

KYLEMORE COLLEGE



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

2025-2027

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Kylemore 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 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.

The core elements of the definition are further described below:

Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

Repeated behaviour

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

Imbalance of power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation,

family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups. Some students with additional educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control. Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying, can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Types of bullying behaviour

There are many different types of bullying behaviour. These can include the following, which is not an exhaustive list:

disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need.

exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents.

gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity.

homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community.

physical appearance bullying: behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body.

racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism¹³ as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”¹⁴

poverty bullying: behaviour and language that intends to humiliate a student because of a lack of resources > **religious identity bullying:** behaviour and language that intends to harm a student because of their religion or religious identity.

sexist bullying: behaviour and language that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex.

sexual harassment: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

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	26 th March 2025	Half Day Staff Training, feedback and online Survey
Students	April 2025	Online Survey to 2 nd and 5 th Year students, the student council and the Bi Cinealtas student team
Parents	9 th April 2025	Online Survey to all 2 nd and 5 th Year parents.
Board of Management		
Wider school community as appropriate, for example, bus drivers		
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour



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

- Kylemore College provides a positive and inclusive school culture and environment is essential to prevent and address bullying behaviour.
- The school is a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

- The school places a huge emphasis on positive relationships between all members of the school community. These relationships are based on respect, care, integrity and trust.
- School staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.
- The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour.
- Each member of the school has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.
- Students shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.
- Parents, as active partners in their child's education, help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect
- The school supports the idea that our school is a telling environment and encourages students to report any concerns to a member of staff. Additionally, the school supports the "trusted adult" concept and acknowledges that this method may encourage students to report bullying incidents, whether they are personally affected or have observed it. Staff support this strategy by letting students know that they can talk to them. This is reinforced through the pastoral care system and check and connect programme.
- The school leadership team ensures the creation of safe spaces by providing supervision in classrooms, corridors, lunchrooms, yards, and toilets. All staff wear high-visibility jackets so students can easily identify them on duty.
- The school provides a bright welcoming space. The front entrance features the Bi Cinealtas Flag and a dedicated visible Bi Cinealtas notice board promotes awareness of antibullying.
- Staff insist on a positive classroom environment and set high expectations and standards for all students. Every classroom has a poster outlining standards and expectations.

Curriculum

- The school implements education and prevention strategies that are integrated into the curriculum. This includes discussions in our wellbeing classes SPHE (Social, Personal, and Health Education and R.E. (Religious Education) The SPHE programs include elements of anti-bullying education (Strand Four Emotional Wellbeing) and overall wellbeing helping students develop social skills, personal skills and build resilience.
- Mind Out is a Mental Wellbeing Programme for Senior Cycle Students that builds resilience, coping skills, and a solution-focused mindset.
- Our Leaving Certificate Applied students' complete modules in Social Education and Senior Cycle SPHE detailing where their own or others' health or safety may be at risk.
- The Civic, Social, and Political Education (CSPE) curriculum includes the "Place in the World" module, which addresses issues of bullying and social responsibility.
- Additionally, the school provides anti-bullying presentations and information sessions for students at the start of the academic year and during our well-being weeks. This presentation covers the types of bullying, the college's response to concerns or reports, and the actions and consequences.
- The curriculum also includes a focus on cyber-bullying and training for all year groups. Regular cyber safety talks educate students about the dangers of cyber-bullying and how to stay safe online. Internet Safety workshops are delivered by Cybersafe Kids during wellbeing week and Internet Safety Week.
- Form Tutors play a key role in delivering the anti-bullying program and supporting students throughout their school journey. This entails the presentation of a monthly theme and the completion of two annual anti-bullying class sociograms. Relevant member of SMT keeps a record of all sociograms completed and ensures follow-up meetings with students of concern.
- Form Tutors also complete the Check and Connect programme with their students.
- Teachers CPD: Continuous Professional Development (CPD) for teachers ensures they are equipped with the latest strategies and knowledge to prevent and address bullying.
- Assemblies: Regular assemblies are held to reinforce the school's anti-bullying message and promote a positive school culture. Members of our Student Bi Cinealtas team deliver antibullying messages at assemblies.

