

Carns NS

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Signed:

Date: 25/6/2025

(Chairperson of board of management)

Signed:

Date: 25/6/2025__

(Principal)

The Board of Management of Carns NS 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.

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. As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be diminished or 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
Teachers	15/ 16 Jan 2025	2 staff teachers participated in full day training in Sligo Education Centre on <i>Bí Cineálta</i>
Students, Staff & Parents	Jan 2025- March 2025	<p>The development of our <i>Bí Cineálta</i> policy was informed by the following school-wide initiatives: These initiatives supported pupil voice and parent engagement in shaping the policy.</p> <ul style="list-style-type: none"> ● Empathy Month: <ul style="list-style-type: none"> ○ <i>Walk in My Shoes</i> programme in senior classes (with parent resources shared) ○ Empathy video series via Class Dojo in junior classes (parent resources shared) ● FUSE Programme (3rd–6th Class): <ul style="list-style-type: none"> ○ DCU-led Anti-Bullying and Online Safety programme, supported by the Department of Education ● HTML Heroes (Junior Classes): <ul style="list-style-type: none"> ○ Online safety education through interactive lessons on heroes.webwise.ie
School Staff	February 19, 2025	<p>½ Day closure - using Guidance document and resources Ppts & Familiarisation with <i>Bí Cineálta</i> Procedures publication Discussion of and, agreement on, TNS draft policy Group activities around scenarios etc. & Q&A At staff meetings regularly review effectiveness of new policy especially with regard to preventing and addressing bullying strategies</p>
Students	April 2025	Survey children
Parents	May 2025	Survey Parents
Staff	June 2025	Survey Parents
Board of Management	June	<p>Send draft policy to all members Discuss and agree final draft at BOM meeting on 24/06/2025 Ratify and monitor implementation and effectiveness of the policy through feedback from the principal at each meeting and its annual review</p>
Wider school community as appropriate	June 2025	<p>Professional conversation to be had with bus drivers, secretary, GAA coaches, Gymnastics coach, and other visitors as appropriate and relevant. Reminder to do this at the start of school year Staff Meeting</p>

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 Carns NS 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 tackling bullying behaviour:

Culture and Environment

- A positive and inclusive school culture and environment which
 - is welcoming of difference and diversity and is based on inclusivity.
 - Is a 'telling' environment which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
 - promotes and models respectful relationships across the school community (**Appendix C**)
- Effective leadership that sets high standards and expectations
- A school-wide approach where each member of staff takes a consistent approach to effective observation and addressing of bullying behaviour
- Students promoting kindness and inclusion in peer groups
- Parents as active partners in their child's education, fostering an environment where bullying is not tolerated through promoting empathy and respect
- A 'trusted adult' who reassures and supports students they have done the right thing by reporting bullying behaviour
- Creating safe, visible physical spaces in school

Curriculum- Teaching and Learning

- A shared understanding of what bullying is, its impact and bullying as a form of unacceptable behaviour.
- Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils
 - promote inclusion and diversity
 - explicitly address the issues of cyber-bullying and identity-based bullying including homophobic, transphobic, racist, sexist bullying and sexual harassment as appropriate.
 - provide teaching and learning in SPHE that equips students with skills to build positive relationships, resolve conflicts and recognise and deal with bullying behaviour
- SPHE Curricular Programmes to include:
Stay Safe, RSE, Walk Tall, Weaving Wellbeing, DCU Fuse Programme Grow in Love etc.
- SPHE methodologies to include -e.g.
 - Group work/ Collaboration
 - Role - play, acting out scenarios
 - Extra - curricular activities to develop positive self - worth
 - Circle Time
 - Co-operative games (particularly in P.E) etc.

