

Luttrellstown Community College



Bí Cineálta *Policy to Prevent and Address* *Bullying Behaviour*

**Bí Cineálta Policy to Prevent and Address Bullying
Behaviour**

The Board of Management of Luttrellstown Community College 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*¹ 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 [Report on Focus Group \[1\]](#)

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.

In the case of online bullying a behaviour may be considered bullying even if it is **not repeated**.

Types of Bullying

- **Verbal:** Name-calling, teasing, threats
- **Physical:** Hitting, pushing, damage to belongings
- **Relational:** Exclusion, gossip, social manipulation
- **Online:** Cyberbullying via messages, social media, impersonation

¹ [Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools](#)

- **Identity-based:** Racist, homophobic, transphobic, sexist, disablist, religious, or poverty-related bullying

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	21/04/26	Email to All Staff
Students	21/04/26	Student Council
Parents	21/04/26	Parents' Association
Board of management		
Wider school community as appropriate, for example, bus drivers	21/04/26	Email
Date policy was approved:		
Date policy was last reviewed		

Responsibilities of the School Community

Bullying prevention and intervention is a shared responsibility. The Board of Management, school staff, students, and parents must work together to create a safe and inclusive environment.

Section B

Preventing Bullying Behaviours

Prevention Strategies

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

Culture and Environment

- Promote a telling environment where students feel safe to report bullying. Treat such reports with the appropriate level of discretion. Create more opportunities for students to tell staff by frequently engaging with students outside the classroom and in a wide variety of contexts such as Breakfast Club and extra-curricular activities.
- Discuss the potentially corrosive effects of 'banter' with students.
- Create safe physical spaces through supervision, signage, and clear sightlines.
- Engage in active student participation through student councils and peer support programs such as Big Brother Big Sister, Neart, etc.
- The use of the LCC Cinnire System with senior students as positive role models for their younger peers. Cinnirí organise and facilitate teambuilding events for younger students and assist with transition from primary school.
- The creation and display of a student friendly version of this policy in collaboration with the student council.

Curriculum and Learning

- A shared understanding of what bullying is, its impact, and bullying as a form of unacceptable behaviour.
- Implement SPHE and RSE curricula with lessons on respectful relationships, inclusion, digital literacy, conflict resolution, and recognising and dealing with bullying behaviour.
- Promote anti-bullying awareness through assemblies, Friendship Week, and Stand-Up Week.
- Use group work and collaboration in class to help build a sense of connection, belonging and empathy.
- Develop lesson plans across all subjects with an awareness of anti-bullying policy, e.g. explore historical context of prejudice in History; interdependence of people in communities in CSPE; etc.
- Lessons in social skills and/or communication may be provided either to a whole class/ small group or individual basis.
- Lessons and presentations to increase awareness around our approach to preventing and addressing bullying behaviour through the sharing and educating of students regarding our school policies

- Explicitly address the issues of cyber-bullying and identity-based bullying including homophobic, transphobic, racist, sexist bullying, and sexual harassment as appropriate and neuro diversion discrimination.
- Teach responsible online behaviour through digital literacy programs.
- Ensure students and parents understand the school's Acceptable Use Policy for iPads.

Policy and Planning

- BÍ Cineálta Policy developed, communicated, implemented, and reviewed in consultation with all partners.
- Consistent recording, investigation, and follow-up of bullying behaviour (including use of established intervention strategies).
- On-going evaluation of the effectiveness of the BÍ Cineálta Policy.
- Student Friendly BÍ Cineálta Policy.
- Child Safeguarding Statement.
- Acceptable Use Policy.
- Attendance & Punctuality Strategy
- SPHE, RSE & SEN Policy.
- School outings/trips policy
- Wellbeing Statement and Framework for Practice.
- Health and Safety Policy Statement.
- Effective supervision and monitoring of pupils (both within school and on yard, unstructured activities, trips, swimming etc).
- The use of the Code of Positive Behaviour to establish a positive school culture and climate that is welcoming of difference and diversity and is based on inclusivity and respect and that supports the creation of an atmosphere in which bullying behaviour of any nature is not tolerated in LCC.
- Maintain clear links between this policy and the Code of Positive Behaviour, and Child Protection Procedures.
- Provide ongoing professional development for staff in restorative practices and conflict resolution.
- Regular Care Team Meetings to discuss concerns, identify issues and develop appropriate interventions.

Relationships and Partnerships

- Strong interpersonal connections supported through a range of formal and informal structures such as Student Council, Clubs, Student Support team, Parents' Association, Ethos Ambassadors, focus groups etc.
- Student and parent/guardian active participation.

Promoting acts of kindness and activities that build empathy, respect, and resilience
e.g. Random Acts of Kindness, Wellbeing Week, Stand Up week, etc.

- Culture Day.
- Teaching problem-solving skills.
- Critical Thinking Skills.
- Promoting self-awareness and awareness of others.
- Encouraging peer tutoring and buddying.

Preventing Cyberbullying Behaviour

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

LCC/CnaT strives to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments.

