About School' checklist is given to each pupil in the school at the start of each academic year. They can express their feelings and voice any concerns.
- Reduce bullying behaviour among students with AEN by focusing on: enhancing inclusion, developing social skills, fostering a respectful school culture which is centred on mutual support.
- Staff complete Child Protection course - Children First E-Learning bianually
- Participation in initiatives such as Wellbeing Week, Online Anti-bullying Day, Bí Cineálta Week and Show Racism the Red Card.
- Phycological First Aid Training (NEPS, 2025) and Restorative Practice Approach Training provided to whole school teaching staff in 2025.
- Yard supervision rotas are created at the start of every year. Teachers are reminded to wear their high-visibility jackets and they receive reminders via email if any changes occur.
- Transitions: Work with the local preschools to prepare pupils for the transition to primary school.
- School completion work will cover Life skills programme with Senior classes.
- Integration of pupils from AS classes to mainstream for certain subject areas is carefully planned and coordinated, thus building relationships between pupils from all classes.
- Mentoring for new staff (including the Droichead process) will include coaching on the Bí Cineálta policy and procedures.

Relationships & Partnerships

- Support the active participation of students in school life through formal and informal structures e.g. circle time, assemblies, sports' teams, cycling, choir, Green Schools, Gardening Club, Quiz teams etc.
- The nurture teacher(s) and HSCL foster a safe, supportive climate, especially for students with social/emotional needs by building strong, trusting relationships.
- Class buddies pair senior students with juniors to assist with reading and language skills. This practice fosters responsibility among students and nurtures a supportive environment.
- At assemblies, school rules are reinforced regularly. and raising awareness of the definition of bullying behaviour and how our school has a Bí Cinealta policy to try to stop bullying behaviour.
- Teachers engage formally and informally throughout the year to build healthy relationships with the parents/guardians of the children in their care. This communication can include information through Aladdin, email, phone calls and meetings.
- Encourage active parent/guardian participation (Parents Association; parish sacramental preparation for First Communion/Confirmation; volunteering for tours/sports; attending events such as Grandparents' Day, school shows, choir and quiz competitions).
- Provide after-school activities/clubs. The children have the chance to mix with pupils from different classes and age groups.
- Professional learning days, including sessions on the Primary Maths Curriculum and Bí Cineálta, offer vital collaboration opportunities for teaching staff. SNA staff also benefit by interacting during courses e.g. OT & Me and First Aid.
- Staff Social Committee organise events which provide chances for the whole staff to build good relations.
- Children of diverse religions and cultures are encouraged to share their backgrounds and traditions at school, such as through presentations and whole school celebration of awareness raising and celebration.
- The members of the wider school community e.g. post-primary school, local businesses etc. will be asked to contribute their ideas to the policy.
- Work with the feeder post primary schools to prepare 6th class pupils for the transition. 6th also complete Smart moves programme with our school completion worker.
- The Student Council serves as a platform for student voices. It will assist in promoting the Child-Friendly Version of the policy and fostering open communication and respectful relationships.

