



Ardscoil na Tríonóide

Bí Cineálta Policy



Bí Cineálta Policy to Prevent and Address Bullying Behaviour



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1. Mission Statement of Ardscoil na Tríonóide

Ardscoil na Tríonóide is inspired by the educational vision of the Venerable Catherine McAuley and the Blessed Edmund Ignatius Rice. It exists to provide a centre of learning where Christian values underpin and pervade all activities, where each member of the school community is cherished and respected.

In Ardscoil na Tríonóide, emphasis is placed on the moral and spiritual formation of students along with their intellectual, social and physical development. Students are encouraged to strive towards academic excellence.

This school community advocates, and will develop a strong sense of social justice. It is intended that the experience of education in Ardscoil na Tríonóide will be happy and creative, enabling each participant to strive to fulfil their potential.

As a health promoting school Ardscoil na Tríonóide endeavours to provide learning opportunities to enhance physical, mental, emotional and social wellbeing of students. This enables students to build life skills and develop a strong sense of connectedness to their school and to their community.

2. Statement of the School's Commitment to Prevent and Address Bullying Behaviour

The Board of Management of Ardscoil na Tríonóide 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 of Ardscoil na Tríonóide 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.

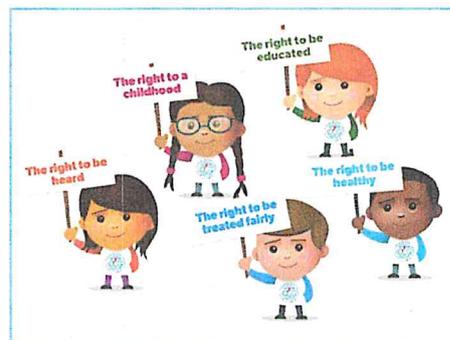
We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to 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 on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

3. Rationale: Bullying Behaviour Interferes with the Rights of the Child

1. Bullying is a children's rights issue. Bullying interferes with the following rights of the child set out in the United Nations Convention on the Rights of the Child:

- the right to freedom of expression (Article 13)
- the right to freedom of thought, conscience and religion (Article 14)
- the right to freedom of association and freedom of peaceful assembly (Article 15)
- the right to privacy (Article 16)
- the right to be protected from all forms of abuse and neglect (Article 19)
- the right to enjoy the highest attainable standard of health (Article 24)
- the right to education (Article 28)
- the right to enjoy their own culture, religion or language (Article 30)



2. Cineáltas is grounded in UNESCO's Whole Education Approach to prevent and address bullying and is aligned with the four key areas for wellbeing promotion as outlined in the Wellbeing Policy Statement and Framework for Practice: Culture and Environment; Curriculum (Teaching and Learning); Policy and Planning; and Relationships and Partnerships.
3. Ardscoil na Tríonóide also takes into account the Children First Act, 2015, the updated Children First: National Guidance for the Protection and Welfare of Children published in 2017, the Addendum to the Children First (2019) and the Child Protection Procedures for Primary and Post-Primary Schools 2023 (revised) published by the Department of Education.
4. In accordance with the requirements of the Education Welfare Act 2000 and the Code of Behaviour guidelines issued by the NEWB, the Board of Management of Ardscoil na Tríonóide has adopted the following Bí Cineáltas policy within the framework of the overall Code of Behaviour. The policy fully complies with the requirements of the Bí Cineáltas: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, published in June 2024, which replace the 2013 Anti-Bullying Procedures for Primary and Post-Primary Schools.
5. Schools have an obligation under the Equal Status Acts 2000–2018 to prevent harassment (including sexual harassment) on the grounds of gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community.
6. The Children First Act 2015 places a statutory obligation on schools to ensure, as far as practicable, that each child attending the school is safe from harm while attending school or otherwise participating in school activities.
7. The Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law provides that a person who distributes, publishes or threatens to distribute or publish an intimate image of another person (a) without that other person's consent, and (b) with intent to cause harm to, or being reckless as to whether or not harm is caused to, the other person, is guilty of an offence.

