



Coláiste Pobail Bhaile na gCros *Castlepollard Community College*

Castlepollard, Co. Westmeath, N91 EF89

Tel: 044 96 61163

Email: admin.ccc@lweth.ie ~ accounts.ccc@lweth.ie ~ www.castlepollardcc.ie

Principal:

James McGrath, B Sc., H. Dip. Ed., M. Ed.

Deputy Principal:

Annmarie Casey, B Sc., H. Dip. Ed.

Castlepollard Community College

Bí Cineálta

Antibullying Policy

Procedures to Prevent and Address Bullying Behaviour

2026-2027

Proposed by:

Michael Lavery

Seconded by:

Alice Smith

Date Ratified:

22/9/26



Introduction to Castlepollard Community College

In Castlepollard Community College our Mission is to provide a school environment which facilitates excellent teaching and learning. We strive to continuously improve our school. Our values include a high expectation of personal achievement and success; commitment to good order and discipline; mutual respect for our students and staff and a high level of safety and support for our students.

We endeavour to have our parents, teachers, and community members actively involved in us. students' learning. Our ethos is distinct and as a result, our core values of Care, Community, Respect, Equality and Excellence in education permeate through everything we do.

Introduction

The Board of Management of Castlepollard Community College recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to ensuring that policy and practice in the school is guided by the four key principals of:

1. Prevention
2. Support
3. Oversight
4. Community

The Board of Management 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*. 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.

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.

This policy should be read and understood in conjunction with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools.

Definition of Bullying Behaviour

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 to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis. 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.

Criminal Behaviour:

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, **criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images.**



If bullying behaviour involves **physical violence or threats of violence**, it may be considered **assault**.

If bullying behaviour involves **discrimination or hate speech** targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be **considered a hate crime** under the Prohibition of Incitement to Hatred Act 1989¹¹, and those engaging in such behaviour may face criminal charges.

If bullying behaviour involves **sexual harassment or sexual assault**, this may also be considered **criminal behaviour**.

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

Types of Bullying Behaviour

The following are some of the types of bullying behaviour that can occur amongst students: 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”

- **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.
- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group.
- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chatrooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying.
- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phones or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.



- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on demand). A student may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

The above list is not an exhaustive list of bullying behaviour.

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated 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 special 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.

Bullying behaviour that occurs outside of school.

As per the BÍ Cineálta Procedures, a school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where bullying behaviour has an impact in school, schools are required to support the students involved.

Examples of prohibited bullying behaviours that can occur outside of school (non-exhaustive list)



- Bullying behaviour that occurs in the area immediately outside the school, the local shops and the wider local area.
- Bullying behaviour that occurs on the journey to and from school.
- Bullying behaviour that occurs in organised clubs and groups outside of school such as sports clubs.
- Online bullying (cyber-culling) behaviour, along with other types of bullying behaviour can cause significant harm and have a lasting impact on students who experience this behaviour. Access to technology means that online bullying behaviour can happen at any time and that the student's home is no longer a safe place. The nature of these technologies means that digital content can be shared and seen by a very wide audience almost instantly and the content is almost impossible to permanently delete.

Requests to take no action.

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than 'look out' for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe. Parents may also make the school aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers in place. However, while acknowledging the parent's request, schools have a right to act and may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.



Section A:

Development /Review of our Bí Cineálta policy to prevent and address bullying behaviour.

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	14 th March 2025 May 2025	MS Forms Survey Bí Cineálta Half Day Closure Draft Policy shared for review
Students	March 2025 Sept 2025	MS Forms Survey Draft Policy shared with Student Council
Parents	May 2025 Date TBC	MS Forms Survey Draft Policy shared with Parents Association
Board of Management	11 th of June	Policy shared with Board of Management
Date policy was approved: Date TBC		
Date policy was last reviewed: N/A		



Section B:

