

# DONAHIES COMMUNITY SCHOOL

## Pobalscoil na nDomhnaí



Streamville Road, Dublin 13 D13 YN77

Fón/Phone: 01-8473522

Email: [office@donahiescs.ie](mailto:office@donahiescs.ie)

RCN: 20018702

Príomhoide/Principal: Peter Keohane

Príomhoide Tánaisteach /Deputy Principal: Michelle Horrigan

## DONAHIES COMMUNITY SCHOOL

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

Reviewed: Feb – May 2025

Ratified by Board of Management: 13.5.2025

Signed: \_\_\_\_\_ Date: 13.5.2025

Mr. Karl Nolan  
Chairperson Board of Management

Signed: \_\_\_\_\_ Date: 13.5.2025

Mr. Peter Keohane  
Principal and Secretary Board of Management

# **Donahies Community School**

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

The Board of Management of **Donahies Community School** 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	6.3.25 April and May 2025	Staff Meetings
Students	3.3.25 4.3.25 March April 2025 all year groups one hour presentation by Year Heads.	72 students random survey Student Council meeting Assemblies
Parents	All meetings of incoming year groups. April May 2025.  PTA	Parent Teacher meetings, School App, Compass, PTA  All meetings
Board of Management	Jan Mar and May 2025 meetings	Agenda of BOM meetings. Presentation
Wider school community as appropriate, for example, bus drivers	Whole staff presentation by Principal 6.3.25. All staff, teaching, non teaching, clerical, caretaking, canteen, bus escorts, ancillary present	Staff half day. 2 hour presentation on all aspects of Bí Cinealta
Date policy was approved: 13.5.2025		
Date policy was last reviewed: 13.5.2025		

### Section B: Preventing Bullying Behaviour:

Outlined below is how Donahies Community School will work with the school community to prevent bullying under the following headings:

- Culture and Environment
- Curriculum (Teaching and Learning)
- Policy and Planning
- Relationships and Partnerships
- Preventing cyberbullying behaviour
- Preventing homophobic/transphobic bullying behaviour
- Preventing Racist bullying behaviour
- Preventing sexist bullying behaviour
- Preventing sexual harassment

***This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):***

## **Culture and Environment**

- The school will strive to create a positive school culture and climate which-
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the school community within a positive atmosphere

Through the following the school can help create a positive school culture:

- Tutor Class, Friendship Week, Buddy System, Diversity Week,
- Effective leadership in setting the tone and standards expected
- Promotion of the concept of a “trusted adult” within tutor class or assemblies
- Support a ‘telling’ environment in the school
- A shared understanding of what bullying is and its impact;
  - Implementation of education and prevention strategies (including awareness raising measures) that-
    - build empathy, respect and resilience in pupils; and
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
- On-going evaluation of the effectiveness of the anti-bullying policy

## **Curriculum (Teaching and Learning)**

- Collaborative learning with opportunities for students to work in small groups
- Subjects offered to students provide opportunities to foster inclusion and respect for diversity
- SPHE and RSE are delivered respectfully with opportunities for Role-Play Exercises, Guest Speakers
- Using other subjects that may offer the opportunity to promote diversity, inclusion, respect other beliefs, raise awareness of racism or focus on the interdependence of people in communities.
  - For example: History - discussing historical figures who fought against discrimination and prejudice
  - For example: English - Include literature that addresses themes of bullying, empathy, and diversity

## **Policy and Planning**

- Other school policies can support the implementation of Bí Cineáltas, code of behaviour, acceptable use policy, mobile phone policy, Dignity in the Workplace
- Support the participation of students in the development of school policies
- Support staff in continuous teacher professional learning opportunities. Offer online courses, workshops

## **Relationships and Partnerships**

- Age appropriate awareness initiatives that look at the causes and impacts of bullying behaviour including those dealing with navigating friendships, identity based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment
- Supporting the active participation of students in school life
- Supporting the active participation of parents in school life, including those who

may find it

difficult or daunting to engage with the school due to being unfamiliar with the education system or due to language or cultural barriers

- Conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying
- Supporting activities that build empathy, respect and resilience
- Encouraging peer support such as peer mentoring
- Promoting acts of kindness
- Partnering with local organisations or taking part in local community events that promote inclusivity and respect

#### **Preventing cyberbullying behaviour**

- Implementing the SPHE curriculum
- Organising events around internet safety day
- Having regular conversations with students about developing respectful and kind relationships online
- Reviewing and communicating an acceptable use policy for technology
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- Promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online\*
- Holding Internet safety day/safety sessions to reinforce awareness

