



Bí Cinealta

CBS High School Clonmel Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of CBS High School Clonmel 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.

School Context

Mission Statement and Ethos

Ardcoil na mBraithre, founded by the Christian Brothers as a Christian community, aims to promote the personal, spiritual, creative and academic development of its students.

The support of the wider school community, and in particular all parents/guardians, is necessary to promote this vision.

The Edmund Rice Schools Trust Charter

Vision

Promoting full personal and social development in caring Christian communities of learning and teaching.

Mission

To provide Catholic education in the Edmund Rice tradition.

Key Elements of a Edmund Rice School

Nurturing faith, Christian spirituality and Gospel-based values;

Promoting partnership;

Excelling in teaching and learning;

Creating a caring school community;

Inspiring transformational leadership

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	7th May 2025	Staff Meeting, Google Forms, Career Guidance team meet Bi Cinealta Workshop AMy `25 Whole Staff half day.
Students	7th May 2025	Leadership Teams Junior/Senior. Meetings & Focus Groups
Parents	Nov 2025	Vsware Mail, Google Forms, Parent Association Meeting.
Board of Management	Dec 2025	BOM Meeting
Wider school community as appropriate, for example, bus drivers		Website, Social Media Platforms, Google Forms
Date policy was approved: 19th June 2025		
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.

The Board of Management acknowledges the importance of respect as a key value in the creation of a positive and inclusive school culture and environment. This 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. Class teachers, Tutors, Year Heads, Middle Leadership and Management Team, Senior Leadership Team (SLT), Guidance Team, Ancillary Staff all promote a positive culture in the school and work collaboratively.

Culture & Environment

- Mission & Ethos- Visual
- ERST Charter
- School Grounds- Safe & Secure
- Year Group Areas
- Toilet Supervision
- Student Charter
- Modeling Positive Relationships
- Trusted Adult
- Check & Connect
- Fostering and enhancing self esteem through Extra Curricular Activities
- Effective Leadership
- Positive Relationships
- A telling environment
- **Policy & Planning: All policies have a link to wellbeing**
- BI Cinealta Policy- Student Friendly & Full Policy
- Acceptable Usage Policy
- Code of Behavior
- Child Protection Policy
- Induction Policy
- S&S
- 400 WB hours
- Droichead - Cosan
- CPD
- SSE
- Whole School Guidance Plan
- SEN Inclusion Policy
- **Curriculum (Teaching & learning)**
- SPHE Curriculum
- RSE Policy
- Wellbeing Curriculum and Provision
- PE
- Themed weeks

- Student Support Team
- L2LP Inclusion
- SEN Planning & Provision
- Student Voice
- Supervision & Substitution
- Homework Club
- Student Support PLans
- Collaborative Strategies in class
- Consent Workshop- Rape Crisis Senior Cycle
- Digital Media literacy campaigns
- **Relationships & Partnerships**
- Bullying Awareness Initiative
- JC skills
- Student Voice Initiatives
- Restorative Practice training for teachers & TY Students
- Guidance Modules
- Lunchtime Policy for students
- LGBT + & Allies Group and concurrent CPD for staff
- School of Sanctuary
- Merit System
- Parent Association Speakers: 2024/2025: Substance Misuse & Restorative Practice
- Friends
- Regular Assemblies
- Wellbeing Week
- CPD for staff in Wellbeing areas

We are a school that practices the principles of Restorative Practice, which underpins what we do in all of the above areas.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour

1. Culture and Environment

Build a positive, inclusive school environment where everyone feels safe and supported - Our Student -Friendly Bi Cinealta policy outlines the pathways available to students should they experience bullying behaviour. (Ratification Sept. 25)

Encourage open communication and collaboration among staff, students, and parents.

Promote a "telling environment" where students feel comfortable reporting bullying.

Ensure physical spaces in schools are safe and well-supervised to reduce opportunities for bullying - we have undertaken a survey of our school building and have identified areas in which supervision is required. Our Supervision and Substitution system is designed to ensure that all areas are adequately patrolled before, during and after school.

2. Curriculum (Teaching and Learning)

Use subjects like SPHE (Social, Personal, and Health Education) and RSE (Relationships and Sexuality Education) to teach empathy, respect, and healthy relationships.

Include lessons on diversity, inclusion, and anti-bullying in various subjects like history, CSPE, and religious education.

3. Policy and Planning

Integrate anti-bullying strategies into school policies like the Code of Behavior and acceptable use policies for technology.

Provide professional learning opportunities for staff to address bullying effectively.

4. Relationships and Partnerships

Strengthen connections between students, staff, and parents through initiatives like student councils, peer mentoring, and awareness workshops - we are a Connect RP school, practising the principles of Restorative Practice on a daily basis.

Encourage acts of kindness, empathy-building activities, and problem-solving skills.

5. Preventing Specific Types of Bullying

Cyberbullying: Teach digital literacy, promote safe online behavior, and enforce acceptable use policies.