4. Section B: Preventing Bullying Behaviour

4.1 Preventing Online Bullying Behaviour	The increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour. St. Anne's N.S. promotes digital literacy, digital citizenship and fostering safe online environments. Strategies to prevent online bullying behaviour (cyberbullying behaviour) include, but is not limited, to the following: • Implementing the SPHE curriculum, including the Stay Safe programme and explicitly teach the issues of cyberbullying and the importance of using technology safely. Additional resources are available e.g. Childnet (younger classes), Webwise (up to 3rd) and Fuse, DCU (4th - 6th) *(Appendix E)* • Hold a Safer Internet Day which teaches students about responsible online behavior and digital citizenship • Having regular conversations with students about developing respectful and kind relationships online. • Work with parents to educate them about the dangers of cyberbullying by promoting or hosting online safety events for parents/guardians who are responsible for overseeing their children's activities online. • Implementing and review the school's 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 • Liaising with the community Garda to reinforce awareness around appropriate online behavior • Children's mobile phones may not be used or seen in school or on school based activities. See Code of Behaviour for further information. In Ireland the digital age of consent is 16. Most social media platforms and services have a minimum age requirement of 13 years old. Technically, children under the age of 13 should not have a social media account. It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.
4.2 Preventing Homophobic/ Transphobic Bullying Behaviour	Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list: • Create and maintain a safe and inclusive environment for all students. • Complete lessons from SPHE Plan which address educating students about the importance of respecting all people. Additional lessons are available in the All Together Now programme (Appendix E) • Encourage peer support such as peer mentoring and empathy building activities. • Challenging gender-stereotypes. • Encourage students to speak up when they witness homophobic behaviour.
4.3 Preventing Racist Bullying Behaviour	Students attending St Anne's N.S. come from many different cultures and backgrounds. Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list: • Fostering a school culture where diversity is celebrated and where students 'see themselves' in their school environment. • Multi-cultural celebrations and awareness-raising events • Having the cultural diversity of the school visible and on display. • Providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage

	communication with their parents. • Inviting speakers from diverse ethnic backgrounds • Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds • Teach students about the history and impact of racism e.g. 'Show Racism the Red Card' (Appendix E - Immigrant Council of Ireland resources) • Provide reading material in the school library which represents appropriate lived experiences of students and adults from different nations, ethnic and cultural backgrounds.
4.4 Preventing Sexist Bullying Behaviour	• Ensure that all students have the same opportunities to engage in school activities irrespective of sex. • Ensure that members of staff model respectful behaviour and treat students equally irrespective of their sex. • Teach students about the importance of gender equality through the SPHE whole school plan. The Gender Equality Matters is an additional resource available and it aims to raise awareness, build capacity and provide training for children, parents and educators. (See Appendix E for a link.)

4.5 Supervision & Monitoring

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):

- ✓ Code of Behaviour
- ✓ Acceptable Use Policy
- ✓ Statement of Strategy for School Attendance
- ✓ Yard Supervision Rotas (Active Supervision)

5. Section C: Addressing Bullying Behaviour

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

- Mainstream Class Teachers and SETs (where appropriate)
- The Principal will be informed about all bullying behaviour incidents.
- The Principal/Deputy Principal will provide support and advice and will become involved where appropriate.

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):

Approach

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

5.2 Identifying if bullying behaviour has occurred

- Investigate the incident using: *What? Where? When? Why?*
- Consider the following questions:
- Is the behaviour *targeted* at a specific student or group of students?
- Is the behaviour *intended* to cause physical, social or emotional harm?
- Is the behaviour *repeated*?

If the answer to all three of the questions above is Yes, then the behaviour is bullying behaviour and it must be addressed using this Bí Cineálta Policy.

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 this becomes a repeated behaviour.*

If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Incidents can occur where behaviour is unacceptable and hurtful but is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

5.3 Procedures for investigation, following up and recording bullying behaviour

- The relevant Teacher(s) must record the bullying incident on the *Bí Cineálta Record of Bullying Behaviour (or investigations into alleged bullying behaviour)* (Appendix C) and determine the type and form of bullying behaviour. They must also decide on the most appropriate course of action.
- The Relevant Teacher must inform the Principal if bullying behaviour is identified.
- Teachers will approach reports of bullying behaviour in a calm, unemotional and problem-solving manner.
- The Relevant Teacher will interview the children individually first, record on the Template for Recording Bullying Behaviour on Aladdin (Appendix C). All interviews or meetings will take place in a SET room or office for privacy.
- Secondly, organise a group meeting, where each student shares their account of what happened to ensure that everyone in the group is clear about each other's views. (Oral)
- It may be helpful to ask the students involved to write down their account of the incident.
- Record the incident and decide if it is bullying or not. If not, refer to the Code of Behaviour.
- Parent(s) will be informed and supported by the school, if needed e.g. with recommendations for useful resources/guides to help them support their children.
- Ongoing check-ins with those who experience bullying behaviour.

