



Bí Cineálta Policy



Scoil Chaitríona
2025

*Scoil Chaitríona
Bóthar Moibhí
Glasnaón
Príomhoide: Fíona Ní Chatháin
Príomhoide Tánaisteach: Katie Ní Dhubhláin*



SCOIL CHAITRÍONA



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Scoil Chaitríona has adopted the following policy to prevent and address bullying behaviour.

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

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

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

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

Definition of bullying

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

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

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

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

	Date consulted	Method of consultation
School Staff	10.04.25	2-hour staff workshop on how we will shape and implement our Bí Cineálta Policy Questionnaire delivered to all staff members.
Students	07.04.25	Questionnaire delivered to a school forum with equal representation of age groups and gender
Parents/ Guardians	01.04.25	Questionnaire delivered to all parents/ guardians
Board of Management	12.06.25	The draft copy of the policy was distributed to all Board members prior to the meeting and discussed at the Board meeting on 12 June 2025.
Wider school community as appropriate, for example, bus drivers	10.04.25	Questionnaire delivered to all staff members
Date policy was approved: 12 June 2025		
Date policy was last reviewed: N/A		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that are used in Scoil Chaitríona to prevent bullying behavior. 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):

Scoil Chaitríona promotes an environment where students and school staff experience a sense of belonging and feel safe, connected and supported.

Relationships between all members of the school community are based on respect, care, integrity and trust.

The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour. Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

We endeavour to create “A Telling Environment” where the students feel comfortable to talk about their concerns regarding bullying behaviour. The obstacles to creating a “A Telling Environment” as outlined in the *Bí Cineálta Strategies 5.1* are addressed in our strategies to prevent bullying behaviour listed below:

Culture and Environment

- The Cineáltas Committee in school design and implement “Seachtain Chairdis” each year. The week aims to promote an inclusive, respectful school environment where our differences are celebrated.

Lessons are also aimed at identifying the types and forms of bullying, highlighting the effect of bullying behaviour on the individual and encouraging those who are experiencing or witnessing bullying behaviour to speak to somebody in the school. Students fill in a questionnaire where they can share their worries about bullying behaviour and help inform the Bí Cineálta Policy review. All teachers are involved in delivering the lessons to different year groups.

- The Wellbeing team design and implement a programme to promote the overall wellbeing of students in school. They run a Wellbeing week where students are encouraged to reflect on their own wellbeing and are taught ways that they can improve their own wellbeing, both in and outside of school.
- There is a sensory room available to students which provides a calm, safe and predictive environment to those who may need it.
- The Pastoral Care system ensures that all students meet their class tutor each day during assembly and have the opportunity to speak to their year head in private if they need to.
- School assemblies are held to celebrate achievements and recognize those who participate well in school campaigns to promote well-being, including Friendship Week, Christmas Spirit, and Sports Day.
- An end of year awards ceremony is hosted to celebrate the achievements of students throughout the year. Academic, social and sporting achievements are recognised, as well as those students with exceptional talents in music, art and language.
- The school support team meet once each week to identify those students who may need extra care and support depending on their circumstances. Class teachers may inform the schools support team of any student who may be struggling with any aspect of school
- The school support team create and host focus groups to discuss the issues and worries faced by members of the LGBTQ+ community in a safe and supportive environment. This helps to inform school leaders of how best to support students and if there are any issues that need to be addressed.
- The First year team organise and implement an induction week when students first arrive in Scoil Chaitríona to help them to transition into secondary school. They meet with the Principal, Deputy Principal, their Year Head and class tutors throughout the week and they are introduced to the Student Council who do activities with them and share their advice. The Positive Code of Behaviour and Bí Cineálta policy, among others, are explained to the students.
- The pastoral care team provide a mentoring programme in which students from the Students' Council are paired with students in 1st year to create a positive relationship between junior and senior students. The junior students are given the opportunity to discuss any concerns with a responsible older student who can raise any concerns they have.
- Each year have an assembly at the beginning of each year to clarify policies such as the Positive Code of Behavior and the Bí Cineálta Policy.
- The school staff implement and support an extra-curricular programme which allows students to participate in sports (football, hurling, basketball, athletics), in music (Scléip, Cor Emmanuel, trad music sessions), the school musical, Library club and chess club. Students have the opportunity to meet students and teachers with similar interests and many get to represent the school which instills a pride and respect for their school.
- A Behaviour for Learning Programme is implemented by the pastoral care team, whereby a group of students identify and highlight the behavioral goals that will maximise their learning at school.
- A student forum is run each year with a representative sample of about 40 students who are randomly selected to discuss issues that affect student wellbeing in the school. Their feedback and opinions help to inform policies such as the Bí Cineálta policy.
- There is a comprehensive CCTV system in Scoil Chaitríona.
- The school is supervised from 08.15 in the morning and at all break times by teachers, SNAs, and school staff. Students see familiar faces in the social areas and school yard each day outside of the classroom.