- **Anti-Bullying Week:** Form Tutors deliver antibullying messages during tutorial time and members of the Bi Cinealtas student team visit classes to raise awareness and promote anti-bullying initiatives.
- **Stand Up Week:** Stand Up Week focuses on promoting inclusion and respect for all students, particularly those from the LGBTQ+ community.
- **RSE in SPHE:** The Relationships and Sexuality Education (RSE) component of SPHE addresses issues related to bullying, respect, and healthy relationships. Guest speakers from Teen Speak and charities deliver workshops to all senior cycle students on healthy relationships as part of wellbeing week. Transition Year students also take a healthy relationships module.
- **School Completion Programme (SCP)** and Guidance Team organise a Transfer Programme for all incoming First Year Students. All First Year Students complete the "You are Here" Programme to ease their transition from Primary to Secondary School.
- **Extra-Curricular Activities:** The school offers a wide range of extra-curricular activities before school, during lunchtime, supervised by teachers. These activities cater to various interests and provide students with opportunities to engage in positive and enriching experiences creating a sense of belonging

Policy and planning

- **Mission statement and Ethos:** As part of our mission statement and ethos we support the right of every member of the college community to feel safe, secure, and happy in all their interactions.
- **The anti-bullying policy** complies with the Anti-Bullying Procedures for Primary and Post-Primary Schools. The policy outlines clear procedures for recording, reporting, investigating, and dealing with bullying behaviour. It includes strategies for effective supervision and monitoring of pupils, supports for staff, and ongoing evaluation of the policy's effectiveness. The Board of Management reviews the policy annually.
- **Code of Behaviour:** The school's code of behaviour sets out the expectations for student conduct and the procedures for addressing behavioural issues, including bullying.
- **Board of Management:** The Board of Management oversees the implementation and review of the anti-bullying policy and other school policies.
- **Acceptable Use Policy:** This policy governs the use of technology and the internet within the school, addressing issues such as cyber-bullying.

- **Wellbeing Policy:** The Wellbeing Plan outlines the school's approach to promoting the mental and emotional health of students and staff.
- **DEIS Plan:** The DEIS (Delivering Equality of Opportunity in Schools) Plan focuses on addressing educational disadvantage and promoting equality within the school.
- **Intimate Care Policy:** This policy outlines the school's formal commitment to recognise and support an individual's intimate care needs, so that all members of the school community experience a positive environment where every member is treated with dignity and respect.
- **Health & Safety:** The Health & Safety policy outlines the measures in place to ensure a safe and secure environment for all students and staff.
- **Whole School Guidance Plan:** This policy provides a framework for the guidance and support services available to students, including career advice and personal counselling.
- **Subject Planning:** Subject planning ensures that anti-bullying education is integrated into the curriculum and delivered across various subjects.
- **Child Protection Policy:** This policy outlines the procedures for safeguarding students and addressing any child protection concerns.
- **Mobile Phone Policy:** This policy outlines the regulations regarding the use of mobile phones within the school premises, including measures to address issues such as cyber-bullying.
- **RSE Policy:** The Relationships and Sexuality Education (RSE) policy addresses issues related to bullying, respect, and healthy relationships
- **Themed Weeks:** The school organizes themed weeks, such as Wellbeing Week Anti-Bullying Week and Stand-Up Week, to raise awareness and promote anti-bullying initiatives.
- **Staff Meetings:** Three whole staff meetings are held each year. Antibullying is a standalone item on the agenda at each of these meetings.
- **The Student Support team** holds weekly meetings to review and address students' needs, ensuring they receive the necessary support.