5.4 When bullying behaviour occurs, the school will:

Support children who experience, witness or display bullying behavior by:

- Ensurong that the student(s) is heard and reassured.
- Seeking to ensure the privacy of those involved.
- Conducting all conversations with sensitivity.
- Considering the age and ability of those involved.
- Taking action in a timely manner.
- Informing parents/guardians of those involved.
- Helping students to understand the effects of their behaviour and develop empathy towards those affected
- Check-ins
- Helping students develop their self-esteem
- Allowing a "fresh start" once an issue has been resolved.
- Student friendly policy will clearly state actions to be taken eg the teacher will ask the student who is experiencing the bullying behaviour what they want to happen.
- School is not expected to deal with bullying that occurs outside school but will still support the child who is experiencing bullying behaviours.
- In certain situations, where warranted and resources allow, a student may access additional support from teachers/SNAs in the school (including through the Continuum of Support)

5.5 Requests to take no action

- Where a child reports bullying but requests no further action from the teacher into the bullying. Teacher reassures the student and monitors the situation. The teacher looks out for the child to keep the child safe. Parents will be informed about the situation.
- Where the parent(s) inform the school about the bullying but wish no further action (except monitoring), *this request must be put in writing.*
- School will have the final decision on appropriate action.

5.6 Determining if bullying behaviour has ceased

- The teacher must engage with the students involved and their parents again, *no more than 20 school days after initial engagement*.
  Important factors to consider as part of this engagement are: the nature of the bullying behaviour and the effectiveness of the strategies and relationship between students involved.
- The teacher will document the review with students and their parents to determine if the bullying behaviour has ceased and will record the date that it has been determined that the bullying behaviour stopped. Even though bullying may have ceased, ongoing supervision and support may be required for all parties.
- If it has not ceased, review strategies in consultation with the students involved and their parents. A timeframe will be agreed for further engagement until the bullying behaviour has ceased.
- If the bullying behaviour continues, the school may consider implementing the Code of Behaviour.

- 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 (available on school website).
- If a parent/pupil 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.

5.7 Recording Bullying Behaviour

- Record all bullying behaviour using the Aladdin form entitled *Bí Cineálta Record of Bullying Behaviour (or investigations into alleged bullying behaviour)* (Appendix C)
- Note the form and type of bullying behaviour.
- Include views of students and parents regarding the actions to be taken.
- Review with students and parents to see if bullying behaviour has stopped.
- Note date of engagements and when bullying ceased.
- Retain records in accordance with the school's record keeping policy and data protection regulations.
- Record on the Student's Support File.

NB: 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 school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

We take all instances of bullying behaviour on a case-by-case basis, but we will use the following approaches generally:

- All students involved will be checked-in with regularly and their behaviour will be monitored carefully.
- We will use resources as appropriate:
  - ✓ NEPS (National Educational Psychological Service)
  - ✓ Develop social and emotional skills, social skills, executive function skills, promote resilience and skills in relationship repair between peers as appropriate.
  - ✓ OIDE – (Support Service for Schools)
  - ✓ Provide high quality professional learning experiences, supports and resources relating to curricular developments, broader educational goals and national priorities e.g. Wellbeing which includes preventing and addressing bullying
  - ✓ National Parents Council – works to ensure that all parents are supported and empowered to become effective partners in their children's education.
  - ✓ DCU Anti-Bullying Centre – offer a range of modules as part of its Fuse programme to promote a positive school environment.

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.

This policy is open to review by the Board of Management. Ratified and signed on behalf of the Board of Management of St. Anne's National School.

