ST CIARÁN'S
COMMUNITY SCHOOL



OMNES VIRTUTEM SEQUENTES

St. Ciarán's Community School

Bí Cineálta Policy

ST CIARÁN'S COMMUNITY SCHOOL

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Board of Management

St. Ciarán's Community School

ST CIARÁN'S COMMUNITY SCHOOL

OMNES VIRTUTEM SEQUENTES

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St Ciaran's 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. (Insert Link Here!) 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

vq86-Code_of_Behaviour_and_Suspension_and_Explusion_Policy_March_26.pdf

Section A: Development/review of St Ciaran's Community School 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.

Stakeholder	Date consulted	Method of consultation

School staff	25 March 2025	Half-day school closure; survey
Students	March–May 2025	Survey; focus group
Parents	May 2025	Survey
Board of Management	January 2025; May 2025	Presentation; survey
Wider school community, e.g. bus drivers	May 2025	Survey
Date policy was approved		

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.

Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

Preventing cyberbullying behaviour

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. Technology is a part of life that can impact even the youngest members of society. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

Schools should proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- implementing the SPHE curriculum
- implementing the Digital Media Literacy curriculum which teaches students

about responsible online behaviour and digital citizenship

- having regular conversations with students about developing respectful and kind

relationships online

- developing 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 an Internet safety day to reinforce awareness around appropriate online

behaviour

- Accessing FUSE Antibullying & Online Safety Programme for Junior Cycle Students

The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. (Schools should refer to Circular 0042/2018 and 0043/2018 for guidance on the use of programmes and external facilitators in the promotion of wellbeing https://circulars.gov.ie/pdf/circular/education/2018/42.pdf) For the purposes of data collection, students between the age of 13 and 16 years old must

have parental permission to signup to social media services where companies use the legal basis of consent to collect process and store users' data. Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old. Therefore technically, children under the age of 13 should not have a social media account.

It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

Preventing homophobic/transphobic bullying behaviour

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school.

Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- maintaining an inclusive physical environment such as by displaying relevant posters
- encouraging peer support such as peer mentoring and empathy building activities
- challenging genderstereotypes
- conducting workshops and seminars for students, school staff and parents to raise awareness of the

impact of homophobic bullying behaviour

- encouraging students to speak up when they witness homophobic behaviour
- organising Stand Up Week to demonstrate support and show our sense of community
- Engaging with Belong To Youth services

Preventing racist bullying behaviour

Schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour.

Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:

- 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
- conducting workshops and seminars for students, school staff and parents to raise awareness of

racism

- 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 (https://circulars.gov.ie/pdf/circular/education/2018/43.pdf)

- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds
- Fostering a sense of belonging for all students

Preventing sexist bullying behaviour

Schools should focus on gender equality as part of the school's measures to create a supportive and respectful environment.

Strategies to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

- 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

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. Schools must make it clear that there is a zerotolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- using the updated SPHE specifications at postprimary 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

Many of the preventative strategies listed above can be implemented by schools to prevent all types of bullying behaviour.

Resources to support schools to prevent bullying behaviour are contained in the Resources Guide which can be found here https://www.gov.ie/en/department-of-education/publications/b%c3%ad-cine%c3%a1lta-resources-for-primary-schools-post-primary-schools-and-parents/

schools-and-parents/ St Ciaran's Community School has the following supervision and monitoring policies in place to prevent and address bullying behaviour

Culture and Environment

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

Relationships between all members of the school community should be based on respect, care, integrity and trust. Open communication between the patron, boards of management, 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 school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

Students can 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, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

A Telling Environment

It is important that the school community supports a 'telling' environment. Students should feel comfortable to talk about concerns regarding bullying behaviour.