- Student Council: Student Council meet once a term to discuss issues in the school that pertain to student wellbeing.
- Bi Cinealtas Student team meet once a term to discuss issues pertaining to antibullying initiatives in the school

Relationships and partnerships

- Pastoral Care: The school's pastoral care system includes Class Teachers, Tutors, Year Heads, Guidance Counsellors, Wellbeing Coordinator and Home School Community Liaison Officer, all working together to support students' wellbeing.
- Mentor teams: The Cairde team, Bi Cinealtas team and student mentor teams are in place to provide students with guidance and support from their senior peers.
- SNA Support: Special Needs Assistants (SNAs) offer additional support to students with special educational needs, ensuring they are included and supported within the school community.
- Guidance Support: The Guidance Counsellors provides individual support to students, helping them navigate personal and academic challenges.
- Psychological Service: City of Dublin ETB Psychological service collaborates with the school to offer advice to staff and psychological support and interventions for students.
- School Completion Programme: The School Completion Programme key workers aim to prevent early school leaving and supports students in completing their education.
- Deis: The DEIS (Delivering Equality of Opportunity in Schools) team works on reducing educational disadvantage and supporting equality within the school.
- Tusla: The school collaborates with Tusla, the Child and Family Agency, to support students' welfare and address any child protection concerns.
- Parent Volunteers: Parents are encouraged to volunteer and participate in school activities, fostering a strong partnership between home and school.
- Student Council & Student Voice: The Student Council provides a platform for students to voice their opinions and contribute to school policies and initiatives.
- Restorative Practice: The school employs Restorative Practice to resolve conflicts and restore relationships, promoting a positive and respectful school environment.

- **Behaviour for Learning Support:** The school offers Behaviour for Learning Support to help students develop positive behaviours and attitudes towards learning.
- **Check and Connect:** The Check and Connect program involves staff members regularly checking in with students to provide support and ensure their wellbeing.
- **City of Dublin ETB Bi Cinealtas Student forum:** Members of our student Bi Cinealtas team attend the forum in partnership with other ETB schools and collaborate on Bi Cinealtas Prevention strategies and how student voice can impact on addressing bullying in schools.
- **Home School Community Liaison Officer:** The Home School Community Liaison Officer works to strengthen the partnership between home and school, supporting students and their families.
- **Class Teachers & Tutors:** Class Teachers and Tutors are integral to the school's support system, providing guidance and assistance to students on a daily basis.
- **Regular Parent-Teacher Meetings** are held to discuss students' progress and address any concerns, fostering open communication between home and school.
- **First Year Induction:** The school provides an induction program for first-year students to help them transition smoothly into secondary school and understand the anti-bullying policies and support systems in place. The College will, in all its communications with students and their parents, commencing with the induction of the student into Kylemore College, make every effort to highlight the importance of students reporting incidents of or concerns about bullying to a member of the teaching staff.
- The principal provides information on anti-bullying on Parent induction days and information is also included in our 1st Year Student Manual.
- **Guest Speakers:** The school invites guest speakers to provide additional insights and education on bullying prevention and related topics, enriching the students' learning experience.

In order to address specific types of bullying, we implement the following strategies.

Preventing cyberbullying behavior

- Internet Safety Week
- LCA Class 603 conduct a cyber safety workshop for first-year students.
- LCA Class 503 form a safer internet committee and work with 1st years.
- Webwise resources
- Teaching on CoCos Law
- Parent Handbook information
- ICT curriculum
- SPHE curriculum in Junior and Senior Cycle
- Internet safety workshops provide education on cyberbullying and subsequent harm it can cause.
- Appendix 3a and 3 include cyberbullying.
- Certain websites are blocked on Chromebooks and students have restricted access while on school devices
- No phone policy - Parents and student sign
- Acceptable use policy including a no phone policy in student Journal – Students and Parents sign this.
- Students are closely monitored in all classes.