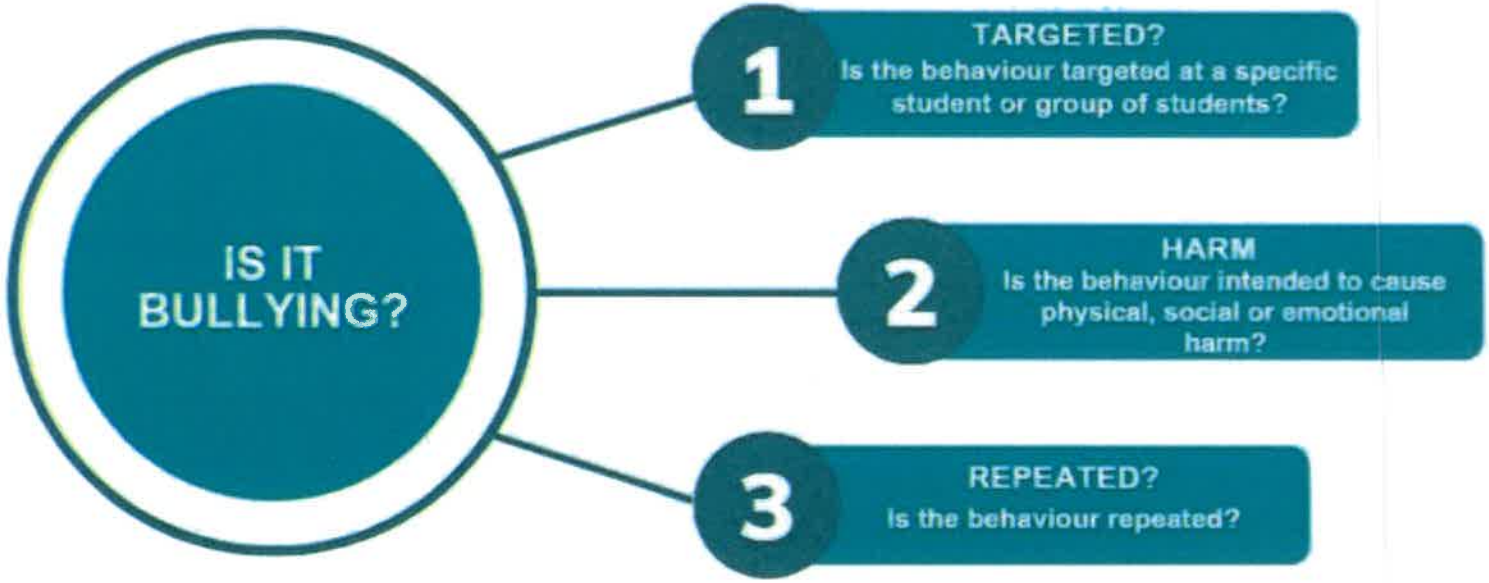
Debbie Clarke
Chairperson, Board of Management

