



Presentation Primary School

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Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Presentation Primary School has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

We also confirm that we will take all such steps that are reasonably practicable to prevent the bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable part to play in the school community, regardless of difference.

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*.

- Bullying is targeted behaviour, online or offline, that causes harm.

- The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- Bullying is deliberate, unwanted behavior that causes harm to others, and where the pupil 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.
- A once-off instance or negative behaviour towards a 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.

Behaviour that is not 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 be addressed under the school's Code of 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.

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.

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	January – June 2025	<ul style="list-style-type: none"> • Two members of the staff attended online and in-person training facilitated by Oide. • The information received was disseminated to all staff members at a staff meeting. • The presentation and resources provided by Oide for the half-day staff training were used to inform all staff about the Bí Cineálta procedures. • All staff members were divided into small groups and were given the opportunity to discuss and contribute to the development of the draft policy. • Input from each group was brought back to a whole group meeting, discussed and amended where appropriate. • All information was gathered and compiled by the In -School Leadership Team.
Students	February 2025	<ul style="list-style-type: none"> • All classes (Junior Infants – 6th Class) were invited to complete an online pupil survey. Junior classes were supported by pupils in the senior classes to complete a child-friendly version of the surveys using the school iPads.
Parents	February 2025	<ul style="list-style-type: none"> • All parents in the school community were invited to complete an online parents survey. The link to the survey was emailed to each parent and displayed on the school website and Instagram page.
Board of Management	June 2025	<ul style="list-style-type: none"> • A short video developed by CPSMA was made available to all BOM members and viewed during the June BOM meeting. This video outlines the key messages and intentions of the Bí Cineálta framework, which will assist the BOM in implementing these procedures. The • Bí Cineálta Action Plan and draft policy were reviewed, and following consultation and necessary amendments, this was formally ratified.
Wider school community as appropriate, for example, bus drivers	May 2025	<ul style="list-style-type: none"> • The draft policy was reviewed and discussed with the school secretary, caretaker, School Completion workers, Parents Association and other outside agencies.
Date policy was approved: 22 nd September 2025		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

Presentation Primary School aims to use the following prevention strategies to prevent online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment within the whole school.

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

Culture and Environment:

- Foster a culture where diversity is celebrated through assemblies, school wide events, and themed events (e.g. Culture Day, Wellbeing Week, Anti-Bullying Week etc.)
- Promote a welcoming environment where children are respected and valued through positive relationship building with peers and adults
- Encourage pupil voice by providing opportunities to all children to become members of different committees such as Student Council, Active Flag, Wellbeing, Litter-Pickers, Playground Leaders and Buddy Systems etc.
- Provide safe places around the school environment where children can go when they need a quiet space, or a chance to talk to a trusted adult e.g. Wellbeing Room
- Reinforce respect, inclusion and kindness through building a routine of using daily positive affirmations
- Celebrate acts of kindness and children's achievements through rewards at weekly assemblies, social media and Instagram posts and photo's on school displays
- Foster a culture of wellbeing and mindfulness amongst pupils and staff through engagement in active and wellbeing initiative e.g. monthly Active Walk, Wellbeing / Mindfulness Trail
- Foster an inclusive, diverse, accepting and bullying free environment amongst our parents through working with EDNIP (Embracing Diversity and Nurturing Integration Programme), a Mary Immaculate College based initiative and making our school more visually inclusive through multilingual displays and welcome signs
- Provide children with appropriate language around bullying behaviour through a child

friendly Bí Cineálta display board

- Involve parents as active partners in helping the school to foster an environment where bullying behaviour is not accepted
- School Leadership Team will put measures in place to eliminate 'hotspot' areas in the yard and around the school environment, highlighted by children in surveys as possible places where bullying behaviour can occur

Curriculum and teaching:

- Teach the SPHE curriculum to foster well-being, self-worth, empathy and a sense of belonging
- Implement the Stay Safe and RSE programmes on a yearly basis
- Establish Morning Meetings as a daily classroom practice to foster a positive and inclusive classroom environment, enhance social and emotional learning, and proactively address bullying and exclusion. These meetings provide an opportunity to reinforce school rules, communicate anti-bullying messages and resolve minor issues before they escalate
- Teach children about cultural celebrations and rituals around the world during SPHE lessons
- Promote culturally inclusive classrooms, through the use of SPHE methodologies and strategies such as storytelling, multilingual picture books, games and resources provided by EDNIP
- Develop pupil's personal responsibility for their own behaviour and actions through the development of class contracts / code of behaviours and engagement with lessons around bullying and its effects