Preventing homophobic and transphobic bullying behavior

- Stand UP Week is held annually.
- We have normalised the language around LGBTQ+ and provide guided discussion.
- Different Texts with LGBTQ+ Stories
- We recognise a cultural change in the current generation.
- LGBTQ+ day as part of Stand-UP week
- SPHE curriculum
- Code of Behaviour
- Discussions held across all year groups in JC and SC SPHE lessons
- In CSPE Student cover a topic on Laws
- We provide an Inclusive community
- Antibullying sociograms
- Form Tutor Time provides time for discussion

Preventing Racist Behaviour

- Show racism the red card posters are displayed on notice boards.
- Different texts in Subjects - themes on racism.
- Staff challenge racist comments and record incidents
- SPHE curriculum
- Quick and severe sanctions
- Anti-bullying policy
- We have a zero-tolerance response to Racist behaviour

- We foster an inclusive learning environment.
- Through our Code of behaviour
- Positive school culture that fosters diversity.
- Cultural displays are visible across the school or for specific events.
- Culturally diverse, reading material in the library
- Students typically intervene to stop racist comments in the classroom.
- Through our reporting systems, tutors and calls from parents.
- Follow up support for any student involved to ensure it is not repeated.

Preventing Sexist Bullying Behaviour

- Zero tolerance response to derogatory or inappropriate comments
- International Women's Day event is held each year.
- We provide extracurricular sports for all.
- RTE Women in sport documentary is shown in certain classes.
- Choice of texts for English help to educate especially in senior cycle - Small things like this - an education on female oppression.
- All subjects are encouraged
- Stand up week
- Students are provided with the same opportunities regardless of gender.
- We participate in the SIM For STEM Driving programme and STEM Passport for Inclusion Programme.
- Teacher presence and supervision in all areas
- SNA reports any concerns to teaching staff.

Preventing Sexual Harassment

- Child Protection Presentation to all students.
 - The names of the DLP and DDLP are displayed in the front hall.
 - Zero Tolerance response to all forms of harassment
 - Code of Behaviour.
 - We involve outside agencies when required e.g. Garda
 - Students now wear their tracksuits to school on PE days, so changing rooms are no longer used.
 - SPHE curriculum
- International Women's Day

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):

- **Yard and Corridors** - A weekly schedule of student supervision on corridors and yards is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management. Staff on duty wear high-visibility jackets so that students can identify them easily.
- **Toilets** – A weekly schedule of toilet supervision is in place to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.
- **In class** - Staff attentively observe relationships between students, monitor absence patterns, and communicate that high standards of behaviour are expected.
- **Changing Rooms** – Staff supervise the changing rooms when extracurricular sports teams are changing to monitor student behaviour and wellbeing. Students now wear their tracksuits to school on PE days, so changing rooms are no longer used.
- **Lunchroom** A weekly schedule of lunchroom supervision is in place to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.
- **Survey of Students** - Students are surveyed through antibullying sociograms twice throughout the year regarding bullying behaviour as part of the school's wellbeing processes.
- **Student Support Team** – the student support team meet weekly and discuss students where concerns may have been brought to their attention.
- **Student Buses and Trips** – Students are monitored and supervised at all times on school buses and trips. The school always ensures there is adequate supervision in terms of the ratio of staff to students.

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Section C: Addressing Bullying Behaviour

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

- Class Teacher
 - Form Tutor
 - Year Head
 - Home School Community Liaison Teacher
 - Assistant Principal
 - Wellbeing Team
 - Student Support Team (SST)
 - Deputy Principal
 - Principal
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When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured.
- seek to ensure the privacy of those involved.
- conduct all conversations with sensitivity:
- consider the age and ability of those involved.
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- take action in a timely manner.
- inform parents of those involved.

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

The steps that will be taken by the college to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:
Students are informed that involvement in bullying will result in the following actions:

When the School is made aware of potential bullying behaviour the staff in Kylemore College will use the following three questions outlined in the Bí Cineálta procedures to make a preliminary assessment of whether bullying behaviour has occurred:

- Is it targeted?
- Is it repeated?
- Is it causing harm?