4. Definition of Bullying Behaviour & Types of Bullying Behaviour

4.1 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 (outlined below).

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 core elements of the definition of bullying 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.

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.

The following types of behaviour are included in the definition of bullying (this 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 Racism 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, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student.

4.2 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 or additional 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 may or may not be bullying. This will be determined by the teacher(s) and the senior leadership person responsible for addressing incidents of bullying behaviour. These behaviours, that may not be defined as bullying, can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

- Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, may not fall within the definition of bullying and should be dealt with on a case by case basis, as appropriate, in accordance with the school's Code of Behaviour or this policy.
- While encouraging people to report incidents which they would consider bullying, a false accusation by one member of the school community against another will be regarded as very serious.
- Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

5. (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 policy.

	Date Consulted	Method of Consultation
School Staff	27 th March 2025	Whole Staff Day & Survey
Students	30 th April 2025	Survey & Student Focus Group
Parents	30 th April 2025	Survey & email
Board of Management	20 th June 2025	Board Meeting
Wider School Community <ul style="list-style-type: none"> • Volunteers • Bus Drivers 	30 th April & 8 th May	Email/Letter

Date Policy was approved: 20th June 2025
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Date Policy was last reviewed: 20th June 2025

6. (Section B) Preventing Bullying Behaviour

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

The Board of Management of Ardscoil na Tríonóide 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 the following key principles of best practice in preventing and addressing bullying behaviour. Our school works in partnership with the patron, Board of Management, staff, students and parents to implement our Bí Cineálta policy. School staff can prevent and address bullying behaviour by promoting empathy, intervening promptly and implementing policies that create a positive and inclusive environment that fosters kindness among students.

The primary aim in addressing bullying behaviour is to stop the bullying behaviour and to restore, as far as practicable, the relationships of the parties involved. Students have an important role to play by supporting their peers, reporting incidents of bullying behaviour and working in partnership with their school community. Parents also have an important role to play. Collaboration between

parents and school staff is essential to effectively prevent and address bullying behaviour. Our school promotes active partnership with parents to reinforce values that discourage bullying behaviour.

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

6.1 Culture and Environment:

- **Ardscóil na Tríonóide promotes a positive school culture and climate.** We foster respect for all members of the school community which is supported by the mission statement of our school, “where each member of the school community is cherished and respected”. We are a school community that “advocates [for] and will develop a strong sense of social justice”. Throughout all our daily activities and interactions respect is at the heart of what we do. We are welcoming of difference, diversity and have a keen focus on inclusion. Students and school staff experience a sense of belonging, feel safe, connected and supported. Relationships between all members of the school community are based on respect, care, integrity and trust. Open communication between the patron, board of management, school staff, students and their parents help to foster a collaborative approach and shared responsibility in relation to preventing and addressing bullying behaviour.
- **The school leadership team** influences the school culture and sets the standards/expectations for the school community when preventing and addressing bullying behaviour.
- **Each member of staff** has a responsibility to develop/maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.
- **Students and a “Telling-School”:** 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. The school encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment. Ardscoil na Tríonóide is a “telling-school”. This is encouraged in all students as responsible behaviour rather than “telling tales” with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in ‘telling’ (This confidence factor is of vital importance). In Ardscoil na Tríonóide every effort is made to ensure pupils know who to tell and how to tell, e.g. a trusted Teacher/Adult, Tutor, Year Head, Principal/Deputy Principal. They can tell by directly approaching a staff member, handing a note up with homework, making a phone call to the school or getting a parent(s)/guardian(s) or friend to tell on their behalf.

It is important that our school community supports a ‘telling’ environment. According to research conducted in Ireland, there is a persistent tendency not to report bullying incidents. Therefore, in Ardscoil na Tríonóide we continually reinforce the importance of telling if they witness or know that bullying behaviour is taking place and we encourage students to feel comfortable about talking about their concerns regarding bullying behaviour

- **A Trusted Adult:** Students are encouraged to report if they or another student experience bullying behaviour to a trusted adult so that the behaviour can be addressed. Staff support

this strategy by letting students know that they can talk to them. 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 too. The trusted adult reassures the student that they have done the right thing by reporting the behaviour. The trusted adult, without delay, informs the member of staff who has responsibility for addressing bullying behaviour. This may be the principal, deputy principal, year head, or a member of the student support team. The trusted adult continues to support the student, as appropriate, while the behaviour is being addressed by the relevant member of staff.