#### **Preventing homophobic/transphobic bullying behaviour**

- Maintaining an inclusive physical environment such as by displaying relevant posters
- Encouraging peer support such as peer mentoring and empathy building activities
- Challenging gender stereotypes
- Encouraging students to speak up when they witness homophobic behaviour
- Establishing support groups for LGBTQ+ students and be active participants in Stand-Up Awareness Week

#### **Preventing racist bullying behaviour**

- Fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- Having the cultural diversity of the school visible and on display, "Culture Day"
- Encouraging peer support such as peer mentoring and empathy building activities
- Encouraging bystanders to report when they witness racist behaviour
- 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
- Inviting speakers from diverse ethnic backgrounds
- Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

#### **Preventing sexist bullying behaviour**

- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex

- Ensuring all students have the same opportunities to engage in school activities irrespective of their sex
- Celebrating diversity at school and acknowledging the contributions of all students
- Organising awareness campaigns, workshops and presentations on gender equality and respect
- Encouraging parents to reinforce these values of respect at home

#### **Preventing sexual harassment**

- Using the updated SPHE specifications at post primary level to teach students about healthy relationships and how to treat each other with respect and kindness
- Promoting positive role models within the school community
- Challenging gender stereotypes that can contribute to sexual harassment
- Having speakers/talks around the area of consent and ensuring students understand this

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

- Ensure effective supervision and monitoring of pupils before school, at break/lunch time and after school
- All reasonable measures to ensure the safety of students and to supervise students when students are attending school or attending school activities.
- Ensure good lighting is present to avoid dark corners or spaces
- Improve the visibility of school staff who are supervising at break times including during courtyard duty
- Murals, artwork and/or signage will be used to help the school to promote the school's values such as equality, diversity, inclusion and respect
- Other strategies that may be used:
  - Respect for all at the heart of the Code of Behaviour
  - Induction for new students
  - Team-building days for students
  - Tutor time
  - Cyber safety talks
  - Extra-curricular activities
  - Friendship Week
  - Stand Up Awareness Week
  - Restorative Practice
  - Wellbeing initiative
  - Culture Day
  - Regular class/school surveys
  - Mediation

### **Section C: Addressing Bullying Behaviour**

The teachers with responsibility for addressing bullying behaviour are as follows:

- The teacher who discovers the bullying behaviour
- Tutors
- Year Head
- Guidance counsellor
- Chaplain

- HSCL
- Deputy Principal
- Principal

When bullying behaviour occurs and it has been identified as such, 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
- act in a timely manner and 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):***

- Identify if bullying behaviour has occurred by meeting with student and/or parents. For an incident to be considered bullying it must satisfy the following criteria:
  - Is the behaviour targeted at a specific student or group of students?
  - Is the behaviour intended to cause physical, social or emotional harm?
  - Is the behaviour repeated?
  - A single hurtful message posted on social media is considered bullying as there is a likelihood of it being shared.
- Where bullying behaviour has occurred
- Support will be given to the students in question through guidance, chaplain, other teachers or outside agencies
- School staff will be fair and consistent in their approach to address bullying behaviour
- Student who is experiencing bullying behaviour will be engaged with without delay
- School staff will identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.
- The following principles must be adhered to when addressing bullying behaviour:
  - ensure that the student experiencing bullying behaviour feels listened to 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
  - act in a timely manner
  - inform parents of those involved
  - Parents of the parties involved will be contacted at an early stage
  - Should a parent inform school of bullying behaviour and request that no action be taken this should be put in writing. The school may decide based on the circumstances address the issue

- The approach taken by the school will be dictated by the nature and complexity of the situation
- A review of the agreed actions will occur no more than 20 days after initial engagement

***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):***

The school will decide on which of the following may be used to support those who experience, witness and display bullying behaviour:

- Through the provision of SPHE/RSE curricula
- Restorative Practice
- Developing coping skills
- Mediation
- Counselling and other supports
- Behaviour for Learning initiatives
- Appropriate and planned interventions by member(s) of the Student Support Services Team
- Other agencies and supports will be engaged if deemed necessary. These may include:
  - National Educational Psychological Service (NEPS)
  - Oide
  - Webwise
  - National Parents Council (NPA)
  - Dublin City University (DCU) Anti Bullying Centre
  - 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.

Policy ratified on 13.5.2025

Signed: \_\_\_\_\_

Mr. Karl Nolan  
Chairperson Board of Management

Signed: \_\_\_\_\_

Mr. Peter Keohane  
Secretary Board of Management