Policy and planning:

- Develop, communicate and implement a clear and consistent Bí Cineálta policy, along with a pupil-friendly version, that is regularly reviewed and updated in consultation with all partners
- Consistent recording, investigating and follow up of bullying behaviour
- On-going evaluation of the effectiveness of the Bí Cineálta policy
- Link wellbeing of the school community to school policies and plans
- Support the participation of pupil's voice in the implementation of school policies
- Utilise Croke Park time for staff CPD on recognising, preventing and addressing bullying behaviour
- Ensure that school policies are known and available to all staff, parents and pupils including:
 - Code of Behaviour
 - Child Safeguarding Statement and Risk Assessment
 - Acceptable Use Policy
 - Supervision Policy
 - SPHE and RSE Policy
 - SEN Policy
 - DEIS Planning which incorporates wellbeing across all areas
 - Health and Safety Policy Statement

Relationships and Partnerships:

- Strong interpersonal connections supported through a range of formal and informal structures such as Student Council, Parents' Association, Wellbeing Committee, Active Flag Committee etc.
- DEIS Partnership with Parents and Others Plan
- Organising workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying

- Assist pupils to actively participate in school life
- Urge parents to actively participate in school life
- Promote acts of kindness and activities that build empathy, respect and resilience within the whole school community e.g. Kindness Awards at school assemblies, school social media posts and photo's on school achievement displays.
- Encourage peer support throughout the school community e.g. Buddy Reading, Maths for Fun, Active Walk Buddies, Playground Leaders etc.
- Teach conflict resolution and problem-solving skills to pupils

Preventing Cyberbullying Behaviour:

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

Presentation Primary School strives to proactively address these challenges by promoting digital literacy, digital citizenship and fostering safe online environments.

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

- implement the SPHE curriculum
- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online*
- holding an Internet Safety Day to reinforce awareness around appropriate online behaviour

***Note:** 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. Children between the age of 13 and 16 must have parental permission to sign up to social media services. Most social media platforms and services have a minimum age requirement and for the majority of these, it is 13 years old. Therefore, children under the age of 13 should not have a social media account.

Preventing Homophobic/Transphobic Bullying Behaviour:

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

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

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

- encouraging students to speak up when they witness homophobic behaviour

Preventing Racist Bullying Behaviour:

Students attending our school come from many different cultures and backgrounds. All students including those from culturally diverse backgrounds, have a right to feel safe and supported at school.

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

- fostering a school culture where diversity is celebrated and where students 'see themselves' in their school environment
- having the cultural diversity of the school visible and on display
- organising and hosting school Multi-Cultural Days
- conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- encouraging peer support such as peer mentoring and empathy building activities
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing Sexist Bullying Behaviour:

All at Presentation Primary School strive to ensure gender equality as part of the school's measures to create a safe, supportive and respectful environment.

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

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- ensuring all students have equal opportunities to engage in school activities irrespective of their sex
- encouraging parents to reinforce these values of respect at home
- encouraging student to report sexist behaviour when they witness it

Preventing Sexual Harassment:

Presentation Primary School promotes a zero-tolerance approach to sexual harassment. It strives to support this through a focus on education, awareness and clear enforceable policies. Sexual harassment should never be dismissed as teasing or banter.

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

- educating students about the importance of body autonomy
- promoting positive role models within the school community and beyond
- challenging gender stereotypes that can contribute to sexual harassment
- encouraging students to report any form of harassment they witness

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

Corridors & Stairs

- In-School Management Team (ISM) supervise the classrooms, corridors and stairs from 8.40 to 8.50am.
- Teachers monitor corridors and stairs during wet break times.
- Class teachers accompany pupils down the stairs at break times, home time and during extra-curricular activities.
- Class teachers accompany pupils down the stairs after after-school activities.

Toilets

- Only one pupil per class is allowed to go to the toilet at any one time.
- Teachers and ISM team on supervision duty monitor toilets during break times and morning duty.
- SET in rooms adjacent to toilets keep an eye on the toilet area.