- **The Holistic Development of Students through Student participation** is encouraged in school activities, school teams, competitions and social justice activities. Ardscoil na Tríonóide offers a wide breadth of extra-curricular activities that cater for student interests across many disciplines including sport, social justice, debating, student leadership opportunities and many other clubs. The vast array of activities is available to students because of the importance and value that staff place on the holistic development of each student. We offer a mix of organised activities during lunch times. Student participation is also recognised within the leadership and management structure of the school and is incorporated into the role profile of an Assistant Principal. Student participation helps to build friendships and develop social skills. It also helps students grow in confidence and develop the self-efficacy needed to deal with experiences of bullying behaviour effectively.

- **The Student Support and Care Team** consists of the Principal, Deputy Principal, Guidance Counsellors, Wellbeing co-ordinator and Positive Behaviour Support teacher who meet regularly to discuss student concerns and implement the best possible support for students experiencing difficulty. Information regarding specific students experiencing any difficulties is shared appropriately and when deemed necessary, with other members of staff. In addition to this, a weekly Year Head meeting is held at junior levels and at senior level which is attended by the relevant Year Heads and Deputy Principal. Students experiencing any difficulties are also discussed at this meeting and strategies or specific supports are agreed and acted on.

- **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.

- **Creating safe physical spaces:** The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. Ardscoil na Tríonóide has CCTV fitted inside and outside the school to assist the Principal in establishing facts in cases of unacceptable behaviour. CCTV footage may be examined in these cases. The CCTV also helps to create safe physical spaces in schools. Safe spaces and examples of changes include Cuinne Le Cheileachas, the Cubbie, Sensory Room, Catherine McAuley Hall – new benches, seating areas at the front of the school, inclusion of lunch tables in the social areas, no congregating in the toilets, one person per cubicle, Prayer Room, Skills Kitchen for vulnerable students, removal of shrubbery to provide a clear line of sight.

- **A school wide approach** through sharing/discussing school approaches and policies in relation to bullying behaviour with all students and parents is promoted. We develop a shared understanding of what bullying is and its impact through on-going dialogue and discussion. We implement education and prevention strategies (including awareness

raising measures) that build empathy, respect and resilience in pupils, and that explicitly address the issues of cyber-bullying, as well as identity-based bullying (including homophobic and transphobic bullying).

We support staff as relevant and appropriate through on-going/continuous professional development.

- **Induction Programmes from First Year to Sixth Year**, at the beginning of each year, include a focus on the support available to students and they are reminded of the relevant personnel that they can come to if there are any issues. Ardscoil na Tríonóide organises and shares resources to create awareness of cyberbullying and how to use the internet safely. This along with other areas of concern are addressed through workshops, guest speakers, competitions and involvement in Awareness Week activities. First Year students are taught a module in Digital Literacy Skills which includes a section on using the internet safely.
- **Effective supervision and monitoring** of pupils. Appropriate supervision is an important measure to help prevent and address bullying behaviour. Ardscoil na Tríonóide takes all reasonable measures to ensure the safety of their students and to supervise when students are attending school or attending school activities.

6.2 Curriculum (Teaching and Learning):

- **Ardscoil na Tríonóide is a FUSE partner school.** FUSE is an Anti-Bullying and Online Safety Programme developed by DCU Anti-Bullying Centre. FUSE is a research-based Anti-Bullying and Online Safety Programme designed to comply with UNESCO's Whole Education Approach to tackle bullying and online safety in schools. It is designed to support the wider SPHE/RSE/Wellbeing curricula in schools. FUSE consists of a suite of workshops and resources which teachers can deliver in the classroom. At the heart of FUSE is the aim of building capacity in our school to tackle bullying and online safety issues and to empower children and adolescents to understand their own behaviour, be able to recognise bullying and online safety risks and be confident in how to report and seek support when they need it. FUSE workshops will be delivered in Second Year as part of the SPHE programme.
- **Teaching and learning that is collaborative** and respectful is promoted. Students have regular opportunities to work in small groups with their peers, which can help build a sense of connection, belonging and empathy among students. The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. We provide opportunities for students to develop a sense of self-worth through both curricular and extracurricular activities.
- 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 identity-based 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.