Prevention of Bullying Behaviour

<u>Culture and Environment.</u>	<u>Curriculum- Learning and Teaching</u>
• The entire school community works proactively to promote an environment where bullying/harassment does not take place and to create a positive school climate where all students feel safe, respected and valued. • Promote diversity and inclusion in all aspects of school life 0 to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour • Encourage open communication between students' staff and parents. Encourage students to disclose and discuss incidents of bullying behaviour. • Establish clear expectations for behaviour and enforce them. • Promote respectful relationships across the school community • Continue to display anti bullying signs and promote visual displays of friendship and caring. • Tutors for each class group	• Students are given regular opportunities to work in small groups with their peers, which helps to build a sense of connection, belonging and empathy among students. • Students are taught how to recognise bullying, who to tell, and how to report it safely and confidently, ensuring they feel supported and empowered to seek help. • Anti bullying/friendship week • Wellbeing Week • Stand Up Awareness week • Regulation breaks for SEN students • Talks from local community garda/ National Cyber Crime Bureau • SPHE/RSE -provide opportunities for students to develop social and emotional skills • SPHE • CSPE • JCSP • LCA – Social Education • Whole School Guidance. • English – Debating, Poetry, Themes • Gaeilge: Fadhb an mBulaíocht



highlighting a trusted adult the students can go to for support • Supervised areas before the beginning of school, at breaktime and lunchtime. • Supervision on corridors at breaktime and lunchtime and closing off areas that may be considered blind spots during these times. • Library – quiet place to read and do work. • Attendance Initiatives. • School Trips. • Partnerships with local businesses for work experience. • Student Awards for subjects and ethos • Extracurricular programme covering a broad range of students’ interests • Themed Awareness Weeks – Stand Up Week, Ethos Week, Safer Internet Day, Sports Day etc. • Positive classroom environment, monitored group work, strategic seating planning, • Restorative approaches as a first line approach to behaviours • Visible Materials & Antibullying Signage around the school building	• Staying Safe Online, • IT – Cyber awareness • Wellbeing tutor classes. • AEN/ Resource classes. • Team Teaching • SNA support • 1st Year Transition Programme • AEN/ASD: Primary school visits, weekly AEN meetings, school culture of inclusion, world dyslexia awareness day, updates to staff from management, regular staff meeting updates. • Staff CPD – Antibullying
<u>Policy and Planning</u>	<u>Relationships and Partnerships</u>



• Wellbeing of school community central to all school policies • Develop a clear and consistent anti bullying policy that is enforced by all staff members • Review and update the anti-bullying policy regularly • Have student friendly BÍ Cineáltas policy visible across school community. • Zero tolerance to mobile phones being use in school Community. • Provide training for staff on how to recognise and respond to bullying behaviour • Establish clear procedures for reporting and responding to bullying incidents • Review and update the Acceptable Use Policy in line with changing technologies • Continue to review the following school policies- Code of Behaviour, Child Safeguarding Statement, Acceptable Use Policy, Risk Assessments, Attendance Policy, SPHE, RSE and SEN policies, as these are all particularly relevant to inclusion and anti-bullying. • Student Voice/ Student Council • Referring to appropriate online	• Encourage open communication between students, staff and parents • Build positive relationships with students and families • Promote or host online safety events for parents who are responsible for overseeing their children's activities online. • Student Care Team (Student Support Team) • Guidance councilor • Linking with external services e.g. NEPS, CAMHS, Tulsa, Gardaí • Linking with BOM, PA, Students' Council, Local clubs, Mini Projects, Subject specific CBAs e.g. CSPE Action Project, SPHE CBA • Class events • Guest Speakers where appropriate • Garda Visits • Merit System – to promote positive behaviour management. • School Assemblies • Parents Events
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behaviour as part of the standards of behaviour in the Code of Behaviour • Staff to be aware that they are all mandated persons – eLearning Course to be completed by all staff.	
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Supervision and Monitoring

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

In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships Castlepollard Community College has the following supervision and monitoring policies in place to prevent and address bullying behaviour.

- Yard & Corridor Supervision – A schedule of supervision is developed and implemented to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.
- All staff are watchful and observe relationships between student in class, note absence patterns and let it be known that high standard of behaviour are always expected.
- Care Team/ Student Support Team – the student support team meet weekly to discuss and put supports in place where concerns may have been brought to their attention.