Policy and Planning

- Bí Cineálta Policy developed, communicated, implemented and reviewed in consultation with all partners
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the Bí Cineálta Policy
- Student Friendly Bí Cineálta Policy
- Code of Behaviour

- Child Safeguarding Statement and Risk Assessment
- Acceptable Use Policy
- Supervision Policy
- Arrivals and Dismissals Policy
- SPHE & RSE Policy
- SEN Policy
- DEIS Policies
- Wellbeing interwoven into DEIS policies and others
- Health and Safety Policy Statement
- Effective supervision and monitoring of pupils (both within school and on yard, unstructured activities, trips, swimming etc)
- Teacher Professional Learning and other such relevant supports for staff

Relationships and Partnerships

- Strong interpersonal connections supported through a range of formal and informal structures such as Student voice, Parents' Association, focus groups etc.
- Student and parent/guardian active participation
- Workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying
- Promoting acts of kindness and activities that build empathy, respect and resilience e.g Well Being Week, Kindness Month/ Empathy Month/ Culture Day
- Teaching problem solving skills
- Critical Thinking Skills
- Promoting self-awareness and awareness of others
- Encouraging peer tutoring and buddying etc.

Preventing cyber bullying behaviour:

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

Carns NS 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:

- implementing 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 13 and 16 must have parental permission to sign up to social media services. Most social media platforms 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

As our school becomes more culturally diverse, we strive to prevent potential racist bullying behaviour.

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
- 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
- inviting speakers from diverse ethnic backgrounds
- 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:

Carns NS will focus on gender equality as part of the school’s measures to create a 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 student have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contribution of all students
 - encouraging parents to reinforce these values of respect at home

Preventing sexual harassment:

Carns NS 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:

- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment

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

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 relevant supervision and monitoring policies and procedures are as follows:

- Supervision Policy
- Arrivals and Dismissals Policy
- Yard Supervision Rota
- Teachers, along with SNAs under the direction of the yard duty teacher, provide yard supervision and wet day supervision inside the school
- Children are accompanied by at least one teacher, SNAs and vetted parents/guardians, as relevant and necessary, on all trips, outings, swimming etc.
- Supervising personnel are deployed at strategic positions on buses, walks, trips etc to ensure adequate supervision and monitoring of interactions.
- If patterns of inappropriate behaviour are detected these are investigated and documented, as relevant in a log.
- If there are reported incidents or issues between children that warrant closer monitoring on yard and trips this is notified to relevant staff via an Aladdin message and through handover meetings.
- A report on supervision and incidents of bullying behaviour is given at each BOM meeting

Section C: Addressing Bullying Behaviour

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

When bullying behaviour occurs, the school will:

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

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

Five steps to Investigation, Follow Up and Recording of Bullying Behaviour

Step 1- Determine if Bullying has occurred

The “Relevant Teacher” investigates all allegations of bullying with a view to resolving any issues and to restore, as far as is practicable, the relationships of the parties involved. The “Relevant Teacher” is the class teacher

In investigating and dealing with bullying, the Relevant Teacher may discreetly ask any pupil, bystander or upstander, to write or give a verbal account of what happened, to help establish facts of who, what, where, when and why. Behaviour records, if any, of the parties involved will be consulted

The Relevant Teacher will speak privately and separately to the pupils who have been involved in bullying behaviour outside the classroom situation to establish the nature and extent of the behaviour and the reasons for it. The Relevant Teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved, and will complete Section A of the Recording Template to determine if Bullying Behaviour has taken place.

- When identifying if bullying behavior has occurred teachers should consider what, where, when and why?
- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved 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.
- The students involved may also be asked to write down their account of the incident.

Step 2: Record and address

If bullying is identified, the following action will be taken:

- Help, support and advice will be given, as is appropriate, to all parties.
- The pupil is asked to give an undertaking that they will treat others fairly, equally and respectfully
- Parents of the parties involved are contacted to inform them of the matter and explain the actions being taken.
- The “Relevant Teacher” completes Section B of the Recording Template.
- Behaviour is monitored, and a follow-up meeting with the relevant parties may be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- A further breach of the new undertaking will be considered a very grave matter, and a serious sanction will be imposed by the school authorities.
- Future behaviour will be monitored
- Serious instances of bullying behaviour will be dealt with in accordance with the [The Child](#)

[Protection Procedures for Primary and Post Primary Schools 2017](#), Cinealtas Action Plan on Bullying, and/or may also be referred to the Child and Family Agency, Tusla and/or Gardaí as appropriate

Step 3- Review

A review with students and parents will be held no more than 20 school days after the initial engagement to determine if the bullying behaviour has ceased with the views of the students and their parents taken into account.-96

Step 4: Determine if Bullying has Ceased

If bullying has ceased the school will still continue to monitor all involved.