- 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 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.
- **Pastoral Care** is organised at both Junior and Senior cycle where each class group has a Class Tutor who meets the class on a regular basis (for 15 minutes before break, Monday to Thursday) and follows through, where possible, for the three-year cycle. The Class Tutor deals with pastoral issues regarding students and reports to the Year Head. Each academic year, as part of Tutor class, students will investigate different themes and issues related to bullying with their Tutor and will be reminded about the school Bí Cineálta Policy.
- **Wellbeing week** focuses on anti-bullying behaviour among other issues.
- Ardscoil na Tríonóide organises **Anti-Bullying, as well as Inclusion and Diversity campaigns** annually to support the work being done in the school to maintain a positive and inclusive environment for all.

6.3 Policy and Planning:

On admission parents and students are informed of the schools Anti-Bullying (Bí Cineálta) and Acceptable Use of Internet policies. These policies are available for the whole-school community via the school website. The wellbeing of the school community is at the heart of school policies and plans:

- Ardscoil na Tríonóide Acceptable Use policy and Code of Behaviour reinforce our Bí Cineálta: Anti-Bullying policy.
- Consistent recording, investigation, follow-up and oversight of bullying behaviour (including use of established intervention strategies) is on-going throughout the school year and discussed specifically at weekly Year Head meetings with the Deputy Principals.
- Annual evaluation of the effectiveness of the Bí Cineáltas Policy through strategic and regular analysis of the practice and policy with all of the key stakeholders. The Board of Management of Ardscoil na Tríonóide will undertake a yearly review of the Bí Cineálta policy and are aware of their responsibilities in this area. Ardscoil na Tríonóide is a wholly inclusive school. Anti-Bullying is on the agenda of every Board meeting.

6.4 Relationships and Partnerships:

- Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour in our school. 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, helps to strengthen relationships and partnerships between members of our school community:

- Positive reinforcement of behaviour is encouraged and good behaviour is acknowledged via the student journal.
 - Positive reinforcement of good behaviour and of student participation in school activities is celebrated at Awards Day.
 - A 'Positive Behaviour Support Team' has been established in the school and is supported by the NCSE.
 - The Cairdeas Team implements a student buddy system. Cairdeas Leaders work with first year students to get to know them, help with their induction and work with them throughout the year on various projects. They observe any emerging issues and report them to the co-ordinator.
 - The Student Council contributes to a safe school environment, advising on student issues, carrying out student surveys on issues related to student welfare and supporting a culture of peer respect and support.
 - The students elected Head Girl, Head Boy and Senior Prefects set a valuable example for the student body and model good behaviour. Student leadership training programmes for them include anti-bullying awareness.
 - Staff professional development on bullying is encouraged and facilitated to ensure that all staff develops and maintains an awareness of what bullying is, how it impacts on pupils' lives, and the need to respond to it (prevention and intervention).
 - Age- appropriate awareness initiatives that look at the causes and impacts of bullying behaviour including those dealing with navigating friendships, identity-based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment are organised through Tutor times, Wellbeing Week and Diversity and Inclusion week.
 - The active participation of students in school life is supported through co-curricular and extracurricular activities.
 - 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, are supported by the Parents' Council, Teachers, Tutors, Year Heads, Deputy Principals and Principals.
 - We conduct workshops and seminars for students and include Anti-Bullying in our information evenings for parents to raise awareness of the impact of bullying.
 - We support activities that build empathy, respect and resilience, e.g. guest speakers.
 - We encourage peer support such as peer mentoring, e.g. the Droichead programme, team-teaching, and co-operating teacher support for PME students.
 - We promote acts of kindness through our school themes each year (as well as the Cara award on Awards Day).
 - We teach problem solving skills.
 - Ultimately, the school promotes respectful relationships across the school community.
- Ardscoil na Tríonóide recognises the importance of positive relationships across the whole education community to promote empathy, understanding and respect. The meaningful involvement of the board of management, staff, students and their parents in the development, implementation and review of their school's Bí Cineálta policy and student friendly version is essential to effectively prevent and address bullying behaviour.
 - We understand there are a variety of prevention strategies that can be implemented to prevent bullying behaviour. Our school's Student Support Team supports the development,

