

Bí Cineálta Policy

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour



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Scoil BÍ Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Scoil Maelruain Senior 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.

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. Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992. In doing this we committed to promote, protect and fulfil the rights of children. Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

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

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, 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, according to the 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 core elements of the definition are further described below:

> Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self esteem, depression, anxiety) and can have a serious and long term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

> Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of

power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

> *Imbalance of power*

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Behaviour that is not bullying behaviour:

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

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control. Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

These behaviours, while not defined as bullying, can be distressing.

Strategies to deal with inappropriate behaviour are provided for within the school's **Code of Behaviour**.

		media.
Parents	<i>May 2025</i>	Parents had the chance to reply to a survey about awareness and feelings about current anti bullying procedures. Results of which included most people knew where to find policy online, felt they could contact staff and their child could talk to someone. Results were inconclusive if bullying was dealt with appropriately, however 95% said we were committed to dealing with bullying.
Wider Community	<i>May 2025</i>	Key members of our school community such as school secretary, parish priest, lollipop lady, GAA GPO were also asked to participate in a survey. Results showed that they were all aware of the school's policy and understood their role in implementing the policy. They were also happy that the school was engaging with anti bullying procedures.
Board of Management	<i>September 2025</i>	The policy was circulated to all Board members ahead of the 23rd September Board meeting, where it was discussed and subsequently ratified.

Date Approved	23rd September 2025
Date Reviewed	N/A

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.

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.

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:

- The anti-bullying module of the SPHE programme as it applies during each school year.
- Internet Safety talks delivered to fifth and sixth classes by outside agencies.
- At least five awareness-raising exercises per school year for each class group from the “Awareness-Raising” strand of the Anti-Bullying Campaign (see Appendix 7) pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
- Pupils are helped to examine the issue of bullying in a calm and rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
- Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires (surveys) that are used at least once a half term in the school.

Through information meetings and presentations, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the class teacher (in the case of staff members) or any staff member (in the case of parents/guardians).

Culture and Environment:

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.

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.
- 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; and promotes respectful relationships across the school community;

Through regular reports in school newsletters, on the school website and other communications as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the activities of the school and encouraged to support its work. A poster will also be displayed in each classroom, with the main message of our anti-bullying policy for the children to agree to, and sign. (see Appendix 6)

Examples of activities include:

- Friendship/Wellbeing Week
- Anti- Bullying posters and slogans displayed in halla.
- Mighty Maelers Rewards- Awarded to one person in each year group weekly.

The school has the following in place to prevent and address bullying:

- Staff at all times endeavour to encourage pupils to show respect for each other.
- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Digital Media Policy includes learning about responsible online behaviour and digital citizenship. An Acceptable Use Policy has also developed for technology in our school.
- The school's Anti-Bullying Policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- School wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- Involvement of pupils in contributing to a safe school environment e.g. Kindness/ anti-bullying week, and other activities that can help pupils and encourage a culture of peer respect and support.
- Challenge gender- stereotypes - Equal recognition of all.
- Raise awareness of the impact of homophobic and transphobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.

- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.

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.

Section C: Addressing Bullying Behaviour

- All staff will be vigilant to bullying behaviour.
- The relevant class teacher will oversee recording of bullying reports for students in their class.
- The Principal will inform the Board of Management of a twice termly.

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:

The school’s procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour, (e.g. the six step approach available from the “Dealing with Incidents” section of the Anti-Bullying Campaign website) are as follows.

- Every child in the school fills out an Anti Bullying survey that is used at least once a half term. (see Appendix 1 of this document)
- The ‘Relevant Teacher’ investigates all instances of reported or suspected bullying behaviour, with a view to establishing the facts and bringing any such behaviour to an end. 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 (Sections 2.6 and 6.2)
- The School, through the ‘Relevant Teacher’ reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.

- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).

- Children were 'interviewed using the Alleged Bullying Interview Sheet and Bullying Behaviour Checklist (Appendix 2)
- Details of this 'interview' will be recorded using the Template for Recording Bullying (Appendix 3)

- The 'Relevant Teacher does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of trouble into which they may ultimately get if the bullying continues.

- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.

This information, including the survey and the template for recording bullying, should be stored in the relevant student's file.

- If a pupil has signed such a promise (Appendix 4- Contract 1) but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a "mistake." In this event the parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise (Appendix 5- Contract 2). Parents of the bullied child will be informed at this stage. Contracts will be stored in the pupil's file in the classroom. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).

- All documentation regarding bullying incidents and their resolution is retained securely in the school.

Sanctions

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- Parent(s)/guardian(s) may be contacted by the Principal and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy to end the bullying behaviour.
- The pupil may be kept in detention at all/some breaks for a specified period until the school feels that the behaviour has ceased or will not recur.

- The parents may be invited to meet the class teacher, the principal and the chairperson to discuss the behaviour.
 - The Board of Management may exclude the pupils from the school premises at break and lunch times.
 - The Board of Management may arrange for the pupil to be escorted to and from the school premises.
 - Parent(s)/guardian(s) may be invited to a meeting with the Class Teacher and the Principal and the pupil may be suspended from school.
 - The case may be referred to the Board of Management and the pupil may be expelled from the school.
- 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 Parental Complaints Procedure (available on the school [website](#))
 - 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.