If bullying has not ceased, the school will review its strategies, seek external support if appropriate and review again with an agreed timeframe.

If a pupil breaks their undertaking not to engage in bullying behaviour, then that behaviour is no longer considered a "mistake"

- Parents are contacted and informed. They are asked to countersign a formal undertaking with their child.
- 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.
- Recording Template Section B and C are completed
- A sanction is imposed for breaking the undertaking. Breach of this additional promise by further bullying behaviour is regarded as a grave matter and a sanction may be imposed by the school Board of Management. The school's Code of Behaviour will be referred to and adhered to if needed.

Step 5: Bullying Behaviour Update

The principal must include all bullying behaviour in the Bí Cineálta Anti Bullying Report to the Board of Management. The principal will provide a verbal report to the Board of Management. This update will not contain personal or identifying information.

Recording of bullying behaviour:

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*. Recording of bullying incidents must be done in an objective and factual manner.

Recording Template Section A- Predetermination- Is this bullying behaviour?

- All staff must keep a written record of any incidents witnessed by them or notified to them.
- All incidents must be reported to the relevant/class teacher
- The relevant/class teacher must keep a written record, using Recording Template, Section A, of the actions taken and any discussions with those involved regarding the same.
- The written record must be stored in the "Class File" of the children concerned and a copy also sent to the principal's office and a note recorded under the relevant pupils' files on Aladdin.
- The relevant teacher must inform the principal of all incidents being investigated.

Recording Template Section B- Determination that bullying has occurred

- If it is established by the Relevant Teacher that bullying has occurred, the relevant teacher must keep appropriate written records using Section B, which will be recorded by teacher & a copy will also be sent to the principal's office, and a note recorded under the relevant pupils' files on Aladdin. Section B will include the findings of the investigation, the strategy adopted and the outcome of the intervention.
- The relevant teacher must inform the principal of all incidents being investigated which
- Parents of both parties will be informed and an undertaking will be completed by the pupil and parents informed, while the pupil will also complete a reflective behaviour report.
- Details will be included in the report to the Board Of Management

Recording Template, Section C- Review

- The Relevant Teacher must use the recording template, Section C, as a review to assess behaviour cessation, no more than 20 school days of the initial engagement and completion of Section B.
- Cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred, or in cases of gross bullying behaviour will be recorded and reported immediately to the Principal or Deputy Principal as applicable.
- Then the recording template must be retained by the relevant teacher in the pupils' file, and a copy sent to the principal's office, and noted under the relevant pupils' files on Aladdin. It will include the findings of the investigation, the strategy adopted and the outcome of the intervention.
- A reflective behaviour report will be completed by the pupil and signed by parent/guardian, and a sanction imposed.
- Parents/guardians will be asked to countersign an undertaking not to engage in similar behaviour.
- Details will be included in the report to the Board of Management

Appeals

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the School's Complaints Procedures. In the event that a parent has exhausted the School's Complaints Procedures and is still not satisfied, the school must advise the Parents of their right to make a complaint to the Ombudsman for Children.

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 teachers should:

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

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

Identifying if bullying behaviour has occurred:

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

Bullying Behaviour that occurs when students are not under the care or responsibility of the school

- 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 this bullying behaviour has an impact in school, schools are required to support the students involved.
- Where the bullying behaviour continues in school, schools should deal with it in accordance with their *Bí Cineálta* policy.
- Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

General Principles:

- It is important for school staff to be fair and consistent in their approach to address bullying behaviour.
- Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.
- It is important that the student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured.
- School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

Requests to take no action:

A student who reports bullying behaviour may ask a member of staff not to do anything and just “look out” for them due to not wanting to be identified as having told someone about the bullying behaviour. They might 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 behaviour.
- It must be made clear to the pupil that other parties may need to be informed for their welfare.
- Parents may also make the school aware of bullying behaviour and specifically request that no action is to be taken by the school. Parents should put this in writing to the school.
- The school will consider each such request on a case-by-case basis while reserving the right, if determined that based on the circumstances, it is appropriate to address the bullying behaviour through the *Bí Cineálta* procedures and/or the Code of Behaviour where appropriate.