implementation and review of the school's strategies to prevent bullying behaviour. When implementing a prevention strategy, we also consider members of the wider school community who are in regular contact with students, e.g. school bus drivers, education welfare officers, Traveller and Roma community education workers, local businesses that are close to the school, sports coaches, Canteen staff etc... These members of the wider school community are encouraged to report any bullying behaviour to the school as appropriate.

6.5 Preventing Cyber Bullying:

- Technology is a part of life that can impact even the youngest members of society. The increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour. Ardscoil na Tríonóide proactively addresses these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour include the following: implementing the SPHE curriculum, implementing our Digital Literacy programme curriculum which teaches students about responsible online behaviour and digital citizenship, Year Heads and Tutors having regular conversations with students about developing respectful and kind relationships online, communicating our Acceptable Use Policy and our Mobile Phone Policy, referring to appropriate online behaviour in the Code of Behaviour, and promoting or hosting online safety events (parents are ultimately responsible for overseeing their children's activities online).
- We inform our students that 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. For the purposes of data collection, students between the ages of 13 and 16 years old must have parental permission to sign up 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 it is 13 years old. Therefore technically, children under the age of 13 should not have a social media account.

6.6 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 we implement to prevent homophobic and transphobic bullying behaviour include: Activities during the annual 'StandUp Awareness Week', maintaining an inclusive physical environment such as by displaying relevant posters, having a LGBTQI+ section in our library, challenging gender- stereotypes, and encouraging students to speak up when they witness homophobic behaviour.

6.7 Preventing Racist Bullying:

- 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/prejudice and may be subject to racist bullying behaviour. Strategies we implement to prevent racist bullying behaviour include: 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 (Esp. during Diversity and Inclusion week), 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, and inviting speakers from diverse ethnic backgrounds, and ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

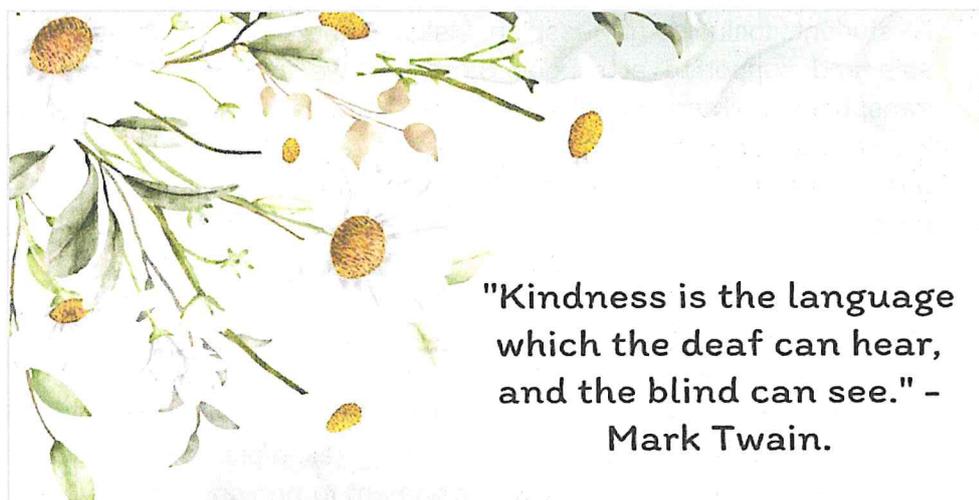
6.8 Preventing Sexist Bullying Behaviour:

- We focus on gender equality as part of the school's measures to create a supportive and respectful environment, e.g. celebrating 'International Womens' Day'. Strategies to prevent sexist bullying behaviour include: 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, and presentations on gender equality and respect, and encouraging parents to reinforce these values of respect at home.

