Bí Cineálta Policy (English Version)

Approved by the Board of Management of Coláiste na Coiribe

Date: 04/02/2026

Adopted by Galway and Roscommon Education and Training Board

Date: 24/03/2026

THIS CODE HAS BEEN PREPARED IN CONSULTATION WITH PARENTS, STUDENTS, SCHOOL STAFF, THE BOARD OF MANAGEMENT AND THE GALWAY AND ROSCOMMON EDUCATION AND TRAINING BOARD.

THIS POLICY HAS BEEN PREPARED IN ACCORDANCE WITH THE Bí Cineálta 2024 Guidelines: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024.

1.0 Introduction

The Board of Management of **Coláiste na Coiribe** 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 recognises that bullying behaviour infringes upon children's rights as outlined in the **United Nations Convention on the Rights of the Child**, acknowledges the seriousness of bullying behaviour and its potentially harmful effects on students, and therefore commits the school to the following key principles of good practice in preventing and addressing bullying.

The school will follow the Department of Education framework for preventing and addressing bullying based on four key principles:

- Prevention
- Support
- Supervision
- Community

We all have a responsibility, as a school community, to work together to prevent and address bullying behaviour and to deal with its negative effects.

We are committed to ensuring that every student attending Coláiste na Coiribe is protected from harm and that student wellbeing is at the forefront of everything we do. We recognise the negative impact bullying can have on students' lives and are fully committed to preventing and addressing bullying behaviour.

We confirm that, in accordance with our obligations under equality legislation, we will take all reasonable and practical steps to prevent harassment of students or staff on any of the nine protected grounds:

- Gender
- Civil status
- Family status
- Sexual orientation
- Religion
- Age
- Disability
- Race

- Membership of the Traveller Community

2.0 Definition of Bullying Behaviour

Bullying is defined in **Kindness: An Action Plan on Bullying** as:

"Targeted behaviour, online or offline, that causes harm. The harm caused may be physical, social and/or emotional. Bullying behaviour continues over time and involves an imbalance of power in the relationship between individuals or groups."

The full definition is provided in Chapter 2 of the **Bí Cineálta Procedures**.

There are many different forms of bullying behaviour including physical bullying, verbal bullying and relationship-based bullying, which may occur online or offline. Bullying can also have many different motivations which may be understood at an individual level (for example, seeking dominance, status, or revenge) and/or at a societal level (for example, identity-based bullying such as racist, disability-related, sexist or LGBTQ+ bullying).

Bullying behaviour is often influenced by attitudes, behaviours, systems and power dynamics deeply rooted in society.

Further details of the key elements of the definition are outlined below.

2.1 Targeted Behaviour

Bullying is deliberate, unwanted behaviour that harms others, where the student engaging in the behaviour knows or ought reasonably to know that the child or young person experiencing it will regard it as harmful.

Bullying is not accidental or careless behaviour.

The harm may be:

- Physical harm (for example injury, damage to property, or loss of property)
- Social harm (for example withdrawal, loneliness, exclusion)
- Emotional harm (for example humiliation, depression, anxiety)

Such behaviour can have a serious and long-lasting negative impact on the student experiencing it.

If the student experiencing the behaviour believes the harm is real and ongoing but the other student did not intend to cause harm, this does not constitute bullying. However, it is still important that the behaviour is addressed under the school's Code of Behaviour.

2.2 Ongoing Behaviour

Bullying is a pattern of behaviour that is systematic and continues over a period of time.

Single offline incidents of intentional negative behaviour involving a power imbalance are not generally regarded as bullying, but they must still be addressed under the school's Code of Behaviour.

However, a single online message, image or video may be considered bullying if it is likely to be reposted or shared repeatedly with others.

2.3 Power Imbalance

In bullying situations, the student experiencing the bullying often finds it difficult to defend themselves because of an abuse of power, whether that imbalance is real or perceived.

A power imbalance may arise through differences in:

- Size
- Strength
- Age
- Ability
- Peer group influence
- Economic status
- Social status
- Religion
- Race
- Ethnic background
- Membership of the Traveller community
- Membership of the Roma community
- Sexual orientation
- Family circumstances
- Gender
- Gender identity

- Gender expression
- Experience of the care system
- Disability
- Special educational needs

In cases of online bullying (cyberbullying), the power imbalance may relate to:

- Online anonymity
- Technical skill
- Possession of information, images or videos
- The inability of the targeted student to remove harmful online content or escape the bullying

Every school must develop and implement a **Bí Cineálta Policy** setting out how the school community prevents and addresses bullying behaviour.

The school's **Code of Behaviour** provides strategies for dealing with inappropriate behaviour that does not constitute bullying.

3.0 Behaviour That Is Not Bullying

A once-off incident of negative behaviour directed at another student is not considered bullying.

However, offensive messages posted on social media may be regarded as bullying because they can be viewed by a wider audience, are more likely to be repeatedly shared, and therefore may constitute ongoing behaviour.

Disagreements between students, or situations where students do not wish to be friends with someone or remain friends with someone, are not considered bullying unless there are repeated deliberate attempts to:

- Harass the person
- Exclude the person
- Create hostility towards the person among others to manipulate friendship groups to isolate the person

Some students with special educational needs may experience difficulties with social communication and may express their needs through behaviours that could unintentionally hurt themselves or others.