Front / Back Yard / Playground

- Rostering of teachers and SNA's for all play areas is an ISM post of responsibility. The postholder reviews and updates the roster termly or when necessary.
- Active Playground Leaders from 6th class are provided with training to organise games with younger pupils as part of our Active School Flag initiative.
- Pupils have access to play equipment e.g. skipping ropes, hula-hoops, balls etc.
- Reward systems to promote good yard behaviour are used for some classes, where deemed necessary by the class teacher and principal.
- A teacher on duty records any incidents in a dedicated Yard Supervision notebook and reports to the relevant class teacher.
- Any repeated incidents of inappropriate behaviour recorded in the Supervision notebook are escalated to an in-school management with the principal.

Halla and 6th Class Outside Space

- At least 1 teacher supervises the halla area at break times.
- Pupils have access to all PE equipment, an outdoor table tennis area and a school tablet and speaker with a pre-saved music playlist.
- 6th class pupils, in collaboration with the class teacher, will plan their own timetable of activities.

Cyberspace

- Phones are handed in to the class teacher at the beginning of the day in accordance the schools' Acceptable Use Policy.
- All school devices are monitored by an in-school monitoring system.

School Trips

- At least two adults accompany classes on school outings.
- Class teachers arrange a suitable pairing plan.
- No phones are permitted on school outings.

Section C: Addressing Bullying Behaviour

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

- Class Teacher: Responsible for overseeing the recording of bullying reports concerning students in their class. This includes following procedural guidelines to investigate reports and documenting incidents using the appropriate forms on Aladdin.
- DLP/DDLP: Will conduct a follow-up investigation twenty school days after the initial report to determine if the bullying behaviour has ceased.
- All School Staff: Expected to remain vigilant for signs of bullying and to be aware of their responsibilities in addressing and reporting such behaviour.
- Principal: Responsible for informing the Board of Management about incidents of bullying.
- Deputy Principal / SENCO: Provides support and advice as needed in relation to bullying concerns.
- Wellbeing Leader / Policy Coordinator; Available to offer up-to-date information and support to assist class teachers and staff in addressing bullying-related issues.

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

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

When addressing bullying behaviour, the school will:

- ensure that the pupil experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of the pupils involved
- listen to the views of the pupil 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

Step 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.

To determine whether a reported incident constitutes bullying, the following questions should be considered:

Is it Bullying?

1. **Targeted** - Is the behaviour targeted at a specific student or group of students?
2. **Harmful** - Is there an intention to cause physical, social or emotional harm?
3. **Repeated** - Is the behaviour repeated?

If the answer to all three questions is **yes**, the behaviour is considered bullying and should be addressed using the Bí Cineálta Procedures.

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

If the answers to any of the above questions is **no**, the behaviour is not bullying behaviour. In such cases, strategies outlined in the school's **Code of Behaviour** will be applied to address inappropriate behaviour.

When evaluating whether bullying behaviour has occurred, teachers will take into account:

1. What happened?
2. Where it happened?
3. When it occurred?

If a group of students is involved, each student will first be spoken to individually. Following this, all students involved will be brought together for a group discussion. During the group meeting, each student will be asked to share their account of events to ensure mutual understanding of all perspectives.

Appropriate supports will be put in place for each student based on their individual needs following the meeting. Depending on the students' age and developmental stage, it may be helpful to ask them to provide written accounts of the incident(s).

Step 2 - Where bullying behavior has occurred:

- 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 the bullying behaviour has an impact in the school, the school will support the student(s) involved. Where the bullying behaviour continues in school, Presentation Primary School will deal with it in accordance with our Bí Cineálta policy.
- 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 parties 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 and resolve the issue.
- A detailed record will be kept of all interactions and engagement of all those involved. (see Template A)
- This record will document the form and type of bullying behaviour, if known (as per Section 2.5 and 2.7 of the Bí Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents.
- The record will also include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

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 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 request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Step 3 - Follow up where bullying behaviour has occurred:

- The teacher must re-engage with the students involved and their parents within 20 school days of the initial engagement.
- Key factors to consider as part of this follow up include: 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 this review, including whether the bullying behaviour has ceased, and the views of the students and their parents on the matter.
- The date on which it is determined that the bullying behaviour has ceased should also be recorded.
- Any engagement with external services or supports should also be noted.
- These records will be retained in accordance with the school’s record keeping policy and in line with data protection regulations.
- Presentation Primary School subscribes to the Continuum of Support model. Some students exhibiting bullying behaviour may have a Classroom Support Plan (CSP), School Support Plan (SSP) or School Support Plus Plan (SSPP) already in place which can be reviewed and updated to include additional supports and strategies.
- Ongoing supervision and support may be needed for the students involved, even if the bullying behaviour has ceased.