- Address cyberbullying behaviour in SPHE and Digital Media Literacy classes.
- Ensure all students are aware of the Acceptable Use Policy and the relevant areas of the Code of Behaviour.
- Having regular conversations with students about developing respectful and kind relationships online.

Preventing Identity Based Bullying Behaviours

All students have a right to feel safe and supported at school.

- Promote awareness and acceptance through campaigns such as Stand-Up Week to prevent homophobic/transphobic bullying behaviour.
- Maintaining an inclusive physical environment such as by displaying relevant posters, having gender neutral bathrooms, etc.
- Challenge gender stereotypes in class.
- Model respectful behaviour and treat students equally irrespective of sex.
- Ensuring students have an equal opportunity to engage in school activities irrespective of their sex.
- Celebrate diversity and inclusion through events like Culture Day.

- Fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment.
- Promote a greater understanding of different cultures and faiths across the curriculum.
- Encourage students to speak up when they witness homophobic/racist/sexist behaviour.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents.
- Providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents.
- Encouraging parents to reinforce these values of respect at home.

Preventing Sexual Harassment

LCC/CnaT promotes a zero-tolerance approach to sexual harassment. It strives to support this through a focus on education, awareness, and clear enforceable policies. Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include:

- Promote positive role models within the school community.
- Implement SPHE and RSE curricula with lessons on respectful relationships and how to treat each other with respect and kindness.
- Challenge gender stereotypes that can contribute to sexual harassment.
- Encouraging bystanders to report when they witness sexual harassment.

Supervision

- Teachers and SNAs are present to supervise before school, at small break and lunch times.
- Adequate teacher student ratios are in place for breaks.
- Supervising personnel are deployed at strategic positions on buses, walks, trips etc. to ensure adequate supervision and monitoring of interactions.
- Supervising personnel are deployed at strategic positions for breaks to ensure adequate supervision.

- Students are accompanied by a number of staff appropriate to the size of the group
- Students are reminded where to play when out in the yard and what spaces to avoid
- Classes/year groups are assigned designated areas on the yard/in the building to ensure age-appropriate interactions and ease of monitoring and observing of behaviour.
- If patterns of inappropriate behaviour are detected these are investigated and documented, as relevant.

Section C

Addressing Bullying Behaviour

The Care Team investigates bullying concerns, ensuring a sensitive and timely response. The Care Team for each year group consists of:

- Tutors
- Caomhnóir
- SNAs
- Príomhoide Tánaisteach
- Príomhoide

Identifying Bullying Behaviours



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In the case of online bullying a behaviour may be considered bullying even if it is **not repeated**.

When Bullying Behaviour Occurs

LCC/CnaT will:

- Provide a safe space for the student or students to explain in detail the behaviour that has been affecting them/ or others. The relevant Care Team/teacher may be supported by LCC Guidance Department in arranging this.
- 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.
- Contact parents/guardians of child who expressed concern/being affected and outline school approach to address the reported behaviour.
- Meet with student or students individually who have been reportedly causing distress to the other student.
- Contact parents of each student involved to explain the details of the incident that have occurred and the school's approach to addressing and preventing a repeat of the behaviour.
- Explain to each student the importance of discontinuing this behaviour with immediate effect. Also, emphasise that under no circumstances should they approach the student who has been affected by the previous actions (or the student who reported the concern) to question them in this regard.

Reporting and Investigation

- Reports can be made by students, staff, parents, or anonymous sources.
- Parents/Guardians are asked to contact the school should they be informed or become aware of behaviour of this nature at any point.
- The Care Team investigates concerns, ensuring a sensitive and timely response. The Care Team for each year group consists of:
 - Tutors
 - Caomhnóir
 - SNAs
 - Príomhoide Tánaisteach
 - Príomhoide

- The Guidance Counsellors may also advise, support and/or resolve bullying incidents as appropriate.

Restorative Approach

- Use restorative practice² to rebuild relationships and promote accountability.
- Approaches such as restorative practice and mediation may be used to address bullying behaviour when the teachers involved have been trained in how to engage in these methods and the students involved have agreed to their use.
- Support both students experiencing bullying and students displaying bullying behaviour.

Interventions and Consequences

- First-time incidents may involve restorative meetings and agreements.
- Repeated harmful behaviour will be treated as a serious breach of school policy, with disciplinary actions outlined in the Code of Behaviour.

In determining whether a bullying case has been adequately and appropriately addressed the relevant care team will take the following factors into account:

- Whether the bullying behaviour has ceased
- Whether any issues between the parties have been resolved as far as is practicable
- Whether the relationships between the parties have been restored as far as is practicable
- Feedback received from the parties involved, their parents or members of school staff.

An appropriate staff member will engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.

The school will consider important factors as part of the review such as the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved. 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. It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.

²For more on restorative practice see [Restorative Practice | Luttrellstown Community College](#)

Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school will consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of 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. The student may not want to be identified as having told someone about the bullying behaviour. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

Parents may also make the school 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.

However, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Record Keeping

All incidents of bullying behaviour will be recorded on Recording Bullying Behaviour form (Appendix 1). The record will document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents. The record will include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It will document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this. Any engagement with external services/supports will also be noted.