It is important to recognise that these behaviours are not deliberate or planned and may, in some circumstances, be involuntary responses beyond the student's control.

Bullying is not accidental or reckless behaviour.

If the student experiencing the harm believes genuine harm is being caused but the other student had no intention of causing harm, this is not considered bullying.

Such behaviours may nonetheless be upsetting or disruptive.

Strategies for dealing with inappropriate behaviour are provided in the **School Code of Behaviour**.

4.0 Criminal Behaviour

In certain circumstances, bullying behaviour may be considered criminal behaviour and legal consequences may apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviours may be unlawful and students must understand that posting inappropriate or harmful content online can have far-reaching consequences.

In cases involving intimate images, the **Harassment, Harmful Communications and Related Offences Act 2020** (commonly known as **Coco's Law**) makes it a criminal offence to share intimate images without consent and also to threaten to share such images.

Where bullying behaviour involves physical violence or threats of violence, it may constitute assault.

Where bullying behaviour involves discrimination or hate speech directed at a student based on race, religion, ethnicity, sexual orientation, or membership of the Traveller Community, it may constitute a hate crime under the **Prohibition of Incitement to Hatred Act 1989**, and those involved may be liable to criminal prosecution.

Where bullying behaviour involves sexual harassment or sexual assault, it may be considered criminal behaviour.

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

5.0 When Bullying Behaviour Becomes a Child Protection Concern

Section 10 of the **Children First Act 2015** places a statutory obligation on schools, as relevant service providers, to ensure, as far as practicable, that every child attending the school is protected from harm while attending school or participating in school-related activities.

The school will follow the **Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).**

The following is a list of examples of bullying behaviours. **Coláiste na Coiribe may add to this list where necessary.**

Behaviours Associated with All Types of Bullying

- Harassment based on any of the nine grounds covered by equality legislation, e.g. sexual harassment, homophobic bullying, racist bullying, etc.
- Physical aggression
- Damage to property
- Name-calling
- Mockery or ridicule
- Producing, displaying, or distributing pictures, written words, or other material intended to intimidate another person
- Offensive graffiti
- Extortion
- Intimidation
- Insulting or obscene gestures
- Giving someone a particular hostile look
- Invading personal space
- Any combination of the above

Cyberbullying

- **Denigration:** Spreading rumours, lies, or gossip to damage another person's reputation
- **Harassment:** Continuously sending offensive, insulting, or obscene messages
- **Impersonation:** Posting offensive or aggressive messages under another person's name

- **Flaming:** Using inflammatory or offensive language to provoke online conflict
- **Trickery:** Fooling someone into sharing personal information and then using it online
- **Outing:** Posting or sharing private information or images
- **Exclusion:** Deliberately excluding a person from an online group
- **Cyberstalking:** Persistent harassment and intimidation causing a person to fear for their safety
- Silent phone/mobile phone calls
- Abusive phone/mobile phone calls
- Abusive text messages
- Abusive emails
- Offensive communications on social networking sites (e.g. Facebook, Ask.fm, Twitter, YouTube) or gaming consoles
- Offensive internet statements, blogs, or images
- Offensive postings on any form of communication technology

Identity-Based Bullying

Includes bullying based on any of the nine grounds set out in equality legislation:

- Gender (including transgender identity)
- Civil status
- Family status
- Sexual orientation
- Religion
- Age
- Disability
- Race
- Membership of the Traveller Community

Homophobic and Transphobic Bullying

- Spreading rumours about a person's sexual orientation
- Taunting a person because of their sexual orientation
- Using derogatory terms such as "gay," "queer," or similar expressions to put someone down
- Physical intimidation or assault
- Threats

Bullying Related to Race, Nationality, Ethnic Background, or Traveller Membership

- Discrimination, prejudice, comments, or insults relating to race, nationality, culture, social class, religion, ethnic background, or Traveller identity
- Exclusion based on any of the above

Relational Bullying

This involves manipulating relationships as a means of bullying. It includes:

- Hurtful gossip
- Deliberate exclusion and isolation
- Ignoring someone
- Exclusion from a group
- Taking friends away from a person
- "Bitching"
- Spreading rumours
- Revealing secrets
- Speaking loudly enough for the victim to hear
- Giving hostile looks
- Using terms such as "nerd" to upset someone

Sexual Bullying

- Inappropriate or unwanted sexual comments or touching
- Sexual harassment

Bullying Related to Special Educational Needs and Disability

- Name-calling
- Teasing someone because of a disability or learning need
- Exploiting another student's vulnerabilities or limited capacity to recognise bullying and protect themselves
- Exploiting another student's limited ability to interpret social situations or social cues
- Mimicking another person's disability
- Making others the object of ridicule

Bullying Involving Electronic Devices

- Silent phone/mobile phone calls
- Offensive phone/mobile phone calls

- Offensive text messages
- Offensive emails
- Offensive references, blogs, or images on websites

6.0 Places Where Bullying Can Occur

Bullying behaviour can occur anywhere, online or offline, and at any time. However, it is more likely to occur in certain places and at certain times.

The following examples are not exhaustive.

6.1 Within the School

Physical environments can significantly influence social relationships among students and affect the school's capacity to prevent and address bullying.

Well-designed school environments play a vital role in preventing bullying, promoting inclusion and positive relationships, and creating a safe and supportive learning environment.