The reasons why students may not report include the following:

- fear of retaliation from the student displaying the bullying behaviour or their friendship group
- concerns about being seen as a "telltale" for reporting bullying behaviour
- fear that the adult may make the situation worse
- fear that the adult doesn't have the knowledge and skills to deal appropriately with the bullying

behaviour

- fear that the adult may deny access to their smart phone
- not knowing what will happen when they report bullying behaviour
- fear that they will not be believed
- concerns about "getting into trouble" for reporting bullying behaviour
- not having evidence to back up the allegation of bullying behaviour, this can be seen particularly with

relational bullying behaviour Schools should take these reasons for not reporting into account when developing their strategies to prevent and address bullying behaviour. Schools should be safe environments where reporting of bullying behaviour is encouraged.

A Trusted Adult

The concept of "a trusted adult" can be an effective strategy to encourage students to report if they or another student is experiencing bullying behaviour. Staff could support this strategy by letting students know that they can talk to them.

Students who witness bullying behaviour should be supported and encouraged to report the behaviour to a trusted adult in the school so that the behaviour can be addressed. Students who witness bullying behaviour on social media have an important role in helping to address the behaviour by reporting the witnessed behaviour to a trusted adult.

The trusted adult should reassure the student that they have done the right thing by reporting the behaviour. The trusted adult should, without delay, inform the member of staff who has responsibility for addressing bullying behaviour. In St Ciaran's Community School this may be the deputy principal, year head, tutor, or a member of the student support team. If unsure who to inform, the trusted adult should inform the principal or deputy principal. The trusted adult should continue to support the student, as appropriate, while the behaviour is being addressed by the relevant member of staff.

Creating safe physical spaces in schools

The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. Spaces that have a clear line of sight make it easier for school staff to supervise students. Hidden spaces in hallways, around staircases and in the schoolyard can be areas where there is a greater risk for bullying behaviour to occur.

School could consider increasing visibility in these areas such as by the use of mirrors, planting shrubs to avoid students congregating in these areas or increasing supervision.

Schools could take the following measures to create safe physical spaces:

- ensure good lighting is present to avoid dark corners or spaces
- remove visual barriers from windows such as posters
- install mirrors to improve visibility and reduce blind spots
- improve the visibility of school staff who are supervising at break times including during yard duty
- murals, artwork and signage can help schools to promote the school's values such as equality,

diversity, inclusion and respect

- Creation and maintenance of sensory garden

Students can feel a greater sense of belonging to a school community when they are given ownership of their own space through art and creativity21. This helps students to identify and to feel a sense of responsibility for their school environment. The inclusion of spaces within schools for collaborative learning can also play a part in fostering a sense of belonging. It is important that the school grounds are well maintained to promote a sense of ownership and respect in the school community.

Supervision

Appropriate supervision is an important measure to help prevent and address bullying behaviour.

Schools are required to take all reasonable measures to ensure the safety of their students and to supervise students when students are attending school or attending school activities.

Some schools offer a mix of organised activities during break times and schools are encouraged to continue to do this with a view to accommodating a range of preferences and interests.

- Games Room = Chess, Cards, Board games
- Debating Cub
- Library Club

Curriculum (Teaching and Learning)

Teaching and learning that is collaborative and respectful should be promoted. Students should have regular opportunities to work in small groups with their peers, which can help build sense of connection, belonging and empathy among students.

The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. Schools are encouraged to provide opportunities for students to develop a sense of selfworth through both curricular and extracurricular programmes.

The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula at primary level aim to foster students' wellbeing, selfconfidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions.

Students' social and emotional learning (SEL) skills can be improved through the SPHE curriculum.

Examples of resources that can be used as part of teaching SPHE are included in the Resources Guide which accompanies these procedures.

At postprimary level, the updated SPHE specifications aim to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The RSE strand of the specification also provides space for post primary students to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identitybased bullying as well as sexism and sexual harassment.