Section C:



Addressing Bullying Behaviour

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as is practicable, the relationships of the parties involved. Every effort will be made to ensure that all involved (including students, parents /guardians) understand this approach from the outset. Castlepollard Community College's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used in dealing with cases of bullying behaviour are underpinned by Chapter 6 the Bí Cineálta Procedures for Primary and Post-Primary Schools.

The whole school community is committed to best practice in preventing and tackling bullying behaviour. To combat bullying, it is important that any or all incidents are reported. Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs) and other staff employed in the school must report any incidents of bullying behaviour witnessed by them or mentioned to them.

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

- Year Heads
- Deputy Principals
- Guidance Counsellors
- Principal

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):

Stage 1 - 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. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Where bullying behaviour is suspected, parents/guardians report it to the class teacher.

To determine whether the behaviour reported is bullying behaviour we will 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: One-off incidents may be considered bullying behaviour 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 (Stage 1), teachers should consider what, where, when and why? as follows: (Note that these steps are required – as outlined in the Procedures):



- Where one student is reported to be involved, the student should be engaged with individually at first.
- Thereafter, this student and the student who is reported to be experiencing the bullying behaviour should be met together.
- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved and the student who is reported to be experiencing the bullying behaviour 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).
- Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children.

Stage 2: 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.
- All bullying behaviour will be recorded. This will include the form and type of behaviour if known (see pages 20-24, Section 2.5 and 2.7 of the Bí Cineálta procedures for descriptions/examples of the forms and types of bullying 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.
- The record should be shared with the principal.

Stage 3: 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 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.

Castlepollard Community College take all instances of bullying behaviour on a case-by-case basis, but we may use the following approaches generally:

- All students involved will be checked in with regularly and behaviour will be monitored carefully. The teacher will check-in with parents too and will look for their ongoing support to monitor their child at home and to communicate with the school if needed.



- We will use resources, as appropriate – including those developed by NEPS (National Educational Psychological Service), Oide (support service for schools) and from programmes/sites such as Webwise and FUSE.
- Teachers will be encouraged to attend training in Restorative Practices.

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.

Castlepollard Community College's programme of support for working with students affected by bullying is to ensure that both the victim of bullying behaviour and the person/persons responsible for the offending behaviour will be offered ongoing informal or formal support from within the school.

- The informal supports offered in the school may be check-ins with year head, guidance counsellor or other relevant member of staff.
- The Formal supports offered in may be in the form of a referral to an external counselling agency, a psychologist, psychotherapist, or other agencies, if deemed more appropriate and agreed to by parents and guardians.



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).

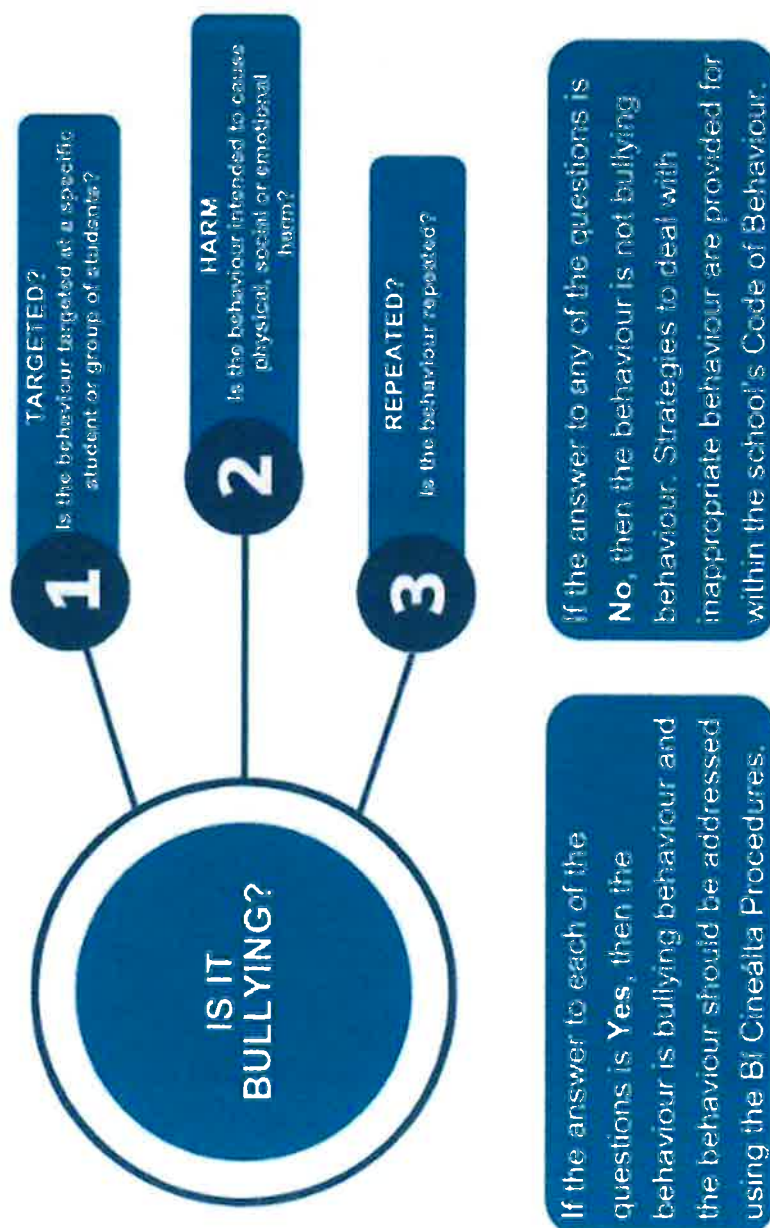
This policy is available to our school community on the school's website and in hard copy on request. A student-friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