6.2 The School Yard

Bullying can occur in the school yard.

School grounds that contain hidden or poorly supervised areas may provide opportunities for bullying.

Many playground games provide opportunities for bullying because they involve physical interaction.

Physical fights may arise from persistent teasing and, in some cases, it may appear that the student being bullied started the fight while simply expressing accumulated frustration.

6.3 In the Classroom

Bullying may occur in the classroom.

It may occur in subtle ways through glances, staring, whispering, or sniggering, or it may be more overt, such as physical intimidation or deliberate isolation.

Bullying can also occur between class periods when teachers or students are moving around.

Other Areas

Bullying may also occur in:

- Toilets
- Corridors
- Cloakrooms
- Locker areas
- Changing rooms
- Showers
- Gymnasiums
- Canteens
- Assembly halls

6.4 Outside School

Schools are not generally expected to deal with bullying that occurs when students are not under the school's care or responsibility.

However, where such behaviour impacts students in school, schools are required to support the students involved.

Where the bullying continues into the school environment, schools should address it in accordance with the Bí Cineálta Policy.

Application to Extracurricular Activities

This policy also applies to:

- Extracurricular activities
- Parents coaching school students
- The School Rowing Club
- Activities taking place outside school hours
- After-school activities
- Parents, other adults, and members of the school community assisting with extracurricular events
- Sports teams

- Any other school-related events

(See Appendices K and L.)

6.5 Travelling To and From School

Bullying may occur in areas immediately outside the school, in local shops, or in the wider local community.

Bullying may also occur:

- At bus stops
- While travelling to and from school
- While walking
- While cycling
- On school buses

Bullying may also occur in community clubs and organised groups outside school, such as sports clubs.

Online Bullying (Cyberbullying)

Cyberbullying, especially when combined with other forms of bullying, can cause significant harm and have a lasting effect on students.

The availability of technology means bullying can occur at any time, and a student's home may no longer feel like a safe place.

Because of the nature of digital technology, content can be instantly shared and viewed by large audiences and is often extremely difficult to remove permanently.

7.0 Consultation During Development and Review of This Policy

All members of the school community were given an opportunity to contribute to the development and review of this policy.

Group	Date of Consultation	Method

School Staff	02/05/2025	Half-day training session (3 hours)
Students	05/03/2025	Survey
Student Council	25/03/2025	Survey
Parents	11/02/2025	Survey
Parents' Committee	26/03/2025	Survey / Discussion
Board of Management	28/05/2025	Board meeting
Wider School Community	May 2025	Community consultation
School Review – Senior Management Team	09/01/2026	Meeting
Review with a focus on videoing of students and the sharing of this content	04/08/2026	Board of Management Consultation

8.0 Educational and Preventative Strategies

The following educational and preventative strategies, including strategies specifically addressing cyberbullying and identity-based bullying (particularly homophobic and transphobic bullying), will be used by the school.

8.1 Anti-Bullying Education

School policy is to provide education about bullying through the followign steps. (Please see Appendix H for the Bí-Cinéalta school Plan and the roles/responsibilities of people to implment this policy

- Full implementation of the SPHE, CSPE and RSE curricula.
- Anti-bullying education delivered through SPHE (Social, Personal and Health Education) classes.
- Whole-school participation in Friendship, Anti-Bullying and Anti-Bullying Week activities throughout the year.
- Use of resources such as:
    - https://www.antibullyingcampaign.ie/
- Initiatives and programmes designed to increase student awareness and understanding of bullying, including:
    - Causes of bullying

    - Effects of bullying
    - Identity-based bullying
    - Homophobic and transphobic bullying
- Examples include:
    - Displaying LGBT posters on noticeboards
    - Inviting guest speakers
    - Whole-school assemblies on anti-bullying themes
- Students are surveyed at least once per year using the Anti-Bullying Box or online surveys.
- A confidential questionnaire is issued to all students once each term.
- Friendship Leaders (students in Years 4, 5 and 6) are linked with students entering First Year or other year groups.
- Positive behaviour is encouraged through the Code of Behaviour and school assemblies.
- A comprehensive pastoral care system operates in the school, with all incidents recorded through the Year Head system.
- Student Council involvement in creating a safe school environment.
- The school's anti-bullying policy is discussed with students and provided annually to parents/guardians as part of the School Code of Behaviour.
- Students' self-esteem is developed and strengthened through curricular and extracurricular activities.
- Students are encouraged to build positive self-esteem through both formal and informal interactions.
- A culture of reporting is actively promoted, with particular emphasis on the importance of witnesses coming forward.
- Building student confidence in reporting incidents is regarded as essential.

8.2 School Pastoral Care Structure

- Each class group has a Class Tutor who teaches SPHE and acts as the group's key support person.
- The pastoral care team includes:
    - Guidance Counsellor
    - Pastoral Care Coordinator
    - Year Heads
    - Class Tutors
    - Deputy Principal
    - Principal
- Staff observe student relationships, attendance patterns, and behavioural standards.
- Supervision and monitoring are carried out in:

    - Classrooms
    - Corridors
    - School yard
    - School tours
    - Extracurricular activities
- Non-teaching staff and other personnel are encouraged to remain vigilant and report incidents.
- Student use of communication technology while at school is monitored.
- Students are informed how and to whom they should report bullying, including:
    - Speaking directly to a teacher
    - Providing a written note
    - Contacting the school by phone
    - Speaking to a trusted teacher
- Clear protocols exist to encourage parents/guardians to contact the school if they believe their child is experiencing bullying.
- Parents and students are informed about the Anti-Bullying Box located outside the main school office.