- The pastoral care team provide a mentoring programme “Cairde Speisialta” between TY and 1st year students. The TY students organise get togethers, games and small events in order to create a positive school environment for 1st year students.
- An email address (letterbox) is available to students who would like to disclose incidents of bullying behaviour which is monitored by the school support team.
- The student-friendly Bí Cineálta policy is visible throughout the school, including in the bathrooms and the corridors to remind students that Scoil Chaitríona is a telling environment.

Curriculum (Teaching and Learning)

- The SPHE curriculum is offered to all students in Scoil Chaitríona at Junior Cycle, Transition Year and in Senior Cycle. The course is designed to be appropriate for the age and stage development of the students with an aim to support students in developing a positive sense of self and a capacity to care for themselves and others through the 4 interconnecting strands of *Understanding Myself and Others, Emotional Wellbeing, Relationships and Sexuality* and *Making Healthy Choices*.
- Students in 2nd year participate in an Empathy Programme.
- Senior Cycle students participate in the Mindout Programme, designed and endorsed by the HSE.
- Transition Year students participate in a Bystander Programme designed by UCC and implemented by a trained teacher.
- The CSPE course in Junior Cycle enables students to develop all six indicators of wellbeing: Responsible, Awareness, Resilient, Connected, Respected and Active. The course aims to inform, inspire, and enable students to become active citizens in a contemporary society based on an understanding of human rights and responsibilities. They are encouraged to take action to promote their wellbeing and that of others.
- Religious Education (1st – 6 th Year), SPHE and CSPE (1st – 3rd Year) teachers incorporate modules on equality for all in terms of race, religion, cultural background and the Travelling Community.
- As cyber-bullying comes in constant changing forms, the school conducts workshops every year based on cyber-bullying and internet safety. The professional organisation chosen by Scoil Chaitríona to run these workshops is decided on a yearly basis, depending on the current and ever-changing needs of students.
- Teaching methodologies are used in a wide variety of subjects whereby students learn to discuss and debate issues in a respectful and fair manner. In some subjects where discussion and debate is widely used, classroom contracts are designed by the students themselves, empowering them to recognise and be responsible for their own conduct.
- Specialist speakers are invited into the school to educate and promote inclusion based on the needs of particular year groups if an issue is identified that may lead to or have caused bullying behaviour.
- Transition year students participate in Poetry Slam, a workshop aimed to challenge misogyny and the offensive language used by students in schools based on students’ gender and members of LGBTQ+ community.
- The Athena Tracker allows teachers and year heads to recognise any changes in the progression rate of students which may flag a concern for the students wellbeing. Any concerns can be reported to the School Support Team

Policy & Planning

- Students, parents and teachers are reminded of the Bí Cineálta Policy at the beginning of each school year. The student friendly policy and its message will be portrayed in classrooms, social areas and bathrooms as a constant reminder that Scoil Chaitríona is a ‘telling environment’.
- Scoil Chaitríona has a Positive Code of Behaviour Policy that encourages respectful interactions

between all members of the school, creates a safe environment where the learning needs (academic, social and emotional) of all students are met. There is a clear set of guidelines for teachers and students on dealing with a breach of the rules and a set of procedures for dealing with behavioural problems, including procedures for students who display bullying behaviour. All parents receive a copy of the Positive Behaviour Policy at the start of each year to read, sign and return to the school.