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.



Appendix A

Is it bullying?

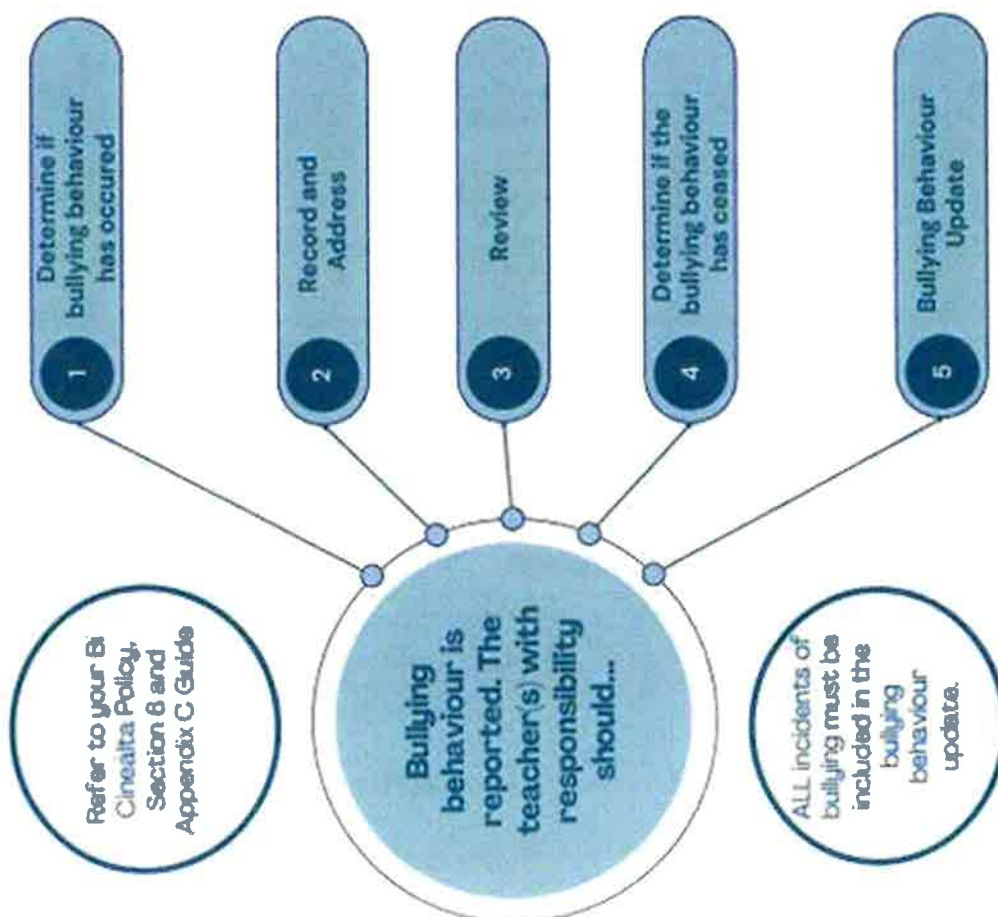




Appendix B

Addressing Bullying Behaviour

Bí Cineálta: Addressing Bullying Behaviour



Teacher(s) investigate as per school policy. Record as per Section 6.5.

If the behaviour **IS NOT** bullying, deal with in line with your Code of Behaviour.

If the behaviour **IS BULLYING**, proceed to Step 2.

Record as per **Bí Cineálta** policy and Section 6.5, **Bí Cineálta**.

Inform parent(s) of parties involved at an early stage.

Complete agreed actions, as per your **Bí Cineálta** policy, monitor and evaluate.

No more than **20 school days** after initial engagement, review with student(s) and parent(s).

If bullying has ceased, continue to monitor.

If bullying has **not** ceased, review strategies, seek external support, if appropriate, and review within the agreed timeframe.

Principal must include all bullying behaviour in their update to the board.

Principal provides verbal update to the board.

Review policy, if needed.



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Supporting the Development
of Learning and Teaching
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Appendix C

Template for Recording Bullying Behaviour

This template is only to be used when bullying behaviour has been identified, in line with the B Cineáltas Procedures.

1. Date of initial engagement with pupil(s) and parent(s)

2. Initials of pupil who has experienced bullying behaviour and class group.

Initials _____ Class _____

3. Initials and class(es) of pupil(s) engaged in bullying behaviour

Initials _____ Class(es) _____

4. Source of bullying concern/report (tick relevant box(es)*)		5. Location of incidents (tick relevant box(es)*)	
Pupil concerned.		Yard	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		Other (specify)	

6. Initials of person(s) who reported the bullying concern and/or relationship to the pupil(s)

7. Dates of when the bullying behaviour occurred

6. Form of Bullying Behaviour (tick relevant box/boxes) See page 21