These records will be retained in accordance with the LCC's record keeping policy and in line with data protection regulations. Where a Student Support File exists for a student, schools will place a copy of the record on the student's support file. Where a Student Support Plan exists, the plan will be updated to incorporate response strategies and associated support.

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they will be referred to the LCC school's complaints procedure.

Support for Students Affected by Bullying

LCC uses a broad range of strategies and services to support students that are affected by bullying. The aim of these supports offered to students are twofold: to help build awareness, self-esteem and confidence of students to address future issues in a positive way and, where possible, to help repair broken relationships.

- Individual guidance and counselling for students involved with appropriate members of the care team.
- Peer mentoring programs to foster inclusion such as Cinnirí, Big Brother Big Sister, Neart programme.
- Collaboration with external agencies, such as NEPS and Tusla, if required.

Both the student who experiences bullying behaviour and the student who has displayed bullying behaviour need support. It is important that the student who has experienced bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured. School staff should identify the supports needed for the student who has displayed bullying behaviour to better manage relational difficulties and ensure that their needs are met.

LCC is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, LCC will support the students involved.

Section D

Oversight

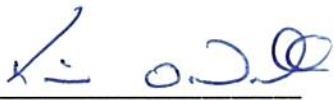
The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning 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.

Monitoring and Review

- All reports and interventions will be documented and reviewed regularly.
- The Board of Management will evaluate the policy annually, with input from students, staff, and parents.
- The policy will be published on the school website and made available upon request.

Luttrellstown Community College is committed to creating a school environment free from bullying. By working together as a kind, respectful, and inclusive community, we ensure that all students can reach their full potential in a safe and supportive atmosphere.

This policy was adopted by the Board of Management on ____/____/____

Signed: 
Chairperson of Board of Management

Date: 15 June 2024

Signed: _____
Principal

Date: _____

Date of next review: June 2027

Prepared: Konetha Rea
Searched: Colleen O'Connor

Glossary:

Caomhnóir	Year Head
Cinnire System	Prefect System
Cinnirí	Prefects
Príomhoide	Principal
Príomhoide Tánaisteach	Deputy Principal
Restorative Practice	Restorative practice is a process to involve, to the extent possible, those who involve in a specific incident and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible. Restorative Practice Guide

Appendix 1: Documentation

1. Template for Recording Bullying Behaviour
2. Anti-Bullying Record Keeping Checklist
3. Student Friendly Policy

Template for Recording Bullying Behaviour



Template for Recording Bullying Behaviour



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If the bullying allegation meets the criteria for the definition of Bullying as per the Bí Cineálta procedures, (including online bullying) this template could be used

*In the case of online bullying a behaviour may be considered bullying even if it is **not repeated**.

1. Name of pupil experiencing bullying behaviour

Name: _____ Class: _____

2. Name(s) & classes of pupil(s) engaged in bullying behaviour

3. Form(s) of Bullying: (2.5)

Physical, Verbal, Written, Extortion, Exclusion, Relational, Online, (Please circle)

Other (please state) _____

4. Type of Bullying: (2.7)

Disablist, exceptionally able, gender-identity, homophobic/transphobic, physical appearance, racist, poverty, religious identity, sexist bullying, sexual harassment (Please circle) Other (Please state)

5. Location of incident(s)

6. Date of incident(s)

7. Name of person(s) who reported the concern

8. Brief description of bullying behaviour and its impact:

9. Date of initial engagement with pupil(s) harmed and pupil(s) engaging in harm.

10. Names of, and date of initial engagement with parent(s) of student(s) experiencing the bullying behaviour

11. Name of, and date of initial engagement with parent(s) of student(s) displaying bullying behaviours

12. Details of actions taken:

13. Views of pupils and parents regarding actions to be taken

14. Date of Review to determine if bullying behaviour has ceased Details of Engagement with external supports (if any)

Signed: _____(Teacher) **Date:** _____

Anti-Bullying Record Keeping Checklist



Record Keeping checklist in line with Bí Cineálta procedures -

Case Number _____

1	Name & class of student(s) experiencing bullying behaviour		
2	Name & class of student(s) engaged in bullying behaviour		
3	Did you identify the forms of bullying?		
4	Did you identify the types(s) of Bullying?		
5	Did you record where the bullying happened? (location)		
6	Did you record when the bullying happened? (date(s))		
7	Name of person reporting the concern/bullying behaviour		
8	Do you have a brief description of bullying behaviour and its impact?		
9	Date of initial engagement with pupil(s) harmed and pupil(s) engaging in harm		
10	Names of, and date of initial engagement with parent(s) of student(s) experiencing the bullying behaviour,		
11	Name of, and date of initial engagement with parent(s) of student(s) displaying bullying behaviours		
12	Do you have a record of what actions have been taken?		
13	Have you recorded the views of pupils and parents regarding actions to be taken		

14	Did you set a date for Review to determine if bullying behaviour has ceased?		
15	Did you sign and date reports?		

Teacher responsible for investigating bullying behaviour

Signature _____