6.9 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 zero-tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter. Strategies to prevent sexual harassment include: using the updated SPHE specifications at post primary level to teach students about healthy relationships and how to treat each other with respect and kindness, promoting positive role models within the school community, challenging gender stereotypes that can contribute to sexual harassment.

Many of the preventative strategies listed above are implemented to prevent all types of bullying behaviour.



7. (Section C) Supporting students who experience, witness and display bullying behaviour

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

- If a student experiences bullying behaviour, witnesses bullying behaviour or if a student engages in bullying behaviour they can be referred to one of the school counsellors. Both our counsellors are experienced in counselling and are available to support any student who may need it.
- In Ardscoil na Tríonóide a range of in-school supports for pupils affected by bullying are provided as follows:
 - Guidance Counselling
 - Cairdeas - a peer mentoring system
 - Tutor/Year Head system
 - Student Support Care Team
 - Mentoring
 - Peer support in a buddying system
 - Lunchtime Clubs
 - Sports Teams
- If pupils require counselling or further support the school will endeavour to liaise with the appropriate agencies to organise the same. This may be for the pupil affected by bullying or for the pupil involved in the bullying behaviour.
- The Parents' Council may at times support the school community by organising talks or workshops for parents which offer support and advice.
- In Ardscoil na Tríonóide opportunities are provided for all pupils and pupils affected by bullying to participate in activities designed to raise self-esteem, to develop friendships/social skills, and build resilience:
 - Participation in many sporting activities
 - Participation in many clubs on offer
 - Access to gym
 - Musical
 - Transition Year Programme / LCA
 - Library
 - Greens Schools Committee
 - Involvement in Student Council or Student Leadership
 - Young Social Innovators
 - Debating teams
 - Choir
- The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

- The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

8. (Section C) Addressing Bullying Behaviour (Reporting and Guidelines)

The school's procedures for investigation/recording/follow-up of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are outlined below.

8.1 Teacher(s) and Senior Leadership Responsible for Addressing Incidents of Bullying Behaviour

- Investigating Teacher who will most often be the Year Head
- Guidance Counsellor
- A member of the Student Support Team
- Deputy Principal
- Principal
- Any teacher/member of staff with whom the student feels comfortable if circumstances warrant it.
- Any teacher or full-time member of the school community may record and report an incident if circumstances warrant it.

8.2 Reporting Bullying Behaviour:

Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school. Teaching and non-teaching staff such as secretaries, special needs assistants (SNA), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a relevant teacher or member of the senior leadership team.

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. 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 schools 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.

However, while acknowledging the parent's, or student's, request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

8.3 Procedures for investigating and dealing with incidents:

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):

- When bullying behaviour occurs, the school will ensure that the student experiencing bullying behaviour is heard and reassured.
- The school will seek to ensure the privacy of those involved and conduct all conversations discreetly with sensitivity.
- Those investigating will consider the age and ability of those involved and listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- The school will take action in a timely manner and inform parents of those involved.
- In investigating and dealing with bullying behaviour, the investigating teacher will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Where the investigating teacher considers the report meets the criteria for Child Protection, the issue will be forwarded to the Designated Liaison Person, who will deal with the issue as a Child Protection concern.
- The investigating teacher, Year Head or Deputy Principal must inform the Principal of all incidents being investigated.
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- Teachers should take a calm, unemotional problem-solving approach.
- All parties involved will be interviewed to get a balanced overview of the situation.
- When investigating incidents of alleged bullying the teacher should seek answers to the questions what? when? where? who? why?
- Students may be asked to give a written account of the behaviour(s) and if possible provide evidence.
- If a group is involved, each member will be interviewed separately at first. Thereafter, they may be met as a group where it is determined to be the most appropriate approach and that each member of the group has demonstrated a willingness to participate with a view to resolving the matter. At the group meeting, each member of the group will be asked for their account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of the group will be supported through the possible pressures that they may face from other members of the group after the interview by the investigating teacher.
- In cases where it has been determined by the investigating teacher that bullying behaviour has occurred, parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken in line with this policy and the school's Code of Behaviour.
- Parent(s)/Guardian(s) will be given an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the support(s) provided to the pupils.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to them how they are in breach of the school's Bí Cineálta (anti-bullying policy) and efforts will be made to try to get them to see the situation from the perspective of the pupil being bullied.