Physical Bullying Behaviour		Exclusion Bullying Behaviour	
Verbal Bullying Behaviour		Relational Bullying Behaviour	
Written Bullying Behaviour		Online Bullying Behaviour	
Extortion		Other (specify)	



Type of Bullying Behaviour (tick relevant box/boxes)

Disablist Bullying Behaviour		Homophobic/Transphobic (LGBTQ+) Bullying Behaviour	
Exceptionally Bullying Behaviour		Physical Appearance Sexual Harassment	
Gender Identity Bullying Behaviour		Racist Bullying Behaviour	
Sexist Bullying Behaviour Sexual Harassment		Religious Identity Bullying Behaviour	
Poverty Bullying Behaviour		Other (specify)	

8. Brief Description of bullying behaviour and its impact

9. Views of pupil(s) and parent(s) regarding the actions to be taken



10. Date of review with pupil(s) and parent(s) (within 20 days)	
11. Has bullying behaviour ceased?	
12. Views of pupil(s) and parents in relation to this	
13. If bullying behaviour has not ceased, set an agreed timeframe to meet again and review strategies	
14. Engagement with external services or supports (if any)	

If bullying behaviour continues beyond the review timeframes, the school's Code of Behaviour is to be used.

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____



Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of DD/MM/YYYY

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 E

Review of the Bí Cineálta Policy

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

Signed: _____ Signed: _____

(Chairperson of board of management) (Principal)

Date: _____ Date: _____

Date of next review: _____



Appendix F

Notification regarding the Board of Management's annual review of the school's BÍ Cineálta Policy

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

The Board of Management of _____ 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 _____ (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)

Date: _____

Signed: _____

(Principal)

Date: _____



*Bord Oideachais agus Oiliúnaí
an Longhairt agus na hEiríse
Longford and Sligo
Education and Training Board*

Bríomhar | Ilchineálach | Nuálach
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