Students can also consider diversity and inclusion through the National Council for Curriculum and Assessment's Religious Education specifications/syllabus. As well as this, diversity and inclusion can be experienced via Patron's Curricula which aim to encourage respect and understanding of different beliefs, perspectives and ways of living. In Civic Social and Political Education (CSPE), there is a focus on the interdependence of people in communities, at local as well as national and international levels. History and, at Senior Cycle, Politics and Society can be used to raise awareness of racism and colonialism. By examining historical and contemporary examples of racial discrimination and colonial legacies, students can develop an understanding of the root causes of bias and prejudice. Resources and materials are also available to support incorporating Traveller culture and history across all areas of the curriculum.

See the Resources Guide: https://www.gov.ie/en/department-of-education/publications/b%c3%ad-cine%c3%a1lta-resources-for-primary-schools-post-primary-schools-and-parents/

Policy and Planning

The wellbeing of the school community should be at the heart of school policies and plans. Chapter 4 details the requirements of a school's Bí Cineálta policy and studentfriendly Bí Cineálta policy to prevent and address bullying behaviour.

There are a range of other policies such as the school's acceptable use policy, supervision policy, special education teaching policy and Code of Behaviour that can support implementation of a school's Bí Cineálta policy.

- Code of Behaviour
- Child Protection
- Acceptable Use Policy
- Special Educational Needs Policy

Supporting the participation of students in the development and implementation of school policies and plans can help increase awareness and ensure effective implementation.

Students in St Ciaran's Community School were surveyed in relation to Bi Cinealta and our Student Council reviewed the policy. A focus group of students designed the Student Friendly Version of Bi Cinealta which is displayed across the school, in corridors and in classrooms.

Engaging in appropriate teacher professional learning courses can support school staff to prevent and address bullying behaviour. School staff should also share their experiences and examples of best practice. There is a range of training available for school staff which relates to promoting inclusion and diversity in schools.

See the Resources Guide which accompanies these procedures.

Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as student councils, school clubs, parents' associations and student support teams.

The following, which is not an exhaustive list, could be considered to strengthen relationships and partnerships between members of the school community:

- ageappropriate awareness initiatives that look at the causes and impacts of bullying behaviour

including those dealing with navigating friendships, identitybased 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
- teaching problem solving
- hosting debates

Cineáltas: Action Plan on Bullying recognises the importance of positive relationships across the whole education community to promote empathy, understanding and respect and this is reflected in St Ciaran's Community School with our own Bi Cinnealta policy development.

The meaningful involvement of the board of management, staff, students and their parents in the development, implementation and review of St Ciaran's Community School's Bí Cineálta policy and student friendly version is essential to effectively prevent and address bullying behaviour. Focus groups created out of surveys and other interested students are pivotal for the creation of same.

It should be noted that there is a variety of prevention strategies that can be implemented. A school's Student Support Team can support the development, implementation and review of the school's

strategies to prevent bullying behaviour. When implementing a prevention strategy schools should consider engaging with members of the wider school community who are in regular contact with students, such as the following, which is not an exhaustive list:

- school bus drivers
- education welfare officers
- homeschool community liaison officers
- school completion project workers
- Traveller and Roma community education workers
- traffic wardens
- local businesses that are close to the school

These members of the wider school community can be encouraged to report any bullying behaviour to the school as appropriate.

Section C: Addressing Bullying Behaviour

The teachers with responsibility for addressing bullying behaviour in St Ciaran's Community School are as follows:

Year Heads, Deputy Principal, APII Bullying Co-ordinator, Restorative Practice Committee of suitably qualified teachers 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 whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour teachers should:

- 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 the students 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

Identifying if bullying behaviour has occurred

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.