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 1: New Bullying Survey (to be done regularly- at least once a half term)



Scoil Maelruain Senior Anti-Bullying Class Survey



1. Do you feel that some students are mean to you more than they are to others?

Yes No

(Write their names here)

2. Who else knows about this?

(Write their names here)

3. Are there any students in your class who get called names, teased, or treated badly more often than others?

(Write their names here)

4. What kind of bullying behaviour have you seen? (Tick all that apply)

Name-calling

Leaving them out on purpose

Making fun of someone

Taking or messing with their things

Pushing, hitting, or kicking

Other (please describe): _____

5. Who is treating this student this way?

(Write their names here)

6. Who else knows this is happening, even if they are not doing it?

(Write their names here)

7. Have you ever treated this student this way?

Yes No

Signed: _____ Date: _____ Class and Teacher _____

I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying others, I should tell a teacher. I know that anyone who bullies other but who then signs a promise to stop and keeps that promise will not be punished and not be in trouble so everyone can live "happily ever after"

Appendix 2: Alleged Bullying Interview Sheet

This interview should be conducted in an amicable way, seeking information and a promise

Team Member(s): _____ Time: _____ Date:
____/____/____

Interview with: _____ Class: _____ Due to Report/Survey
(R/S): _____

1. *Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying (Y / N)?* _____
2. *We want all our pupils to be happy in school, including you. If some pupils were being mean to you we would try to get them to stop. Nobody should be mean to you. Do you understand this?* __
3. *We did a survey about bullying and we are now worried that a pupil in your class is being bullied. Are you surprised (Y / N)?* _____ *Explain:*

4. *Who do you think might be getting bullied in your class?*
_____ (Probe)
5. *The _____ pupil _____ is:*__

6. *The survey shows that pupils in your class think you have been bullying her/him a bit. What have you been doing that might make them think this?* _____ (Probe)
7. *I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions (Y / N)?* _____

(Use the checklist overleaf, then return to complete the section below).

P.T.O.è

8. *Why have you been treating her/him this way?*
_____ (Probe)

9. *Have you ever been bullied? (Y / N) _____ If 'Yes,' how did it feel?*
 _____ (Probe)
10. *Imagine your Mother being treated this way by big people at her work. How do you think she would feel?*

 (Probe)
11. *If you knew she was treated this way how would you feel?*
 _____ (Probe)
12. *Now, can you understand how unfair it is to treat someone like this (Y / N)?*

13. *Did you know that bullying breaks our school rules (Y / N)?*

14. *We do not want to tell the Principal (depending on seriousness you may add "or the Board of Management" or "or even the Gardaí") about this. We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this (Y / N)? _____*

We will now ask you to sign a written promise (Decide which version?)

To be completed by team member later:

Parent signature required (Y/N)? _____

Promise signed (Y/N)?

Returned with parent signature (Y/N)? _____

Date: ____ /

____ / ____

Bullying Behaviour Checklist

Please use the letter "Y" for "yes," or "sometimes" or even for "once."

Pupil Name: _____ Class: _____ Date: _____
 ___/___/___

When you are with (N): _____ have you ever . . .

<p>Verbal: Called (N) names? _____ (E.g. Ref. Survey). Said things to make (N) feel bad? _____ Said (N) is "thick"? _____ Said nasty things (N) heard? _____ Teased (N) (Toilets/Dressing Room)? _____ Teased (N) about appearance? _____ Said (N) is "a swat"? _____ Said nasty things about (N)'s parent (e.g. mother) or family? _____ Said bad things or made fun of (N) re. Skin Colour? _____ Religion? _____ Nationality? _____ Home Background? _____ A disability (special needs)? _____</p> <p>Written: Written nasty notes about (N)? _____ Written graffiti about (N)? _____ Sent text messages about (N)? _____ Put nasty things about (N) on the Internet? _____ Sent an embarrassing phone message about (N)? _____</p> <p>Property: "Borrowed" (N)'s stuff without (N)'s permission? _____ Hid (N)'s stuff? _____ Stole (N)'s stuff? _____ Damaged (N)'s stuff? _____ "Went at" (N)'s stuff? _____ Tried to get money from (N)? _____</p> <p>Discrimination: Treated (N) badly because (N) seems "different"? _____ Treated (N) badly because you think he is "not like us"? _____</p>	<p>Social: Laughed at (N), with others, knowing that (N) could hear you? _____ Pretended (N) wasn't there? _____ Given (N) a "dirty" or disgusted look? _____ Left (N) out of games? _____ Left (N) alone on bus, in yard etc? _____ Tried to cause trouble between (N) and (N)'s friends? _____ Made fun of (N) in front of others? _____ Stared at (N) as a group? _____ Said (N) said things he did not say? _____ Spread rumours about (N)? _____</p> <p>Intimidation: Given (N) an angry stare? _____ Given (N) a disgusted look? _____ Tried to make (N) angry? _____ Threatened (N)? _____ Ganged up on (N)? _____ Followed (N) around? _____ Sent (N) a threatening text? _____ Forced (N) to do something (N) did not want to do? _____</p> <p>Physical: Thrown objects at (N)? _____ Pulled (N)'s hair? _____ Stuck a pencil/pen in (N)? _____ Pushed (N)? _____ Punched (N)? _____ Kicked (N)? _____ Hit (N)? _____ Pinched (N)? _____ Splashed/Wet (N)? _____ Tripped (N)? _____ Spat at (N)? _____ "Head-locked" (N)? _____ Grabbed at (N)'s private parts? _____</p>
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Appendix 3: Template for Recording Bullying



Template for Recording Bullying

Core definition of Bullying Behaviour: Bullying is 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.