- The mobile phone and Yondr Policy is implemented to ensure Scoil Chaitríona is a mobile-phone free environment.
- The Pastoral Care Policy is implemented in school that ensures that our pastoral care system is the foundation of all student support in Scoil Chaitríona.
- The Wellbeing Policy is in place to foster a holistic approach to student development, encompassing physical, mental, emotional, and social well-being
- Opportunities for professional development are provided by management on a whole staff level and also facilitated on an individual basis. Teachers have undergone training in restorative practice.

Relationships and Partnerships

- Scoil Chaitríona have a strong relationship with our primary schools in the community. We run a range of events where pupils are invited to participate in students lead initiatives such as:
 - Football Blitz for Gaelscoileanna
 - Science Week Exhibition
 - Musical performance
 - TY Work Experience Placements
 - 1st Year Open Night

Prospective pupils have the opportunity to meet current students and pupils from other schools to help with the transition into 1st Year.

- Events such as Table Quizzes, Seachtain na Gaeilge, Cór Emmanuel, Gaelbhreach, YSI and Scléip allow students to participate in local sporting, sustainability, cultural and arts events with students from other Gaelscoileanna, Dominican schools and other secondary schools locally and nationally.
- Scoil Chaitríona has a strong partnership with local organisations such as the BRYR, the Rediscovery Centre, the AXIS Ballymun and DCU who offer training and support to students of Scoil Chaitríona in areas of sustainability, future pathways, academic support and offer events to celebrate and recognise diversity.
- Through the HSCL, Scoil Chaitríona has built a strong and valuable connection with St. Michaels House. Transition year students have the opportunity to meet and work with the pupils of St. Michaels' House on a regular basis.
- Transition Year students participate in and Age Action/ Voluntary Work Programme where they have they volunteer their time to help more vulnerable people in society. Many offer their time to the local nursing homes.
- Transition Year students run a Sleep-Out in aid of Focus Ireland each year. Representatives from the organisation speak to the students about their work and draw awareness to the contributing factors of homelessness.
- The school has a School Completion Programme accommodated through our HSCL.
- The HSCL runs a comprehensive programme to build a stronger relationship with parents. Regular events such as yoga, cookery classes and arts and crafts workshops are open to all parents to attend, giving them the opportunity to meet and speak to other parents and teachers from the school in a welcoming and informal environment.
- The Parents' Council have regular meetings with school leaders where they can discuss and relay any issues that affect the school community. They have the opportunity to inform policy and also to highlight incidents that may require policy review.

- The School Support team contacts the primary schools of the incoming first year students to get advice on how best to support particular students and to help them with their transition to secondary school
- Speakers are invited to speak to parents each year about internet safety. Other speakers are invited to speak to parents if there are particular issues that arise that affect the wellbeing of students.

The school has the following supervision and monitoring policies in place to prevent and address bullying behavior (see Chapter 5 of the Bí Cineálta procedures):

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

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows: Year Heads, Deputy Principal, Principal

Principal:	Fiona Ní Chatháin
Deputy Principal:	Katie Ní Dhubhláin
Year Head - Bliain 1:	Tanya Uí Uiginn
Year Head - Bliain 2:	Meadhbh Ní Mhainín
Year Head - Bliain 3:	Trish de Bhál & Niamh Ní Chléirigh
Year Head - Bliain 4:	Anna Ní Mhonacháin agus Cian Ó Gibealláin
Year Head - Bliain 5:	Daithí Mac Gabhann
Year Head - Bliain 6:	Daibhéad de Bhál & Diarmaid Ó hÓgáin
Pastoral Care Team:	Brian Ó Gallachóir & Niamh Ní Chléirigh

When bullying behaviour occurs, the school will:

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

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

The primary aim in addressing reports of bullying behaviour is to stop the bullying behaviour and to restore, as far as is practicable, the relationships of the parties involved.