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

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

If the answer to any of these questions is No, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- if a group of students is involved, each student should be engaged with individually at first
- thereafter, all students involved should be met as a group
- at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each student should be supported as appropriate, following the group meeting
- it may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

- parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved (Deputy Principal to gather and retain all such relevant records from the Year Head/s in question)
- this record should document the form and type of bullying behaviour, if known , where and when it took place and the date of the initial engagement with the students involved and their parents
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

Follow up where bullying behaviour has occurred

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- the date that it has been determined that the bullying behaviour has ceased should also be recorded
- any engagement with external services/supports should also be noted
- ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- if the bullying behaviour has not ceased the teacher should review the strategies used in consultation

with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased

- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display

the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school

- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in

accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, they should be referred to the school's complaints procedures

- if a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the

Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

The Role of APII Bullying Co-ordinator within the context of Bí Cineálta Anti-Bullying Policy

The post holder operates within the school's distributed leadership model and plays a key role in supporting students who are experiencing bullying behaviour, while contributing to a whole-school approach to prevention, early intervention and response. This work aligns with the Learner Experiences and Leadership and Management domains, ensuring that student wellbeing, safety and inclusion are central to school practice.

The post holder supports the creation of a safe, inclusive and respectful school environment, recognising that student wellbeing is both an enabler of learning and an essential outcome of education.

Some key responsibilities within the context of Bí Cineálta Anti-Bullying Policy for APII Bullying Co-ordinator:

- Provide a safe, confidential and supportive point of contact for students who experience bullying.
- Support students in reporting concerns and ensure their voice is heard and responded to

appropriately.

- Liaise with parents/guardians in a sensitive and timely manner regarding concerns about bullying

behaviour.

- Work collaboratively with staff teams to ensure a consistent and fair approach to addressing

incidents.

- Engage with external agencies where required to support students effectively.
- Liaise with Year Heads, SEN team, Guidance and relevant staff to coordinate appropriate supports

and interventions.

- Monitor the wellbeing and progress of students involved (targets, supports, follow-up).
- Support the consistent implementation of the Bí Cineálta Anti-Bullying Policy and associated

procedures.

- Assist with the recording, tracking and follow-up of bullying incidents, ensuring accuracy and

confidentiality.

- Promote early intervention strategies and restorative practices where appropriate.
- Lead and support initiatives to raise awareness of bullying, including identity-based and

cyberbullying, in line with best practice.

- Contribute to the delivery of wellbeing and SPHE/RSE programmes that build resilience, empathy and respect among students.
- Work with staff to embed preventative approaches across curricular and co-curricular activities.
- Contribute to building a school culture based on respect, inclusion and positive relationships, supporting students to feel safe and valued.
- Encourage student participation and voice in promoting positive behaviour and anti-bullying initiatives.
- Support peer mentoring, student leadership and ambassador programmes where appropriate.

Role of Restorative Practice Committee of suitably qualified teachers

The Restorative Practice Committee supports the implementation of a whole-school restorative approach that promotes positive relationships, accountability, inclusion and belonging. The committee will:

- Promote and model restorative values, language and practices across the school community, fostering a culture of respect, empathy and relationship-based problem solving.
- Support the resolution of conflict and incidents of bullying behaviour through restorative processes where appropriate, with the aim of repairing harm, rebuilding trust and restoring relationships.
- Facilitate restorative conversations, circles, mediation meetings and restorative conferences for students, staff and parents where suitable and with the agreement of all parties.
- Ensure that the voice of those harmed is central to restorative processes and that those responsible are supported to understand the impact of their actions and take meaningful responsibility for repairing harm.
- Provide guidance and support to staff in the use of restorative questions, affective statements and restorative responses when addressing conflict, behaviour concerns and relationship difficulties.
- Work collaboratively with Year Heads, the APII Bullying Co-ordinator, Student Support Team, Guidance Counsellor and school leadership to identify appropriate restorative interventions and support plans.
- Monitor and review restorative interventions to evaluate their effectiveness in improving relationships, reducing recurring incidents and supporting student wellbeing.
- Promote student leadership and participation in restorative practices through peer mentoring, restorative ambassadors, student voice initiatives and relationship-building activities.
- Support ongoing staff professional learning in restorative practice and contribute to the development of consistent restorative approaches throughout the school.
- Contribute to the development, implementation and review of school policies and procedures to ensure restorative principles remain embedded within the school's commitment to Bí Cineálta, wellbeing, inclusion and positive behaviour.