Paul Corcoran
Principal

Date: 14.10.2025

Appendices

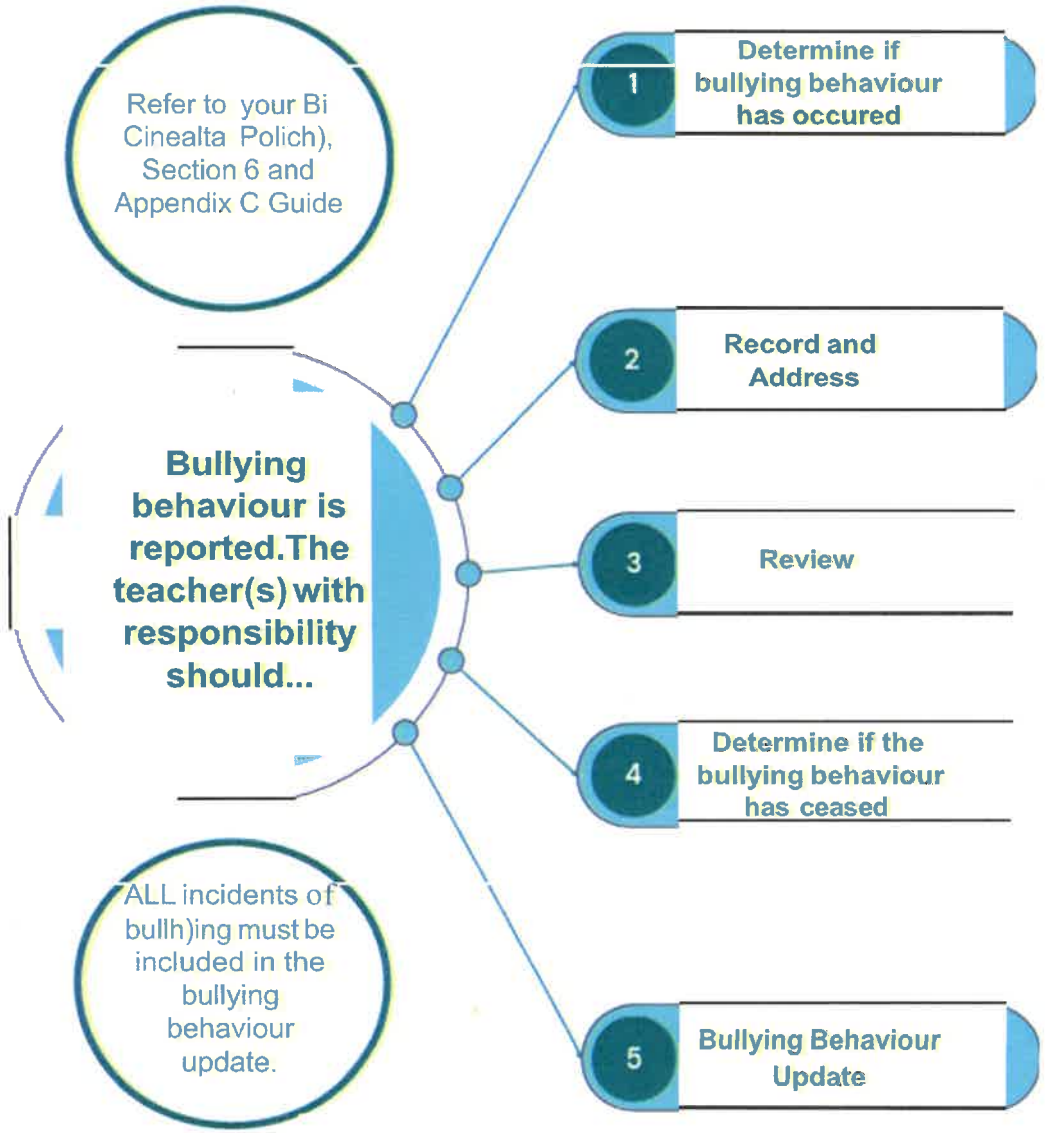
Appendix A	Is it bullying? - Identifying Bullying Visual for Display
Appendix B	Addressing Bullying Behaviour Display
Appendix C	Bí Cineálta Record of Bullying Behaviour (or investigations into alleged bullying behaviour)
Appendix D	Guide to providing Bullying Behaviour Update for Board of Management meeting
Appendix E	Resources Available to Support its Implementation
Appendix F	Notification regarding the board of management' annual review of the school's Bí Cinealta Policy
Appendix G	Addressing Bullying Behaviour Regular Class Survey
Appendix H	Student Friendly Bí Cineálta Policy



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.

Bf Cinealta: Addressing Bullying Behaviour



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 Bf Cinealta policy and Section 6.5, Bf Cinealta.

Inform parent(s) of parties involved at an early stage.

Complete agreed actions, as per your Bf Cinealta 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.

Appendix C – Bí Cineálta Record of Bullying Behaviour

St. Anne's N.S. – Bí Cineálta Record of Bullying Behaviour (or investigations into alleged bullying behaviour).

Add all pupils' names involved - this document then will appear on each child's profile.