To determine whether the behaviour reported is bullying behaviour the following questions will be considered:

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 the questions above is 'NO', then the behavior is not bullying behavior. Strategies to deal with inappropriate behaviour are provided within Carns NS Code of Behaviour.

Note: One 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 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.

What is not bullying behaviour?

- A once off instance of negative behaviour
- Disagreement between students
- Instances where students don't want to remain friends
- Non-deliberate behaviours of students with special educational needs (Bí Cineálta Section 2.2)

Cyberbullying

- Bullying behaviour including cyberbullying behaviour, which has occurred outside of school can often continue in school.
- Where a student engages in cyberbullying behaviour when in school, the school must address the bullying behaviour
- Where a student experiences cyberbullying behaviour in school, the school must address the bullying behaviour.
- In the case of cyberbullying, although the hurtful message may have been sent outside of school hours, the student may view the message while in school. Where this happens, the school must address the bullying behaviour

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- if a group of students is involved, each student should be engaged with individually at first
- thereafter, all students involved 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)

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
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see 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 (Appendix B)
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

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 (Appendix B) 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 the school 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, it must be made clear to all (pupils and parents/guardians) that this is a private matter (under GDPR) between the student being disciplined, his/her parents/guardians and the school

Recording Bullying Behaviour: See template **Appendix B** which includes all the required details/fields.

- 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. Teachers will complete the *Bí Cineálta* Record sheet and the child/children who carried out the bullying behaviours will complete the age/ability appropriate behaviour reflection sheet (Appendix). Comic Strip conversations may be used at any class level or with any children with additional educational needs
- The record documents the form (Section 2.5) and type (Section 2.7) of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents
- The record includes the views of the students and their parents regarding the actions to be taken to address the bullying behavior
- It documents 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.
- 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 will be uploaded to the Aladdin profile of both/ all parties and will be retained in accordance with the school's record keeping procedures and in line with data protection regulations.
- 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 2.4)

Complaint Process

- 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 student and/or 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

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):

Supports:

The school's programme of support for working with pupils who experience, witness and display bullying behaviour, in addition to supports referenced in the steps above, may include but is not limited to the following:

- Listening
- Showing empathy
- Reassuring the student
- Asking them to let you know if the bullying behaviour occurs in school
- Devising appropriate 'check in' mechanisms
- Discussing how the pupils can inform their parents of the situation if they haven't already done so
- Discreet lessons may be taught as appropriate
- Pupils who have been bullied, witness or engage in bullying behaviour will be supported by the school, within the limits of resources available in the school, through the provision of opportunities to participate in activities designed to raise self-esteem, to develop friendships and social skills and thereby build resilience and a sense of self-worth whenever this is needed.
- Where relevant and available, a referral for appropriate supports as offered through e.g. The Family Resource Centre may be made.

Supports available to help prevent and address bullying include the following:

- NEPS- providing advice on best practice to prevent and address bullying when issues arise in schools and/or training in preventative initiatives
- Oide – providing TPL
- Webwise – online safety awareness raising and education initiative for pupils and parents
- National Parents Council – online and in person courses to support parents to prevent and address bullying
- DCU Anti bullying centre- FUSE programme that can be used to promote a positive school culture and assist in preventing and addressing bullying behaviours.
- Tusla – for cases where it is considered that bullying behaviour becomes a child protection concern.
- Cyberbullying and Internet Safety - Parent and pupil seminars.

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 blog 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.

Appendices:

Appendix A: Student Friendly-Bí Cineálta Policy

Appendix B: Carns NS Bullying Behaviour Incident Report Form

Appendix C: Practical Tips for building a positive school culture and climate

Appendix D: Guide to Providing Bullying Behaviour Update

Appendix E: Review of the Bí Cineálta Policy

Appendix F: Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

Appendix A- Pupil Friendly Policy

Appendix B: Carns NS Bullying Behaviour Incident Report Form

Affected Individuals		Date of Incident:	
Reporters (if different)		Location of Incident:	
Alleged Offender(s)		Date Reported (by Student/Parent)	

Details of the Incident (Provide a full description of what happened):

In line with our Bí Cinéalta Policy - Please consider, is this bullying behaviour?