Post of Responsibility Wellbeing Co-ordinator APII role within Bí Cineálta

- Has oversight of the implementation and ongoing review of the Bí Cineálta Anti-Bullying Policy,

ensuring alignment with national procedures, LAOS principles, and a whole-school approach to prevention, early intervention and response.

- Supports the development, review and implementation of policies related to wellbeing, inclusion

and anti-bullying, ensuring they reflect best practice and stakeholder voice.

- Coordinates communication with staff, students, parents and external agencies to strengthen

partnerships that support student wellbeing. All bullying behaviour will be recorded. Records will be maintained by the Deputy Principal. Please see Appedix A of St Ciaran's Community School Bi Cinealta policy for record page. This page must be filled out by the trusted adult to whom the student speaks to in relation to a suspected bullying behaviour incident. 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.

St Ciaran's Community School will use the following approaches to support those who experience,

witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

Supports

Supports are available to help prevent and address bullying behaviour. These include the following:

National Educational Psychological Service (NEPS) The National Educational Psychological Service (NEPS) of the Department of Education provides a comprehensive, school based psychological service to all primary and post primary schools to support the wellbeing, academic, social and emotional development of all students. The NEPS model of service is a consultative, capacity building model, in which there is a balance between casework and support and development work.

The psychological services which NEPS provides for students are differentiated in terms of whether the service involves the psychologist's direct involvement with the student, known as Direct Casework, or involves the psychologist working through teachers or teachers/parents to provide a psychological service for a student, known as Indirect Casework. NEPS staff can support schools with issues around bullying through this direct or indirect case work service.

In relation to bullying, NEPS psychologists often advise schools on best practice to prevent and address bullying when issues arise in schools and/or provide training in preventative initiatives, such as developing social and emotion skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers as appropriate.

More information on the supports provided by NEPS is included in the Resources Guide

Oide

Oide is the Department of Education's support service for schools, and it supports professional learning for primary and postprimary school leaders and teachers in recognised schools and centres for education.

Oide fosters a culture of continuing professional learning among school leaders and teachers encouraging lifelong learning, reflective and enquirybased practices. The work of Oide contributes to school improvement by providing high quality professional learning experiences, supports and resources relating to curricular developments, broader educational goals and national priorities, such as wellbeing which includes preventing and addressing bullying.

Oide provides continuing professional learning support to schools to support implementation of these procedures. More information on the supports provided by Oide is included in the Resources Guide which accompanies these procedures.

Webwise

Webwise is the online safety initiative of the Department of Education and is cofunded by the

European Commission. Webwise promotes safer, better internet use through awareness raising and education initiatives targeting teachers, students and parents. Webwise develops and disseminates resources that help teachers integrate digital citizenship and online safety into teaching and learning in their schools. Webwise also provides information, advice, and tools to parents to support their engagement in their children's online lives. With the help of the Webwise Youth Advisory Panel, Webwise develops youthoriented awareness raising resources and training programmes that promote digital citizenship and address topics such as online wellbeing and cyberbullying.

More information on the supports provided by Webwise is included in the Resources Guide

Bí Cineálta Anti-Bullying Student PowerPoint Guide

See Appendix B for Student PowerPoint This PowerPoint is used in tutorial classes multiple times per year to remind students of where to go and what to do in relation to Bi Cinealta procedures

Bí Cineálta Anti-Bullying Student Posters

See Appendix C for Student Designed Posters These posters were designed by current students to highlight Bí Cineálta procedures for all students and to represent the culture of inclusion and safety in St Ciaran's Community School.

These posters are in every classroom in the school and in all corridors and stairwells, clearly visible upon entry into the school.

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.

This policy has been ratified by the Board of Management of St Ciarán's Community School at its meeting on:

20/10/26

Signed: _____ Signed: _____

Chairperson
Board of Management

Principal

Date: 20/10/26 20/10/26

Date of next review: 2027

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