1. Details of pupil (or alleged pupil) experiencing bullying behavior

Pupil's Name:		Class Group:		Class Teacher:	

2. Details of pupil(s) (or alleged pupil) engaged in bullying behaviour

Pupil's Name:		Class Group:		Class Teacher:	
Pupil's Name:		Class Group:		Class Teacher:	
Pupil's Name:		Class Group:		Class Teacher:	

3. Form of (alleged) Bullying Behaviour (enter X in relevant box(es)

Direct Bullying Behaviour		Indirect Bullying Behaviour		Online Bullying Behaviour	
Physical		Social Exclusion		Harassing/threatening messages	
Verbal		Spreading rumours/gossip		Posting personal content (doxxing)	
Threats		Manipulating relationships		Impersonation/fake profiles	
Intimidation				Online exclusion/mobbing	

4. Type of (alleged) Bullying Behaviour (enter X in relevant box(es) *

Disablist		Exceptionally able	
Gender-identity		Homophobic	
Physical Appearance		Racist	
Poverty		Religious identity	
Sexist		Sexual Harassment	
Membership of Traveller community		Other	

5. Source of bullying behaviour concern/report (enter X in relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Name	

7. Location of incidents (enter X in relevant box(es))*

Yard	
Classroom	
Corridor	
Toilets	
Outside school	
Other	

8. Date of Initial Engagement with students/parents

9. Checklist of Engagement

Individually engaged with child (allegedly) experiencing bullying behaviour	Date(s):
Individually engaged with child (allegedly) engaging in bullying behaviour	Date(s):
Engaged with children together	Date(s):

10. Brief summary of bullying behaviour and its impact (bullet point)

1. 2. 3.

11. Details of actions taken and what was agreed (e.g. parents informed, investigation, phone calls, meetings, pupil behaviour promise completed, briefly summarise content of phone calls/meetings etc.)

Date	Type of Engagement (phone call/meeting with pupil(s)/parents etc.) and what was agreed

12. Outcome of investigation (enter X in relevant box(es)

Bullying Behaviour was determined	Bullying behaviour was not confirmed	The investigation was inconclusive	Inappropriate behaviour occurred but not considered as bullying behaviour	Other (specify)

13. Views of Students/Parents regarding initial actions taken:

Who	Views (put x in box as appropriate)					
Child (allegedly) experiencing bullying behaviour	I'm happy with what has been agreed/outcome		I'm mostly happy with what has been agreed/outcome		I'm not happy with what has been agreed/outcome	
Parent of child who (allegedly) experienced bullying behaviour	I'm happy with what has been agreed/outcome		I'm mostly happy with what has been agreed/outcome		I'm not happy with what has been agreed/outcome	

Who	Views (put x in box as appropriate)					
Child (allegedly) engaging in bullying behaviour	I'm happy with what has been agreed/outcome		I'm mostly happy with what has been agreed/outcome		I'm not happy with what has been agreed/outcome	
Parent of child who (allegedly) engaging in bullying behaviour	I'm happy with what has been agreed/outcome		I'm mostly happy with what has been agreed/outcome		I'm not happy with what has been agreed/outcome	

14. Review (within 20 days of initial engagement)

Date of Review:	

Format - phone call/meeting etc.						
Effectiveness of strategies used to address bullying behaviour	Effective		Somewhat effective		Not effective	
Relationship between students involved	Repaired		Somewhat repaired		Not repaired yet	
Any follow up actions agreed (if necessary):						

15. Views of Students/Parents regarding review:

Who	Views (put x in box as appropriate)					
Child experiencing bullying behaviour	I'm happy that bullying behaviour has fully ceased		I'm mostly happy bullying behaviour has ceased		I feel that bullying behaviour is ongoing	
Parent of child who experienced bullying behaviour	I'm happy that bullying behaviour has fully ceased		I'm mostly happy bullying behaviour has ceased		I feel that bullying behaviour is ongoing	
Other Comment (if required)						