Initials of pupil being bullied: _____ Class Group: _____

Date of Report: _____

Source of bullying report: (Tick relevant boxes)

Survey	<input type="checkbox"/>
Pupil Concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

Give details if required:

Location of Incidents:

Yard	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>

Give details if required:

Form of Bullying (Section 2.5 BÍ Cineálta Guidelines):

Direct bullying behaviour (Physical, Verbal, Written, Extortion etc.)	
Indirect bullying behaviour (Exclusion, Relational etc)	
Online	
Other	

Please give
details: _____

Type of Bullying (Section 2.7 BÍ Cineálta Guidelines) :

Disablist bullying behaviour	
Exceptionally able bullying	
Gender identity bullying	
homophobic/transphobic LGBTQ+ bullying	
Physical appearance bullying	
Racist bullying	
Poverty bullying	
Religious identity bullying	
Sexist bullying	
Sexual harassment	
Other	

Brief description of bullying behaviour and its impact:

Details of Actions Taken:

Date of Review: _____

Appendix 4: Pupil Behaviour Promise

Pupil Name: _____ Class: _____

Signed (Teacher) _____ Date: _____

I know that all of my fellow pupils are different from each other and from me in many ways, (e.g. *hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, whether we are gay or straight, where we live or have lived, what we like to do, whether we are loud or quiet, how good we are at learning, how well we study, how good we are at sports, whether we like music etc. etc.*). I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know that I am entitled to fair, equal, respectful treatment in school because of the school's Code of Behaviour and outside of school too.

I also know that all other pupils are entitled to be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: (*Handwrite below "I will always treat (N) fairly and respectfully"*)

Signed: Pupil: _____

Date: ___/___/___

Teacher: _____

Appendix 5: Pupil, Supported By Parent, Behaviour Promise

Pupil Name: _____ **Class:** _____

I know that all of my fellow pupils are different from each other and from me in many ways, (e.g. *hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, whether we are gay or straight, where we live or have lived, what we like to do, whether we are loud or quiet, how good we are at learning, how well we study, how good we are at sports, whether we like music etc. etc*). I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know that I am entitled to fair, equal, respectful treatment in school because of the school's Code of Behaviour and outside of school too.

I also know that all other pupils are entitled to be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: (*Handwrite below "I will always treat (N) fairly and respectfully"*)

Signed: Pupil: _____

Date: ___/___/___

Teacher: _____

Parents/Guardians:

Appendix 6: Bí Cineálta Poster for Classes 2025/2026



Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again. When it happens a lot. Not just once.

(Student friendly - Bí Cineálta Policy)

We know that anyone who bullies others but who then signs a promise to stop and keeps that promise will not be punished and will not be in trouble so everyone can “live happily ever after.”

Signed by whole class

Appendix 7- List of Lessons from Anti-Bullying Campaign (www.antibullyingcampaign.com)

Primary School

An Outline of Primary Strand 1 - Tools for Raising Awareness
Explaining the Nature and Unacceptability of Bullying

Third Class (Age 9)

Exercise 07 . . .

Early September

"Yes . . . That's Bullying" - Video & Discussion

Exercise 02...

Early October

"Types of Bullying" - Worksheet

Exercise 03. ..

Early November

"Stand Up - Bullying Commercial" - Video & Worksheet

Exercise 04 ...

Early December

"Snakes and Ladders" - Worksheet

Exercise 05. .

February-March

Annual Drawing Competition — 2-3 Weeks

Exercise 06...

April-May

Annual Slogan Competition - 2-3 Weeks

Fourth Class (Age 10)

Exercise 07 ..

Early September

"Recognising Bullying" - Worksheet

Exercise 08..

Early October

"Strength in Numbers" - Video & Worksheet

Exercise 09...

Early November

"Words Hurt - Don't Be A Part Of It" - Video & Worksheets

Exercise 7 0 . . .

Early December

"Rudolph the Red-Nosed Reindeer - Worksheets

Exercise ...

February-March

Annual Drawing Competition - 2-3 Weeks

Exercise 12...
April-May
Annual Slogan Competition - 2-3 Weeks

Fifth Class (Age 11)

Exercise 13...
Mid September
"Webisodes" from stopbullying.gov - Video & Worksheet
Exercise 14 ...
Mid October
"The Power of One Sample" - Video & Regular Class Survey
Exercise 15 .. