



St. Patrick's S.N.S. Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St. Patrick's SNS, Corduff 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 confirm that we will take all steps that are reasonably practicable to prevent all 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 everybody 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 everybody has a 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* 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.

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 | 1st April 2025 11th April 2025 | Google Form Survey Staff Consultation/Training Day |
| Students | 1st April 2025 | Google Form Survey |
| Parents | 2nd April 2025 | Google Form Survey |
| Board of Management | | |
| Wider school community as appropriate, for example, bus drivers | 1st April 2025 | Google Form Survey |
| Date policy was approved: | | |
| 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. (see Chapter 5 of the Bí Cineálta procedures):

Culture and Environment: We strive to :

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated
- Support the idea that our school is a **telling environment**
- Promote the concept of a **trusted adult** – stay safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility
- Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect
- Encourage a sense of belonging with ownership over their own space through art and creativity
- Create a positive school culture and climate which is;
 - welcoming of difference and diversity and is based on inclusivity;

- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
- promotes respectful relationships across the school community

In developing the 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 our school in a real way.

Ways in which we work to achieve these goals are as follows:

- Well Being week which is held yearly will always include anti-bullying activities .
- Reinforce the importance of wearing the full school uniform daily to help stop comparisons etc which could lead to bullying
- Create a school sign, “We are a Telling School”. This will be placed in a central area and referred to regularly e.g. at assembly
- Regular reminders of your 3 School Rules in class & at assembly;
 1. No Bullying
 2. No Fighting
 3. No Outright Disrespect
- Regular reminders at assembly what bullying is and how to deal with it
- Anti- Bullying Policy was formed with pupils’, parental & staff input and attention is drawn to it yearly to parents and more regularly to children (assembly/class) and staff (staff meetings/notices)
- Parents receive information at times regarding useful information on Anti Bullying.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils especially at less structured times e.g. yard, breaks, hometime
- Purchase more equipment for yard to engage and connect our students
- Have a communal “Dojo” points system for the whole school from September ‘25 devised on our school rules and steps from our discipline policy

Curriculum (teaching and learning): We strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity
- Display a shared understanding of what bullying is and its impact

Ways in which we work to achieve these goals are as follows:

- School-wide delivery of explicit lessons on bullying from evidence-based programmes, e.g. Stay Safe Programme, programmes to teach about cyberbullying (e.g. Webwise teachers’ resources and lessons from (www.cybersafekids.ie))
- opportunities to explore topics through role play and drama
- Explicitly teach pupils about the appropriate use of social media
- Organise seminars/workshops given by relevant professionals to pupils and to parents/guardians, focusing on educating pupils on appropriate online behaviour, how to stay safe while online and also on developing a culture of reporting any concerns about cyber-bullying
- Model respectful behaviour & language towards colleagues, pupils and visitors in our school



environment

- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, intercultural projects & regularly including topics at assembly on disabilities & various religions etc
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils; and explicitly address the issues of cyber-bullying and identity-based bullying including, in particular, homophobic and transphobic bullying
- Extra - curricular activities to develop positive self - worth
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately
- Consistent recording (on school drive), investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy

Policy and planning

- Have our child-friendly Bí Cineálta Policy on display prominently around the school
- Involve the student council in anti bullying reviews and initiatives
- If pupils bring mobile phones or other smart devices to school, they should be switched off at all times & kept in school bag until off school grounds-” If it’s out-it’s on, if it’s on-it’s gone”
- All staff, to the best of their ability, will ensure there is adequate playground/school yard/outdoor supervision
- School staff and pupils can identify hot spots and hot times for bullying in the school.

Hot spots tend to be in the playground/school yard/outdoor areas, toilet areas, corridors and other areas of unstructured supervision.

Hot times tend to be times where there is less structured supervision such as when pupils are in the playground/school yard, arriving into the classroom or moving classrooms

- Please refer to the school’s policy documents on RSE/SPHE, SEN Code of Behaviour (including the Acceptable Use of Devices and the Internet Policy), Child Safeguarding Statement, Supervision of Pupils, and Attendance
- Provision of and sharing information on appropriate teacher professional learning courses that can support school staff to prevent and address bullying behaviour
- 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 our board of management and staff meetings."

Relationships and Partnerships

- 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 further 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

- Catch the children being good - notice and acknowledge desired respectful behaviour by providing positive attention
- At assemblies, school rules are reinforced on a regular basis. Raise awareness of the definition of bullying behaviour and how the school deals with such behaviour
- Actively promote the right of every member of the school community to be safe and secure in school
- Support the active participation of students in school life through formal and informal structures, e.g. circle-time activities, assemblies, sports' teams, student council, playground pals
- Conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying
- Support the active participation of parents in school life, e.g. HSCL, invitation to performances, courses, volunteering in the school at events
- Supports for staff e.g. Spectrum Health service, HSCL, NEPS, open door policy-Principal

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):

- Supervision Policy Acceptable
- Use of the Internet Policy
- Code of Behaviour
- Child Safeguarding Statement and Risk Assessment

Section C: Addressing Bullying Behaviour

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

- Mainstream class teachers and SETs (where appropriate)
- The Principal/Deputy Principal will provide support and advice and will become involved where appropriate

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

The whole school community has a responsibility to prevent and address bullying behaviour. The following approach and steps are based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.:

Approach

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

When addressing bullying behaviour, the teachers with responsibility will:

- > ensure that the student experiencing bullying behaviour feels listened to and reassured
- > seek to ensure the privacy of those involved
- > conduct all conversations with sensitivity
- > consider the age and ability of the students involved
 - > listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
 - > take action in a timely manner
- > inform parents of those involved.

Stage 1 - Identifying if bullying behaviour has occurred

Bullying is defined in *Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* **as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.** The detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.

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

To determine whether the behaviour reported is bullying behaviour we will consider the following questions:

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

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

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

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

When identifying if bullying behaviour has occurred (Stage 1), teachers should consider what, where, when and why? as follows: (Note that these steps are required – as outlined in the Procedures):

- Where one student is reported to be involved, the student should be engaged with individually at first.
- Thereafter, this student and the student who is reported to be experiencing the bullying behaviour should be met together
- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved and the student who is reported to be experiencing the bullying behaviour should be met as a group.
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- Each student should be supported as appropriate, following the group meeting. It may be helpful to ask the students involved to write down their account of the incident(s).
- Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children

Stage 2: Where bullying behaviour has occurred

- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- All bullying behaviour will be **recorded** (on school drive folder) **using just the child's first name or initials**. This will include the form and **type of behaviour**, if known (see pages 20-24, Section 2.5 and 2.7 of the Bí Cineálta procedures for descriptions/examples of the forms and types of bullying behaviour), **where and when** it took place, and the **date of the engagement with students and parents**.
Every teacher is to **record issues, fights, incidents and bullying** between children. This record is held in our whole school drive and is updated throughout the year and passed on to each teacher for the following year.
- The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.
- The record should be shared with the Principal.

Stage 3: Follow up where bullying behaviour has occurred

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

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

- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the *Bí Cineálta* Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools they should be referred to the school's complaints procedures
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

Supports: NEPS, Oide Webwise, National Parents Council, DCU Anti bullying centre, Tusla.

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):

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

- All students involved will be checked-in with regularly and behaviour will be monitored carefully.
- The teacher will check-in with parents too and will look for their ongoing support to monitor their child at home and to communicate with the school if needed.
- We will use resources, as appropriate – including those developed by NEPS (National Educational Psychological Service), Oide (support service for schools) and from programmes/sites such as Webwise and FUSE.
- Teachers will be encouraged to attend training in Restorative Practices.

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

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

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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