8.3 Curriculum Implementation

- Full implementation of SPHE, CSPE and RSE programmes.
- Delivery of evidence-based anti-bullying programmes including:
    - #UP2US
    - On My Own Two Feet
- Lessons covering:
    - Relational Aggression (Cool School Programme: A Friend in Deed)
    - Cyberbullying (#UP2US)
    - Homophobic and Transphobic Bullying (Stand Up Programme)
    - Diversity and Interculturalism
- Delivery of Garda SPHE programmes at post-primary level focusing on:
    - Personal safety
    - Cyberbullying
- Ongoing professional development for staff delivering these programmes.
- Additional supports for students with special educational needs.
- Use of support agencies and programmes such as:
    - BeLonG To
    - About You: Personal Wellbeing Schools Programme
    - B4UDecide.ie

8.4 Links with Other Policies

Relevant school policies connected to bullying include:

- Code of Behaviour
- Child Protection Policy
- Student Supervision Procedures
- Acceptable Use Policy
- Attendance Policy
- Sports Participation Policies

8.5 School Culture

The school seeks to maintain a positive culture:

- Where difference and diversity are welcomed and respected
- Where students are encouraged to disclose and discuss bullying in a non-threatening environment
- Where respectful relationships are promoted throughout the school community
- Through effective leadership
- Through a whole-school approach
- Through a shared understanding of bullying and its effects
- Through educational and preventative strategies
- Through awareness-raising initiatives
- By fostering empathy, respect and resilience
- By explicitly addressing cyberbullying and identity-based bullying, including homophobic and transphobic bullying
- Through effective supervision and monitoring
- By providing supports for staff
- By consistently recording, investigating, and following up bullying incidents
- By using recognised intervention strategies
- Through ongoing evaluation of the effectiveness of the anti-bullying policy

10.0 School Procedures for Investigating, Following Up, Recording and Intervening in Cases of Bullying Behaviour

The primary objective when investigating and addressing bullying is to resolve issues and restore relationships between the parties involved, insofar as possible, rather than assigning blame.

- Students should report any incident of bullying to a teacher or another adult within the school system; this is considered responsible behaviour rather than "telling tales."
- Parents/guardians should contact the Class Tutor or any member of staff with whom they feel comfortable regarding incidents of bullying behaviour that they suspect or that have come to their attention through their child or another parent.

School procedures will follow the approach outlined below. Every effort will be made to ensure that all parties involved, including students and parents/guardians, understand this process from the outset.

The Teacher Will:

- Listen carefully to the student.
- Take notes.
- Reassure the student.
- Ensure the student is safe.
- Maintain confidentiality as far as possible.
- Refer every reported case to the Year Head.

The Year Head Will:

- When analysing incidents of bullying behaviour, seek to answer the questions:
    - What happened?
    - Where did it happen?
    - Who was involved?
    - Why did it happen?
- Interview both the alleged victim and the alleged perpetrator(s).
- Allow both parties to provide written accounts using the form contained in **Appendix A**.
- Ensure all reports are attached to this form.
- Deal with matters calmly and model constructive conflict resolution without aggression.
- Maintain records of all incidents and procedures followed.

- Keep the Principal and Deputy Principal informed of all incidents and provide them with access to relevant written records.

Restorative Approach

Initially, a restorative approach will be used to resolve incidents. A no-blame, non-punitive approach will be applied. This reflects guidance from the Anti-Bullying Campaign and the anti-bullying approach adopted by the school.

The student responsible for the bullying will be required to complete and sign the **Behaviour Commitment Form (Appendix B).**

Cooperation with Investigations

Where the Year Head considers bullying to be occurring:

- Parents/guardians and students are required to cooperate with investigations.
- They must assist the school in resolving issues that arise.
- Efforts will be made to restore relationships between the parties as quickly as possible.

Contact with Parents

Where the relevant teacher determines that bullying behaviour has occurred:

- Parents/guardians of all parties should be contacted at an early stage.
- The incident should be explained.
- The actions to be taken by the school should be outlined.
- Reference should be made to the school's policies.
- Parents should be given an opportunity to discuss ways in which they can support the school's actions and the supports being provided to students.

Addressing the Student Responsible

Where a student is found to have engaged in bullying behaviour:

- It should be clearly explained that their actions constitute a breach of the school's Anti-Bullying Policy.
- Every effort should be made to help the student understand the incident from the perspective of the student who experienced the bullying.

Follow-Up Meetings

- Follow-up meetings will be arranged with the relevant parties.

- Where appropriate, students may be brought together at a later stage if the student who was bullied is willing and agrees.

Escalation after 20 School Days

If the Year Head is not satisfied that the bullying has ceased within 20 school days of determining that bullying occurred:

- The Year Head will complete **Appendix C**.
- This form, together with Appendices A and B, will be submitted to the Principal.

Professional Judgement

When investigating and dealing with bullying, the relevant teacher will exercise professional judgement in determining:

- Whether bullying occurred.
- How the issue can best be resolved.
- Whether the bullying has ended.
- Whether relationships between the parties have been restored.