- If the bullying behaviour continues, the teacher will review the strategies used in consultation with the students involved and their parents. A new timeframe will be agreed upon for further engagement, until the bullying behaviour has ceased.
- If it becomes clear that the student engaging in the bullying behaviour is persisting, then consideration will be given to the use of disciplinary measures as outlined in the school Code of Behaviour. If disciplinary sanctions are deemed necessary, this will be a matter between the school, the relevant student and their parents.
- If a parent 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 directed to the school's complaints procedures.
- If a parent is dissatisfied with how a complaint has been handled and if they believe that the school's actions have had a negative effect on the student, they may make a complaint to the Ombudsman for Children.
- In any circumstances where the bullying behaviour raises a child protection concern, it will be addressed immediately in line with the Child Protection Procedures for Primary and Post-Primary Schools.

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):

The school will be fair and consistent in our approaches to addressing bullying incidents. These approaches will commence in an appropriate and timely manner. These supports will consider the developmental age and ability of the child/children involved.

Given the complexity of bullying behaviour, we acknowledge that no one particular intervention/support programme works in all situations.

In-School Supports:

- creating a supportive environment where the child feels safe and listened to
- fostering empathy and respect towards bullied pupils
- reassuring all children that the bullying behaviour is not the fault of the targeted pupil through class and whole-school curricular lessons
- provide suitable opportunities (internal and external where applicable) to support bullied pupils in promoting their self-esteem and well-being
- opening and maintaining the line of communication between the school, pupil and parents/guardians as a means of supporting the bullied pupil
- provide suitable opportunities (internal and external where applicable) to support bullying pupils in promoting their self-esteem and well-being
- work with bullying pupil to identify steps to avoid reoccurrence of bullying behaviours
- encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the bullying child
- explicitly teaching all students the definition of bullying
- making all children and parents aware of the school's child friendly version of the 'Bí Cineálta' policy
- making clear to all children that the bullying behaviour is not acceptable through class and whole-school curricular lessons
- supporting witnessing pupils with a safe and 'telling' environment

External Supports available to the school:

- The National Educational Psychological Service (NEPS)
- Oide
- Webwise
- The National Parents Council
- Dublin City University (DCU) Anti-Bullying Centre
- TUSLA (the Child and Family Agency)

Section D: Oversight

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

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

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

Signed:  Date: _____
 (Chairperson of Board of Management)

Signed: _____ Date: _____
 (Principal)

Appendix A: Template for Recording Bullying Behaviour

1. Initials of pupil being bullied and class group

Initials: _____

Class: _____

Date of Initial Engagement: _____ Date when Bullying Occurred: _____

Location: _____

2. Initials and class(es) of pupils engaged in bullying behaviour

Initials	Class

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

Pupil concerned	
Other pupil	
Parent	
Class Teacher	
Teacher on Yard Duty	
SNA on Yard Duty	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Play Area	
Other	

4. Initials of person(s) who reported the bullying concern

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5. Form of Bullying Behaviour (tick relevant box(es):

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

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

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

Appendix A:
Template for Recording Bullying Behaviour

7. Brief Description of bullying behaviour and its impact:

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

11. Has bullying behaviour ceased?

Yes No

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):

Signed: _____ (Relevant Teacher) Date: _____

Signed: _____ (Principal / Deputy) Date: _____



Bí Cineálta



What is Bullying?

Deliberate

Done on purpose, not an accident

Repeated

It happens a lot, not just once

Targeted

Being mean or hurtful to someone else on purpose

What does bullying look like?



Name-calling
Leaving people out



Hurting someone



Mean messages or videos



What should you do?

Say: Stop!

Tell: A trusted adult



We want everyone in our school to feel safe and happy!