Homophobic/ Biphobic Bullying: Create an inclusive environment, challenge stereotypes and raise awareness through SPHE and RSE programmes promoting respect for different sexual orientations and challenge stereotypes. Students are taught about the impact of language why homophobic and biphobic comments are harmful even when described as “banter”. Visible messaging around the school promoting equality, inclusion and respect. Create safe spaces where students know who they can talk to and where they can go if they feel unsafe

Gender Identity Bullying: Prevention starts with understanding. Inclusive SPHE/RSE lessons to teach respect for diversity, gender identity and the impact of bullying. Age appropriate education on gender identity. Visible inclusion, school displays and policies promote respect for gender diversity. Create safe spaces where students know who they can talk to and where they can go if they feel unsafe

Exceptionally able bullying: Promote the message that effort curiosity and excellence are valued in all forms. Celebrate a wide range of achievements - academic, creative, sporting and personal. Challenge negative attitudes towards learning and achievement. Use of merit systems and attendance awards / recognition. Avoid labelling that may unintentionally isolate students.

Racist Bullying: Celebrate cultural diversity, provide supports for ethnic minority students, and encourage reporting of racist behavior.

Sexist Bullying: Promote gender equality, ensure equal opportunities, and organize awareness campaigns.

Sexual Harassment: Educate students about healthy relationships, challenge harmful stereotypes, and enforce a zero-tolerance policy.

Disablist Bullying: Whole school approach involving peer support systems, reverse integration social classes, inclusive school activities with reasonable adjustments, visual messaging displayed via posters, murals around the school to promote respect, kindness and inclusivity, proactive education on disability by embedding disability rights and inclusion into the school curriculum ensuring that students learn about disability in a respectful and factual way and the use of disability awareness programs to help challenge stereotypes and misconceptions while teaching students how to be allies.

A report of all bullying behaviour incidents will be provided to the BOM by the Principal at each meeting.

6. Preventing Bullying Beyond School

Engage with the wider community, such as bus drivers and local businesses, to report and address bullying behavior.

The above measures highlight the importance of collaboration, education, and proactive measures to create a safe and respectful school environment.

Section C: Addressing Bullying Behaviour

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

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.

The CBS High School will adhere to the following principles when addressing bullying behaviour:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of all 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 know best to address the situation
- take action in a timely manner
- inform parents involved.

Given the complexity of bullying behaviour it is generally acknowledged that no one approach works in all situations. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed.

Investigating & dealing with bullying incidents:

- Identify if Bullying behaviour has occurred by looking at the what, where, when & why?
- The incident will be considered to be Bullying by answering yes to the following: at a specific student or group of students
 1. Targeted: Is the behaviour targeted at a specific Student or group of student
 2. Harm: Is the behaviour intended to cause physical, social or emotional hard
 3. Repeated: Is the behaviour repeated?
- Following investigation if the incident reported is not considered bullying it will be dealt with under the Code of Behaviour.
- If the incident is considered bullying details will be recorded, relevant parties including parents will be contacted and actions will be agreed as per this policy.
- Actions may include but are not limited to the following:

Restorative Practice Initiatives and Care Team referrals

Check-in exercises - Year Heads/Deputy link

Classwork topics/themes to address issues as whole class/school/subject approach to dealing with issues as they arise.

Scheduled meetings with all parties concerned.

Follow up exercises and scheduled follow up meetings.

The school will use the following approaches to support those who experience, witness and display bullying behaviour.

1. Primary Aim

Stop the bullying behavior and restore relationships between the students involved.

2. Identifying Bullying

Use the definition of bullying (targeted, harmful, repeated, and involving an imbalance of power) to determine if reported behavior qualifies as bullying.

Engage individually with students involved, then meet as a group to clarify perspectives.

3. Steps to Address Bullying

Listen to the student experiencing bullying and reassure them.

Maintain privacy and conduct conversations sensitively.

Consider the age and ability of those involved.

Take timely action and inform parents of all parties.

Record details of the incident, including the type of bullying, location, and agreed actions.

4. Follow-Up

Review progress within 20 school days to ensure the bullying has stopped.

Provide ongoing support for both the student experiencing bullying and the one displaying the behavior.

If bullying persists, revise strategies or use disciplinary measures outlined in the school's Code of Behavior.

5. Requests to Take No Action

If a student or parent requests no action, schools should still address the issue sensitively and ensure the student feels safe.

6. Recording and Reporting

Document all incidents, actions taken, and follow-ups in line with data protection regulations.

Include records in the student's support file if applicable.

7. Complaints

If parents are dissatisfied with how bullying is addressed, they can use the school's complaints procedure or escalate the issue to the Ombudsman for Children.

8. Supports

Schools can access resources and services like NEPS (National Educational Psychological Service), Oide (teacher training), Webwise (online safety), and Tusla (child protection) for additional help.

The chapter emphasizes fairness, consistency, and collaboration with students, parents, and external supports to address bullying effectively.

Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools

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: _____ Date: _____
(Chairperson of board of management)

Signed: _____ Date: _____
(Principal)

Appendix E

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

<p>1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the <i>Bí Cineálta Procedures for Primary and Post-Primary Schools</i>? Insert date when the Bí Cineálta policy was last adopted by the school. _____/_____/20_____</p> <p>2. Where in the school is the student-friendly Bí Cineálta policy displayed?</p> <p>3. What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website? _____/_____/20_____</p> <p>4. How has the student-friendly policy been communicated to students?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5. How has the Bí Cineálta policy and student-friendly policy been communicated to parents?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>6. Have all school staff been made aware of the school's Bí Cineálta policy and the <i>Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools</i>? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>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? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</p> <p>_____</p> <p>_____</p>
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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?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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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?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Signed: _____	Signed: _____
(Chairperson of board of management)	(Principal)
Date: _____	Date: _____
Date of next review: _____	