Feedback may be sought from:

- The parties involved.
- Parents/guardians.
- The Principal.
- The Deputy Principal.

Complaints Procedures

If a parent is dissatisfied with how the school has dealt with a bullying case under these procedures, they should be directed to the school's complaints procedures.

Immediate Referral to Senior Management

The school may decide, under its Anti-Bullying Policy, that certain serious situations require immediate reporting to the Principal or Deputy Principal.

Complaints Involving Staff Members

Any complaint concerning a member of staff should be brought directly to the Principal.

Referral to External Agencies

In accordance with **Children First** and the **Child Protection Procedures for Primary and Post-Primary Schools**, serious cases of bullying behaviour may be referred to:

- Tusla / Health Service Executive (HSE) Child and Family Services
- An Garda Síochána

where appropriate.

11.0 Periodic Summary Reports to the Board of Management

At every meeting of the Board of Management, the Principal will inform the Board of any bullying cases referred to Tusla/HSE.

This will also form part of the school's Child Protection Oversight Report.

The Principal will also provide a report outlining:

- The number of cases referred by teachers responsible for investigating bullying incidents that remained unresolved after 20 days and were submitted using Appendix C.
- Confirmation that all such incidents are being or have been dealt with in accordance with:
    - The school's Anti-Bullying Policy.
    - The Bí Cineálta Procedures for Primary and Post-Primary Schools.

12.0 School Support Programme for Students Who Have Experienced Bullying

The school will make available all appropriate in-school supports and opportunities to students who experience bullying.

These supports are intended to:

- Build confidence and self-esteem.
- Develop friendships.
- Improve social skills.

- Strengthen resilience.

Where counselling or additional supports are required:

- The school will make every effort to consult with appropriate agencies to arrange these services.
- Such supports may be provided both to students experiencing bullying and to students engaging in bullying behaviour.

Students should understand that:

- There are no innocent bystanders in bullying situations.
- All bullying behaviour should be reported to a teacher.

13.0 Follow-Up and Accountability

13.1 Relevant Teacher / Year Head

When determining whether a bullying issue has been dealt with appropriately and adequately, the relevant teacher must exercise professional judgement and consider:

- Whether the bullying behaviour has ceased.
- Whether issues between the parties have been resolved as far as possible.
- Whether relationships between the parties have been restored as far as possible.
- Any feedback received from:
    - The students involved.
    - Their parents/guardians.
    - The Principal.
    - The Deputy Principal.

Follow-Up Meetings

Follow-up meetings will be arranged with relevant parties where appropriate.

Students may be brought together at a later stage if the student who was bullied is willing and agrees.

Complaints

If parents are dissatisfied that the school has dealt with a bullying case in accordance with these procedures, they should be directed to the school's complaints procedures.

14.0 Effective Supervision and Monitoring of Students

The Board of Management confirms that suitable supervision and monitoring policies and practices are in place:

- To prevent bullying behaviour.
- To address bullying behaviour when it occurs.
- To facilitate early intervention wherever possible.

15.0 Annual Review by the Board of Management

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all practical and reasonable measures to protect students and staff from:

- Sexual harassment.
- Harassment on any of the nine protected grounds:
    - Gender (including transgender identity)
    - Civil status
    - Family status
    - Sexual orientation
    - Religion
    - Age
    - Disability
    - Race
    - Membership of the Traveller Community

Adoption of the Policy

The Board of Management adopted this policy on:

Availability of the Policy

This policy:

- Is available to school personnel.
- Has been published on the school website (or otherwise made available to parents and students on request where no website exists).
- Has been provided to the Parents' Association (where one exists).
- Will be provided to the Department of Education and the school's Patron upon request.

Annual Review

The Board of Management will review this policy and its implementation once every school year.

Following each review:

- Written notification that the Anti-Bullying Policy has been reviewed will be provided to school personnel.
- The notification will be published on the school website (or otherwise made available to parents and students on request).
- The Parents' Association will be informed where applicable.
- A record of the review and its outcome will be made available to the Patron and the Department of Education upon request.

Signatures

Signed: _____
(Chairperson of the Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of Next Review: _____

Appendix A

Anti-Bullying Form – Coláiste na Coiribe

Date:		**Teacher:**
NAME OF STUDENT MAKING THE ALLEGATION		Class:
NAME OF STUDENT AGAINST WHOM THE ALLEGATION IS MADE		Class:
DETAILS *Include the time, location, names of the alleged perpetrator(s), and names of any witnesses. Record both sides of the incident here.*		
Action Taken *For example: referral, mediation, agreement, warning, sanction, etc.*		
Recommendations / Follow-Up Actions:		

Appendix B
Behaviour Commitment Form – Coláiste na coiribe

Ainm an Scoláire:_____Rang :_____

Behaviour Commitment Form

I understand that everyone/student is different from one another and from me in many ways (hair colour, skin colour, the clothes we wear, height, weight, size, accent, religion, nationality, gender, where we live or have lived, what we like to do, whether we are loud or quiet, how well we learn, how well we study, how good we are at sports, and our different interests). I would not like any of my fellow students to be treated unfairly because of any of these differences or simply because they are not liked. I know that I have the right to be different from other students and that this does not give anyone the right to treat me unfairly or be unkind to me. I know that I am entitled to fairness, equality and respect in school under the school's Code of Behaviour and outside of school as well.