Is the behaviour outlined above:

Targeted behaviour that causes harm (online/offline)

Yes No

Physical, social/and or emotional

Yes No

Repeated over time and involves an imbalance of power

Yes No

(Note, in the case of online behaviour, a once-off incident, may be ticked as "yes")

If you have replied **Yes** to each of the questions above please continue with **Section B**

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

Investigator signature: _____

Section B - Formal Stage 1

Form of bullying behaviour (tick relevant box/boxes)

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

Type of bullying behaviour (tick relevant box/boxes)

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

Actions to Be Taken (Outline steps to address the incident):

Student and Parent/Guardian Views of Actions to Be Taken. (Include perspectives from both parties):

In consultation with the Student and Parents/Guardians, this process must be reviewed before 20 days have passed.

Date of review: _____

Relevant Teacher signature: _____

Principal signature: _____

Section C - Review Process

Date of Review to Assess Behaviour Cessation:

Parents and Students' Feedback on the Review:

Engagement with External Services (If applicable, provide details):

Further Review (if required) Date: _____

Details:

Date of Form Completion: _____

Signatures:

- Reporter: _____
- Investigator: _____

(A copy of this should be kept by the class teacher. A copy should also be submitted to the Principal's Office for record keeping.)

Appendix C: Practical Tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- ☐ Model respectful behaviour to all members of the school community at all times.
- ☐ Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- ☐ Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- ☐ Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- ☐ Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- ☐ Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- ☐ Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- ☐ Explicitly teach pupils about the appropriate use of social media.
- ☐ Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- ☐ Follow up and follow through with pupils who ignore the rules.
- ☐ Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media. Actively promote the right of every member of the school community to be safe and secure in school.
- ☐ Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- ☐ All staff can actively watch out for signs of bullying behaviour.
- ☐ Ensure there is adequate playground/school yard/outdoor supervision and supervision on school trips and visits.
- ☐ School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. (i) Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.

(ii) Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- ☐ Support the establishment and work of student councils.

Appendix D: Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of _____

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

Total number of new incidents of bullying behaviour reported since the last board of management meeting.

Total number of incidents of bullying behaviour currently ongoing.

Total number of incidents of bullying behaviour reported since the beginning of this school year.

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- > the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc
- > the strategies used to address the bullying behaviour
- > any wider strategies to prevent and address bullying behaviour
- > if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- > if a parent has informed the school that a student has left the school because of reported bullying behaviour
- > if any additional support is needed from the board of management
- > if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.

Appendix E: Review of the Bí Cineálta Policy

Guide to Providing Bullying Behaviour Update

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary Schools? Insert date when the Bí Cineálta policy was last adopted by the school.

24/06/2025

2. Where in the school is the student friendly Bí Cineálta policy displayed?

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? / /20

4. How has the student friendly policy been communicated to students?

5. How has the Bí Cineálta policy and student friendly policy been communicated to parents

6. Have all school staff been made aware of the school's Bí Cineálta policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools?

Yes _____ No _____

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?

Yes _____ No _____

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?

Yes _____ No _____

9. Has the Board discussed how the school is addressing all reports of bullying behaviour?

Yes _____ No _____

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?

Yes _____ No _____

11. Have the prevention strategies in the Bí Cineálta policy been implemented?

Yes _____ No _____

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?

Yes _____ No _____

13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?

16. Does the student friendly policy need to be updated as a result of this review and if so, why?

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

Yes _____ No _____

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

Yes _____ No _____

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?

Yes _____ No _____

Signed:
(Chairperson of board of management)

Date: _____

Signed:
(Principal)

Date: _____

Date of next review: _____

Appendix F: Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

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

The Board of Management of Carns NS confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of 24/6/2025

This review was conducted in accordance with the requirements of the Department of Education's Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Signed: _____
(Chairperson of board of management)

Signed: _____
(Principal)

Date: _____