1. **Initial Investigation:** All reports of bullying will be investigated, addressed and recorded by teachers to build students' confidence in reporting incidents. If the incident is deemed to be a youthful disagreement this is initially noted on VShare on the negative behaviour tab and points deducted accordingly.
2. **Ladder of Referral:** Staff follow the ladder of Referral to the relevant School Authorities: All incidents will be referred to the Form Tutor and Year Head in the first instance. The Year Head will then refer to the relevant member of the SMT. If the incident is deemed to be a Youthful Disagreement Form Appendix 3A is completed by the member of staff dealing with the incident. If the incident is deemed to be bullying, Form Appendix 3 is completed by the member of staff dealing with the incident.
3. **Individual Meetings:** The Year Head dealing with the incident will meet with both parties individually to discuss the matter and seek solutions. Efforts will be made to help both parties understand the situation from each other's perspective using a restorative approach. If both parties are agreeable a restorative conversation will be facilitated.
4. **Parental Involvement:** Both parties, parents/guardians, will be informed of the situation and the plan going forward by the Year Head or Form Tutor dealing with the incident. Form Tutor and Year Head will log a record of this communication. Parents may be required to attend an in-school meeting if the behaviour of concern continues.
5. **Documentation:** A record of all Appendix 3As Youthful disagreement forms and Appendix 3s Bullying forms are kept by the relevant member of SMT. A copy of

these forms documenting the incident will be placed on the students' files. If a group is involved records will be kept for each student involved. Record of the incidents are also kept on the Form Tutor log.

6. **Follow-Up Meetings:** Follow-up meetings again using a restorative approach will be arranged with both parties separately, by the relevant member of staff dealing with the incident to ensure that the bullying has stopped. This meeting will take place no more than twenty days after the first incident. If the behaviours have continued, students will be further sanctioned under the Code of Behaviour.
7. **Student Support:** Student support will be provided within the school for both parties, where deemed necessary. (this is documented further in the next section)
8. **External Agencies:** It may be deemed necessary for the school to seek assistance from external agencies such as general medical practitioners, Gardaí, health boards, social workers who may be involved in this process.

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):

Support for Students Who Experience Bullying

- **Open Access to Form Tutor, Year Head, Wellbeing Coordinator, Home school Community Liaison Teacher or Guidance Counsellor:** Students have access to these staff members who play significant roles in preventing and addressing bullying. An assigned SNA may also offer support.
- **Anti-Bullying Presentation:** Presentation is provided to all year groups by relevant members of SMT during designated times, helping students understand and cope with bullying.
- **Counselling Provision:** Where possible, necessary counselling is provided within the school for students affected by bullying, with referrals made when appropriate.
- **Restorative Practice:** Follow-up meetings are arranged with the parties involved separately, with a view to bringing them together at a later date if students are ready and agreeable.
- **Check and Connect Program:** Staff members regularly check in with students to provide support and ensure their wellbeing.

Support for Students Who Witness Bullying

- **Encouraging Disclosure:** The school promotes a telling culture where students are encouraged to disclose and discuss incidents of bullying in a non-threatening environment. This can be achieved using the antibullying sociograms.
- **Education and Prevention Strategies:** Implementation of education and prevention strategies that build empathy, respect, and resilience in pupils, explicitly addressing issues of cyber-bullying and identity-based bullying.
- **SPHE and R.E. Classes:** Discussions in SPHE (Social, Personal, and Health Education) and R.E. (Religious Education) classes include the Anti-Bullying Programme FUSE help students understand the impact of bullying and how to respond.
- **Assemblies and Themed Weeks:** Regular assemblies and themed weeks, such as Wellbeing Week and Stand-Up Week, raise awareness and promote anti-bullying initiatives.

Support for Students Who Display Bullying Behaviours

- **Investigation and Follow-Up:** All reports of bullying are investigated, addressed and recorded. Teachers involved in the situation meet with each party separately to discuss the issue and explore potential solutions.
- **Restorative Practice:** The school employs Restorative Practice to resolve conflicts and restore relationships, promoting a positive and respectful school environment.
- **Behaviour for Learning Support:** The school offers Behaviour for Learning Support to help students develop positive behaviours and attitudes towards learning.
- **Sanctions:** Students involved in bullying are warned to stop immediately. If further incidents occur, they are referred to the Year Head and Deputy Principal as a discipline matter. More serious sanctions, ranging from suspension to exclusion apply to students who engage in continual serious bullying incidences
- **Student Support:** Necessary counselling is provided within the school for students who display bullying behaviours, with referrals made when appropriate.
- **Whole School Guidance:** This policy provides a framework for the guidance and support services available to students, including career advice and personal counselling.
- **Parent-Teacher Meetings:** Regular discussions on student progress and concerns to ensure open communication between home and school.