I also know that every other student is entitled to be treated fairly, equally and respectfully. It is wrong to treat anyone in any other way. I therefore commit to treating all of my fellow students fairly and respectfully, regardless of our differences and whether I like them or not.

I will treat _____ *(name of student)* fairly and respectfully at all times.

Student Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

Appendix C
Template for Recording Bullying Behaviour

1. **Ainm an dalta a bhfuil bulaíocht á déanamh air/uirthi agus a rang-ghrúpa**

Ainm_____ Rang _____

2. **Ainm(neacha) agus rang(anna) an dalta/na ndaltaí atá ag gabháil d'iompar bulaíochta**

3. An t-iompar is ábhar buartha/imní (ticeáil an bosca/na boscaí ceart(a)*

An dalta i dtrácht	
Dalta eile	
Tuismitheoir	
Múinteoir	
Eile	

4. An áit ar tharla an teagmhas/na teagmhais (ticeáil an bosca/na boscaí ceart(a)*

Clós	
Seomra ranga	
Dorchla/pasáiste	
Leithris	
Bus Scoile	
Eile	

5. **Ainm an té/na ndaoine a thuairiscigh** an t-údar imní bulaíochta

6. **Cineál** an iompair bhulaíochta (ticeáil an bosca/na boscaí ceart(a)*

Ionsaitheacht Fhisiciúil		Cibearbhulaíocht	
Dochar do mhaoin		Imeaglú	
Aonrú/Eisiamh		Cúlchaint mhailíseach	
Ainmneacha maslacha a thabhairt ar dhuine:		Eile (tabhair do thuairim)	

7. **I gcás iompair a bhféachtar air mar bhulaíocht bunaithe ar aitheantas, tabhair an chatagóir lena mbaineann:**

Homafóbach	Míchumas/bainteach le riachtanais speisialta oideachais	Ciníoch	Ballraíocht den Lucht Siúil	Eile (sonraigh)

8. **Cur síos gairid ar an iompar bulaíochta agus ar a thionchar**

9. **Sonraí na mbeart a rinneadh**

Sínithe_ (Múinteoir Ábhartha) Dáta

An Dáta a cuireadh é ar aghaidh chuig an bPríomhoide/Leas-Phríomhoide

*** Nóta:** Catagóirí molta is ea na catagóirí i dtáblaí 3, 4 & 6 agus féadfaidh scoileanna iad a leasú nó catagóirí eile a chur leo.

Appendix D

Checklist for the Annual Review of the Bí-Cineálta Policy and the Implementation of

the Policy

- When did the Board formally adopt its Bí Cineálta Policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary Schools?
  Enter the most recent date on which the school adopted the Bí Cineálta Policy.
- Where in the school is the student-friendly version of the Bí Cineálta Policy displayed?
- On what date did the Board publish the Bí Cineálta Policy and the student-friendly version of the policy on the school website?
  ___ / ___ / 20___
- How was the student-friendly version of the policy communicated to students?
- How were the Bí Cineálta Policy and the student-friendly version of the policy communicated to parents/guardians?
- Was the school's Bí Cineálta Policy and the School Bí Cineálta Procedures for Preventing and Addressing Bullying Behaviour in Primary and Post-Primary Schools communicated to all school staff?
- Does the Bí Cineálta Policy document the strategies used by the school to prevent bullying behaviour?
- Did the Board receive the Bullying Behaviour Update presented by the Principal at each ordinary meeting during the previous calendar year, and were these updates recorded in the minutes?
- Did the Board discuss how the school is addressing all reports of bullying behaviour?
  (Discussed / Not Discussed)
- Is the Board satisfied that all incidents of bullying behaviour were addressed in accordance with the school's Bí Cineálta Policy?
- Were the preventative strategies outlined in the Bí Cineálta Policy implemented?
- Did the Board discuss the effectiveness of the strategies used to prevent bullying behaviour?
- How were (a) parents/guardians, (b) students, and (c) school staff consulted as part of the review of the Bí Cineálta Policy?
- Outline any aspects of the school's Bí Cineálta Policy and/or its implementation that were identified through this review as requiring further improvement.
- Where areas for improvement were identified, outline how these will be addressed and indicate whether an action plan has been developed, including timelines where applicable.
- Does the student-friendly version of the policy need to be updated as a result of this review and, if so, why?
- Does the school direct parents/guardians to the complaints procedures if they have a complaint about how the school addressed bullying behaviour?
- Has a parent/guardian informed the school that a student left the school due to reported

bullying behaviour?

- Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school addressed an incident of bullying behaviour?

Signed: _____ Signed: _____

Chairperson of the Board of Management School Principal

Date: _____ Date: _____

Date of the Next Review: _____

APPENDIX E
Notification of the Board of Management's Annual Review of the Anti-Bullying Policy

Notification of the Board of Management's Annual Review of the School's Bí Cineálta Policy

To: David Leahy (Chief Executive, GRETB), Board of Management of Coláiste na Coiribe, Parents' Strategic Committee, Parents/Guardians, Students and the School Community

The Board of Management of **Coláiste na Coiribe** confirms that the Board's annual review of the school's **Bí Cineálta Policy for Preventing and Addressing Bullying Behaviour** and its implementation was completed at a meeting of the Board of Management on:

_____ (Date)

This review was conducted in accordance with the requirements of **Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools** published by the Department of Education.