16. Date it has been determined the bullying behaviour has ceased:

17. Record of any engagement with external services (NEPS, OIDE, DCU, TUSLA etc. where relevant)

N/A

18. Support plan updated (if child has one currently) (enter X in relevant box(es)

Yes		N/A	

19. Date reported to Board of Management (if relevant)

Appendix D
Bullying Behaviour Update for Board of Management meeting

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

Resources Available to Support the Implementation of the Bí Cineálta Policy

1. Annual Review Document for Board of Management (MANDATORY)

2. Link to PDF of *Bí Cineálta Procedures* to Prevent and Address Bullying Behaviour for Prmary and Post-Primary Schools

3. The National Parents Council (NPC) provide free anti-bullying training sessions for parents. The session runs for an hour and a half and will enable parents to support their child regarding issues of bullying and will also inform them about the Anti Bullying Procedures for Primary and Post Primary Schools. Anti Bullying Training for Parents | National Parents Council

4. Cyberbullying and the importance of using technology safely e.g.
    - CHILDNET (younger classes), Resources | Childnet
    - Webwise (up to 3rd) Webwise - Internet Safety They provide resources/videos for parents also.
    - FUSE, DCU (4th to 6th) FUSE - Home A set of lessons for 4th/5th and 6th classes. They are developing lessons for 3rd class also.
    - Online Safety Programme - Barnardos Barnardos provide webinars and workshops for teachers, pupils and parents. Digital Citizenship and Media Literacy Course are available for teachers.

5. Preventing homophobic/transphobic bullying behaviour All Together Now is composed of four lessons based on the SPHE curriculum for 5th and 6th classes in primary schools. The lessons take an equality and human rights approach to respect, inclusion, and homophobic and transphobic bullying.

6. Preventing racist bullying behaviour Teach students about the history and impact of racism eg 'Show Racism the Red Card' (Immigrant Council of Ireland resources) Show Racism the Red Card 2025 - Educational Video - YouTube

    'We All Belong' is a resource utilising picture books to include the wide variety and backgrounds of all children and families in our school communities. Click this link to view Slide 1

7. Preventing sexist bullying behaviour
    The Gender Equality Matters resource: Classroom Materials - Gender Equality Matters

8. A podcast series that delves into Restorative Practices in Ireland.
    Podcasts and Webinars: Valuable Learning Resources | Childhood Development Initiative
    "Circles of Connection: Stories from Ireland

Appendix F

Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy

The Board of Management of St. Anne's National 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 of 14th October 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.

This policy is open to review by the Board of Management. Ratified and signed on behalf of the Board of Management of St. Anne's National School.

Debbie Clarke
Chairperson, Board of Management

Paul Corcoran
Principal

Date: _____

Appendix G: St. Anne's N.S. Bí Cineálta: Addressing Bullying Behaviour Regular Class Survey

I know that bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again. I also know that when it happens a lot, it is bullying behaviour. I understand that it is not bullying behaviour if it happens just once, except for Cyberbullying. Posting a single harmful message/image/video online can be seen as bullying behaviour. We want everyone at our school to feel safe and happy.

1. Your Name: _____ Class/Year: _____

2. Name any pupils(s) in your class that you know get called names or get teased, hurt or badly treated than most others:

_____

Does this involve?			
Verbal: Calling them names		Racial or other Slurs	
Physical: Pushing them		Kicking or Punching	
Exclusion: Not letting them join in		Taking or Messing with their things	
Written: Spreading Rumours		Posting a harmful message online	

3. Any other ways someone is mean to them:

_____

_____

4. Name any other pupils who know about this bullying behaviour even though they may not be doing it:

_____

5. Have you ever treated them this way? Often Sometimes Never

6. Name any pupil(s) in your class that you know regularly treat(s) them this way:

_____

7. Do you think some pupils are more mean to you than to others in your class? Yes/No

8. Name others who know about this:

_____

What I have written above is true

Name: _____ Date: _____

Student Friendly Bí Cineálta Policy

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:

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

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.

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

When it happens a lot. Not just once.