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

Section D: Oversight

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

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

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

Signed: _____

(Chairperson of board of management)

Date: _____

9th June 2020

Signed: _____

(Principal)

Date: _____

9th June 2020

Appendix A

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- > the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc.
- > the strategies used to address the bullying behaviour
- > any wider strategies to prevent and address bullying behaviour
- > if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- > if a parent has informed the school that a student has left the school because of reported bullying behaviour
- > if any additional support is needed from the board of management
- > if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.

Appendix B

Review of the Bí Cineálta Policy

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

Bí Cineálta Policy Review

1. 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*? Insert date when the Bí Cineálta policy was last adopted by the school.

_____/_____/20____

2. Where in the school is the student-friendly Bí Cineálta policy displayed?

3. What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website? _____/_____/20____

4. How has the student-friendly policy been communicated to students?

5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools*?

☐ Yes ☐ No

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? ☐Yes ☐No

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year? ☐Yes ☐No

9. Has the Board discussed how the school is addressing all reports of bullying behaviour? ☐Yes ☐No

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? ☐Yes ☐No

11. Have the prevention strategies in the Bí Cineálta policy been implemented? ☐Yes ☐No

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? ☐Yes ☐No

13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?

16. Does the student-friendly policy need to be updated as a result of this review and if so why?

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

☐ Yes ☐ No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

☐ Yes ☐ No

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

☐ Yes ☐ No

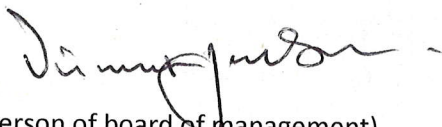
Appendix C

Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

The Board of Management of Kylemore College confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of 9/26 [date].

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

Signed:



(Chairperson of board of management)

Signed:



(Principal)

Date:

9th June 2026

Date:

9th June 2026.

Date of next review:

June 2027.

Appendix D- Form 3A Youthful disagreement .

Appendix 3A - Template for Recording Youthful Disagreements

1. Name(s) and class (es) of pupil(s) engaged in a youthful disagreement

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2. Source of concern/report (tick relevant box(es))

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

3. Location of incidents (tick relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

--

5. Type of Concern (tick relevant box (es))

Physical Aggression		Online	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

6. Where behaviour is regarded as identity-based, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

6a. Where behaviour of concern is online please answer the following questions

Is this a once off incident/event	
Has any intervention been tried?	
Has the abused been reported to the service provider or website administrator?	
Is their evidence available e.g. screenshots, printouts?	
Do the Gardaí need to be informed?	
Does a device need to be confiscated or a computer isolated as evidence?	
Does the material need to be taken down from social media website?	
Have parents of both students been alerted?	
Who has taken responsibility for the above steps?	

7. Brief Description of behaviour and its impact:

8. Details of actions taken:

9. Follow up:

Has the behaviour of concern stopped?	
Does the target/victim feel safe?	
Is further action required?	
Have those involved changed their behaviours/acknowledged the harm caused?	
Has the case contributed to the learning of the class/year/group in some way?	
Have passwords been changed, privacy settings checked & friends list cleared?	
Any further note such as the impact on this incident or recommendations?	

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal/AP1 _____ Follow up due _____

Appendix E - Form 3 Bullying

Appendix 3 - Template for Recording Bullying Behaviour

Definition – Bullying is targeted behaviour, online or offline that causes harm. The harm 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. (*Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools June 2024*)

1. Name of pupil being bullied and class group

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2. Name(s) and class (es) of pupil(s) engaged in bullying behaviour

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3. Source of bullying concern/report (tick relevant box(es))

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the bullying concern.

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6. Type of Bullying Behaviour (tick relevant box (es))

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal/AP1 _____