Signed: _____
(Chairperson of the Board of Management)

Date: _____

Signed: _____
(School Principal)

Date: _____

Date of Next Review: _____

APPENDIX F
Student Notice: How to Report Bullying and Contact the School for Support

COLÁISTE NA COIRIBE

Bí-Cinéalta
Polasaí Frithbhulaíochta
Cad a dhéanann tú?

1



An scéal a insint do mhúinteoir

- Fíor-thábhachtach scéal bulaíochta a insint do mhúinteoir/baill foirne eile.
- Mar shampla, tá d'oide ranga ansin chun cluas éisteachta a thabhairt duit



2

Tá daoine anseo chun cabhrú

- Is féidir leat nó do chara nó do thuismitheoir glaoch a dhéanamh ag insint an scéal dúinn.
- Tá an Oide Ranga, Múinteoirí, Ceannairí Bliana, Priomhoide Tánaisteach agus an Príomhoide ar fáil i gcónaí
- Tá Máistress Seoige, Comhairleoir na Scoile ar fáil in A212 - Oifig Threorach

3



Bosca Frith-Bhulaíochta

- Is féidir leat scéal a sheoladh chugainn ag úsáid an bosca frith-bhulaíochta.
- Tá an bosca taobh amuigh den phríomh-oifig scoile

Mo Chearta

4

- A bheith slán ar scoil
- Go bpléifear go cothrom liom (daltaí & múinteoirí)
- Go n-éisteofar liom
- Go léireofar meas orm
- Gan a bheith fágtha ar lár
- A bheith difriúil
- Mo thuairimí féin a bheith agam

5



Cúnamh a thabhairt dá chéile

- Tá ról ag gach duine anseo. Caithfear gníomhnú má fheiceann tú bulaíocht. Úsaid na modhanna anseo chun tacú leis an duine i mbaol agus an scéal a insint dúinn

Eocharfhocail / Keywords:

Céimeanna = *Steps* Frithbhulaiocht = *Anti-Bullying*	Oidí Ranga = *Form tutors* Runda = *Confidential* Uair sa téarma = *once a term* Monatóireacht = *Monitoring* Tinreamh = *attendance* Dialann = *diary* Iompar = *behaviour*	Éisteacht = *listen* Nótaí a ghlacadh = *take notes* Roinnt =*share*	Imscrúdú = *investigate* Eachtra = *incident* Plé = *discuss* Cruinniú = *meeting* Tréadchúram = *Pastoral* Glaoch = *Call* Iarracht = *effort* Cur chuige = *approach* Athchóirithe = *Restorative approach* Foirm Ghealltanais Iompair = *Good Behaviour Promise Form*
Ceannairí Bliana = *Yearheads* Thar 20 lá = *over 20 days* Taifead = *recording* An fhoirm = *the form* Aguisín = *Appendix*	Seoltar = *one sends* Smachtbhannaí = *sanctions* Cuí = *correct* I bhfeidhm = *in place* Cód iompaur = *Code of Behaviour*	Cásanna = *Cases* Tromchúiseacha = *serious*	Imeachtaí = *Events* Ceardlainn = *Workshops* Téama miosúil = *Monthly theme* Cairdeas = *Friendship* Clár = *Programme* Éagraithe = *organised* Tionscnaimh = *Projects* Comhairle na Mac Léinn = *Students Council* Feasacht =*awareness* Tuiscint = *understanding* Ceannairí Cairdis = *Friendship Leaders*

APPENDIX H

Practical Strategies Implemented During the School

Year to Support the Effective Implementation of the Bí Cineálta Policy

Action	Timeline	Planned Action	Person Responsible
Friendship Leaders	August - September	• 5th Year students act as mentors for incoming 1st Year students.	POC2 - Wellbeing
Anonymous Survey	End of Term 1 and Term 2	• Students are given the opportunity to complete a survey (Appendix I) with their Class Teacher, with information forwarded to the Year Head.	Year Heads & Class Teachers
SPHE Curriculum Classes	Throughout the School Year	• Develop a workshop highlighting bullying behaviour. • Poster competition. • Class contract based on the 10 Anti-Bullying Principles.	POC2 - SPHE
Anti-Bullying Week	10-14 November	• Anti-Bullying Week activities. • Whole-school awareness campaign.	Gearóidín
Student Council – Anti-Bullying Ambassadors	Throughout the School Year	• Students' definition of what anti-bullying means. • Demonstrating kindness in the classroom through actions and initiatives. • Student survey focusing on types of bullying and recommendations for improvement.	Gearóidín & Alma
Anti-Bullying Box	Throughout the School Year	• A secure box where students can submit information or concerns.	Gearóidín
School Staff	Annual	• Annual Bí Cineálta training.	School Management
School Community	Annual	• School survey including questions on bullying, to be completed each year. • Gather suggestions and feedback from parents/guardians.	Gearóidín

APPENDIX I

Steps for the School Anti-Bullying Coordinator, Deputy Principal, and Principal When Reporting a Bullying Case to the Board of Management

Guidance on Providing a Bullying Behaviour Update

Date: _____

Total number of new incidents of bullying behaviour reported since the last Board of Management meeting:	
Total number of incidents of bullying behaviour currently being addressed/in progress:	
Total number of incidents of bullying behaviour reported since the beginning of the current school year:	

Where an incident of bullying behaviour is to be reported:

Nature of the bullying behaviour (if known), location where the bullying behaviour occurred, date/time of occurrence, and any other relevant details.	