- It will also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his parent(s)/guardian(s) and the school.
- Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.
- Given the complexity of bullying behaviour it is generally acknowledged that no one approach works in all situations. The school will therefore decide on an approach that is best suited to its own circumstances and individual cases.

8.4 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 this policy. 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.

If the answer to any of these questions is **No**, then the behaviour may not be bullying behaviour. This will be determined by the teacher(s) and senior leadership person responsible for addressing incidents of bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

8.5 Sanctions:

While every effort is made to address and resolve the issue being investigated in a positive and supportive manner, it is important to note that sanctions may be imposed. Sanctions may include:

- A verbal reprimand
- A student being placed on daily report
- Loss of privileges
- School based community tasks
- Detention
- Exclusion from activities organised by the school
- A Behaviour Plan
- An Acceptable Behaviour Contract may be introduced
- A case may be referred to the Principal or Deputy Principal who may deem it appropriate to implement a more serious sanction in accordance with the Code of Behaviour.

8.6 Recording of bullying behaviour:

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. 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.

- The primary aim in investigating and dealing with bullying is to resolve any issues in a restorative manner, and as far as is practicable, the relationships of the parties involved to be restored (rather than to apportion blame). The school's procedures aim to be consistent with this approach.
- Incidents of bullying behaviour will be recorded on the standard form for recording bullying behaviour available in the Staff Handbook, on the staff hub and in the staffroom.
- If appropriate and deemed necessary, those involved may be asked to write down their accounts of the alleged incident(s).
- 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. 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 consultation with the students and their parents regarding the actions to be taken to address the bullying behaviour.
- In cases where the relevant teacher determines that bullying behaviour has not been resolved within 20 school days it must be recorded by the relevant teacher on the Record Form and stored in the Principal's office.
- It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased.
- Any engagement with external services/supports should also be noted.
- These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations.
- Where a Student Support File exists for a student, schools are encouraged to place a copy of the record on the student's support file. This will assist the school's student support team, where they exist, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.

8.7 Follow-up where bullying behaviour has occurred:

- The teacher will engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.
- Important factors that the school will 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 investigating teacher will document the review with students and their parents to determine if the bullying behaviour has ceased and the consultation with students and their parents in relation to this.
- The dates that it has been determined that the bullying behaviour has ceased will also be recorded.

- Any engagement with external services/supports will be noted where known.
- Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour.
- In the cases where the bullying behaviour has not ceased, the teacher will review the strategies used in consultation with the students involved and their parents. A timeframe will be agreed for further engagement until the bullying behaviour has ceased.
- In cases where it is clear that the student who is displaying the bullying behaviour is continuing to display the bullying behaviour, then the school will give consideration to using strategies and/or sanctions to deal with inappropriate behaviour as provided for within the Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school. The Principal will make the final decision relating to any and all discipline issues.
- In the event of a suspension, conditions regarding commitment to future behaviour will be agreed before returning to class/school.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent will be referred to the school's Complaints Procedures.
- At the end of the school's complaints procedures if the parent is still not satisfied, the parents will be informed that they may take their complaint to the Ombudsman for Children.