Determining if bullying behavior has occurred:

When identifying whether or not bullying behavior has occurred, the teacher should consider the following: what, where, when and why?

- The student(s) who are involved will be spoken to and will give an account of the incident(s). They will be asked to write an account of the incident(s).
- If more than one student is involved, then they will then be spoken to as a group and each of the students can give their account of what happened to ensure everyone is clear of each other's views.
- Each student will be supported, as appropriate, after the group meeting.

To determine whether the behaviour reported is bullying behavior, three questions are considered:

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 will be addressed using Bí Cineálta Procedures.

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

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Where bullying behaviour has occurred

- Where bullying behaviour has occurred, the parents of the students involved will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behavior.
- The views of the student who is experiencing the bullying will be listened to and their input into how they would like the situation to be addressed will be taken into account.
- A record of all information will be taken on Scoil Chaitríona's "Report on Bullying Incident" Form [Appendix A]
- On this form a record will be taken of
 - > The type and form of bullying behavior (*section 2.5 and 2.7 of the Bí Cineálta procedures*)
 - > Where and when the bullying took place
 - > The date of the initial engagement with the students involved and their parents
 - > The effect of the bullying behavior on the student experiencing the bullying behavior
 - > The views of the students and their parents regarding the actions to be taken to address the bullying behaviour
 - > A date of when a review will be conducted to ensure the bullying has ceased
 - > The views of the students and their parents regarding this review
 - > Any details regarding the involvement of external supports or services enlisted by the school, if applicable.

Follow-up where bullying has occurred

- The Principal, Deputy Principal or Year Head will engage with the students involved, and their parents, no more than 20 school days after the initial engagement.
- The effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved will be discussed and reviewed.
- This review will be documented to determine if the bullying has ceased and a record of the views of the students and their parents will be put on the Report Form [Appendix A].
- The date of all engagements with parents as well as when the bullying has ceased will be documented as well as any engagement with external supports, if necessary.
- If the bullying behaviour has not ceased, the Principal, Deputy Principal or Year Head will review the strategies used in consultation with the students involved and their parents. A timeframe will be agreed for further engagement until the bullying has ceased.
- Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Positive Behaviour.

Request for no Action

Parents may inform schools about bullying behavior that has occurred and specifically request the school to take no action. Parents should make this request to the school in writing, or they should be facilitated to do so if there are literacy, digital literacy, or language barriers. However, while taking the parent's request into account, schools may decide, depending on the circumstances, that it is appropriate to address the bullying behavior especially when bullying behaviour becomes a child protection concern (*See Bí Cineálta Procedures section 2.4*)

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):

Follow-up and Further Support

- Ongoing supervision and support will continue, if necessary, for the students involved even where the bullying has ceased.
- Further supports and education will be provided through our wellbeing programme to entire year groups to address any challenging issues facing our students if and when they present themselves.
- Class tutors are asked to check-in (check and connect) with all vulnerable students after the incident and to report any suspected concern to the Year Head.
- The Year Head will send an email to all staff members informing staff that an issue had occurred. Staff are asked to keep a close eye on all mentioned students and report any further concerns to the Year Head.
- The school counsellors are available to all students who need additional support. The student can organise a session with either counsellor. Alternatively, the Year Head can organise the session for them.
- Scoil Chaitríona provides a safe space "Sensory Room" for all who need it.

- The National Educational Psychological Service (NEPS) of the Department of Education provides a comprehensive, schoolbased psychological service to all primary and postprimary schools. NEPS staff can support schools with issues around bullying through this direct or indirect case work service. Support may also be available through through OIDE, Webwise, Nationa Parents' Council and Tusla.