Behaviours occurring, trends and patterns identified, including the nature and type of bullying behaviour, where relevant.	

Strategies and interventions implemented to address and resolve the bullying behaviour.	
Whole-School Measures and Other Wider Strategies Implemented to Prevent and Address Bullying Behaviour	
Details of any serious incidents of bullying behaviour that resulted in a significant negative impact on a student.	
Details of any instance where a parent/guardian notified the school that a student had left the school as a result of reported bullying behaviour.	
Details of any additional support or assistance required from the Board of Management.	

Details of any circumstances requiring an urgent review of the school's Bí Cineálta Policy prior to the scheduled annual review.	
Recommendations and Additional Information	

APPENDIX J

Student Version of the Bí Cineálta Policy – Poster A



Student-Friendly Bí Cineálta Policy – Poster B


Bí Cineálta
Stop a chur le bulaíocht
Abair le duine éigin é
Cabhair a lorg
An scéal a insint le ball foirne
Tá polasaí Bí Cinéalta ag ár scoil chun stop a chur le hiompraíocht bhulaíochta.
Ba mhaith go mothódh gach duine inár scoil sábháilte agus sásta.
Má cheapann tú go bhfuil bulaíocht á dhéanamh ort nó go bhfuil bulaíocht á dhéanamh ar dhuine éigin eile, is gá duit é a rá le múinteoir nó le duine fásta eile a bhfuil muinín agat astu. Beidh a fhios acu conas cabhair a fháil.



APPENDIX K

Bí Cineálta Policy: The provisions of this appendix apply to the Coláiste na Coiribe Rowing Club.

Scope – This appendix to our Bí-Cineálta Policy applies to;

- All club activities (training, competitions, social events).
- All members: students, coaches, volunteers.
- Both on-site and off-site activities, including online interactions.

Reporting Procedures

- Any member who experiences or witnesses bullying should report it to:
    - The Club head Coach and
    - Year head or
    - The Designated Liaison Teacher from Coláiste na Coiribe - Micheál Ó Marcacháin
- Reports will be treated confidentially and investigated promptly as per Coláiste na Coiribe's Bí-Cinéalta Policy.

Response & Consequences

- Investigation will follow school policy guidelines. These include Coláiste na Coiribe's Code of Behaviour Policy and our Bí-Cineálta (Anti-bullying) Policy
- Consequences will be in accordance to Coláiste na Coiribe's Code of Behaviour Policy and our Bí-Cineálta (Anti-bullying) Policy
- **It is the school management and designated liaison teacher for the club who are professionally trained to deal with bullying cases and the Bí-cinéalta policy who will deal with all issues and not the club officials or volunteers.**

Procedures following a bullying incident

- Designated Liaison Teacher from Coláiste na Coiribe to inform the trainers, coaches, club officials of the incident;
- Details to be shared with trainers, coaches, and club officials of the incident will be decided by School management following their investigation of the incident.
- Regular well-being check-ins by coaches.
- Trainers, coaches and club officials to closely monitor those involved in the case, where possible, make strategic decisions to support both parties involved and to record any further incidents.

Communication

- All communication and correspondence from parents/members of the public should be directed towards the designated liaison teacher or the school management.
- This policy will be shared with all members and parents.

APPENDIX L

Bí Cineálta Policy: The provisions of this appendix apply to circumstances in which an

adult or parent volunteers to assist with extracurricular activities, after-school coaching sessions, or the management of school teams.

Scope – This appendix to our Bí-Cineálta Policy applies to;

- All school activities (training, matches, competitions, social events).
- All members: students, coaches, volunteers.
- Both on-site and off-site activities, including online interactions.

Reporting Procedures

- Any member who experiences or witnesses bullying should report it to:
    - The school coach/trainer in charge/the Designated Liaison Teacher from Coláiste na Coiribe
    - The Designated Liaison Teacher wil bring it to the attention of the Year head
    - Year head will take responsibility that all steps as part of the Bí-Cinéalta policy are followed.
- Reports will be treated confidentially and investigated promptly as per Coláiste na Coiribe's Bí-Cinéalta Policy.

Response & Consequences

- Investigation will follow school policy guidelines. These include Coláiste na Coiribe's Code of Behaviour Policy and our Bí-Cineálta (Anti-bullying) Policy
- Consequences will be in accordance to Coláiste na Coiribe's Code of Behaviour Policy and our Bí-Cineálta (Anti-bullying) Policy

Procedures following a bullying incident

- Designated Liaison Teacher from Coláiste na Coiribe to inform the trainers / coaches, of the incident;
- Details to be shared with trainers, coaches, club officials of the incident will be decided by School management following their investigation of the incident.
- Regular well-being check-ins by coaches.
- Trainers, coaches and club officials to closely monitor those involved in the case, where possible, make strategic decisions to support both parties involved and to record any further incidents.

Communication

- This policy will be shared with all members and parents.
- A summary will be displayed in the club area and on the school website under our Bí-Cineálta Policy (Appendix L)