9. Oversight: how oversight of bullying behaviour will be managed

- At each meeting of the board of management the principal will present an update on the number of incidents of bullying behaviour and the measures taken to prevent and address bullying behaviour.
- This update will include, the number of incidents of bullying behaviour that have been reported since the last meeting, the number of incidents of bullying behaviour that are currently ongoing, and the total number of incidents of bullying behaviour that have been reported 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).
- The verbal update will also include any serious incidents of bullying behaviour that 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, and if the school's Bí Cineálta policy requires urgent review in advance of the annual review.
- The minutes of the Board of Management meeting will document the number of new incidents of bullying behaviour, the number currently ongoing (after 20 days) and the total number of incidents of bullying behaviour since the beginning of the school year as reported by the principal.
- The school's Bí Cineálta: Anti-Bullying Policy was adopted by the Board of Management on 18th June 2025. This policy is available to our school community - school personnel, students and Parents' Council, all parents - on the school website and in hard copy on request. A copy of this policy will be made available to the Department and the patron if requested.
- This policy and its implementation will be reviewed by the Board of Management once every calendar year. Written notification that the review has been completed will be made

available to school personnel, published on the school website and provided to the Parents' Council. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

- 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: Herbie Wilkins

(Chairperson of Board of Management)

Signed: Juelda Whelan
(Principal)

Date: 18/6/25



Template for Recording Bullying Behaviour

Name of pupil being bullied		Class Group:
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Name(s) of pupils involved in bullying behaviour		Year/Class Group:
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Name of Investigating Teacher/Senior Leadership Person	
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Date investigation commenced		Date initial investigation ended	
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Name of person who reported the bullying concern E.g. parent phone call, student, staff etc.	
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Form of Bullying Behaviour (tick relevant box(es))			
Direct		Indirect	
Physical		Exclusion	
Verbal		Relational	
Written		Online Bullying Behaviour	
Extortion			

Types of Bullying Behaviour (tick relevant box(es))			
Disablist		Racist	
Gender Identity		Poverty	
Exceptionally Able		Religious Identity	
Homophobic/Transphobic		Sexist	
Physical Appearance		Sexual Harassment	

Other: Please indicate			
Location of incident(s) (tick relevant box(es))			
Corridors/Social Area	<input type="checkbox"/>	Toilets	<input type="checkbox"/>
Classroom	<input type="checkbox"/>	School Bus	<input type="checkbox"/>
Outside areas (e.g. pitch, courtyard etc.)	<input type="checkbox"/>	Online	<input type="checkbox"/>
Other: please specify			

Brief Description of the bullying behaviour and its impact

Confirmation that bullying behaviour has occurred	The answer to these three questions must be Yes	Brief description
Targeted: <i>Is the behaviour targeted at a specific student or group of students?</i>	<input type="checkbox"/>	
Harm: <i>Is the behaviour intended to cause physical, social or emotional harm? (indicate which)</i>	<input type="checkbox"/>	
Repeated: <i>Is the behaviour repeated?</i>	<input type="checkbox"/>	

Record of consultation with the student experiencing the bullying behaviour	Date
Record of review with this student's parent(s)	Date

Record of consultation with the student engaged in the bullying behaviour	Date
Record of review with this student's parent(s)	Date

Copy and paste this text box if more than one student is engaged in the bullying behaviour

Details of actions taken (to include strategies put in place to prevent the bullying behaviour escalating)

Date by which the investigating teacher must engage with the students involved and their parent (No more than 20 school days after the initial engagement)	
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20 Day Review

Record of review with the student experiencing the bullying behaviour	Date
Record of review with this student's parent(s)	Date

Record of review with the student engaged in the bullying behaviour	Date
Record of review with this student's parent(s)	Date

Has the bullying behaviour ceased? <i>Yes or No</i> <i>Please explain briefly</i>	
Date	

If the bullying behaviour has not ceased, outline the strategies to be used to/actions to be taken.	
Timeframe agreed for further engagement until the bullying behaviour has stopped	

Please Tick	
I am satisfied that the bullying behaviour has ceased.	<input type="checkbox"/>
It is my professional opinion that the bullying behaviour has not ceased and I am referring the matter to the Principal for consideration of disciplinary sanctions under the Code of Behaviour.	<input type="checkbox"/>

Signed _____ (Investigating Teacher) Date _____

Date submitted to Principal: _____