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

Section D: Oversight

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

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: _____ Date: _____
(Chairperson of Board of Management)

Signed: _____ Date: _____
(Principal)

Aguisín A: Foirm thuirisce ar thairliúnt bulaíochta

1. Ainm an scoláire a bhfuil iompraíocht bhulaíochta á fulaingt aige/ aici:

2. Bunrang: _____

3. Ainm agus rang an scoláire atá ag léiriú iompraíocht bhulaíochta:

i. _____

ii _____

iii _____

4. Duine ag déanamh an tuairisciú:

Scoláire i gCeist	
Scoláire eile	
Múinteoir	
Tuismitheoir	
Eile	

5. Áit a tharla an iompraíocht bhulaíochta:

Sa chlós		Seomra Gléasta	
Bus		Seomra Ranga	
Lasmuigh de scoil		Imeachtaí seach-curaclaim	
Pasáistí		Eile	
Leithris			

6. Cineáil Iompraíocht Bhulaíochta i gceist:

Fisiciúil		Cibearbhulaíocht	
Briathartha		Sracaireacht	
Damáiste déanta do mhaoin phearsanta		Scríofa	
Imeaglú		Caidreamhach	
Bulaíocht Féiniúlacht Inscne		Eile	

7. Ainm an duine a thug an tuairisc faoin iompraíocht bhulaíochta:

8. Cur síos ar an iompraíocht bhulaíochta atá i gceist:

9. Éifeacht an iompraíocht bhulaíochta ar an scoláire atá ag fulaingt:

10. Sonraí ar cad a bhí déanta chun dul i ngleic leis:

Cur san áireamh sa chuntas seo

- Dáta a labhair tú leis an scoláire don chéad uair
- Dáta a chuaigh tú i dteagmháil le tuismitheoirí don chéad uair
- Céimeanna a thóg tú i líne le Polasaí Bí Cineálta na scoile
- Dearccháí an scoláire(i) agus tuismitheoir(i) maidir leis an gníomhartha atá glactha

11. Dáta an athbhreithnithe le scoláire/scoláirí agus tuimitheoir(i) chun cinneadh a dhéanamh ar cuireadh stop leis an iompraíocht bhulaíochta. Is gá do seo tarlú laistigh de 20 lá ón gcéad teagmháil.

12. Dearcthaí an scoláire(i) agus tuimitheoir(i) maidir leis an athbhreithniú:

13. Rannpháirtíocht le seirbhísí seachtracha agus/nó tacaíochtaí (más ann dóibh):

Dáta a bhí an tuairisc curtha faoi bhrád don Phríomhoide/ Phríomhoide Tánaisteach:

Síniú: _____(Ceann Bliana)

Dáta: _____

Bí Cineálta!

Ba mhaith linn go mothódh gach duine inár scoil sábháilte agus sásta.

Má cheapann tú go bhfuil bulaíocht á déanamh ort nó go bhfuil bulaíocht á déanamh ar dhuine éigin eile, is gá duit é a rá le múinteoir nó le duine fásta eile a bhfuil muinín agat as nó aisti. Beidh a fhios acu conas cabhair a fháil.

Lorg cabhair!

Abair le duine éigin é!

Má insíonn scoláire do bhall foirne go gcheapann sé/sí go bhfuil bulaíocht á déanamh air nó uirthi nó ar dhuine eile:

- > labhróimid leis an scoláire a bhféadfadh bulaíocht a bheith á déanamh air/uirthi
- > fiafróimid den scoláire cad ba cheart a dhéanamh, dar leis/léi
- > oibreóimid amach plean le chéile
- > labhróimid lena thuismitheoirí
- > labhróimid leis an scoláire eile ionas go dtuigfidh sé/sí nach bhfuil a (h)iompraíocht ceart
- > labhróimid le tuismitheoirí an scoláire eile
- > cabhróimid le gach duine ionas go mothódh siad sásta agus sábháilte inár scoil

Ciallaíonn iompraíocht bhulaíochta duine a bheith gránna nó maslach le daoine eile d'aon ghnó arís agus arís.

Nuair a tharlaíonn sé go minic. Ní díreach uair amháin.

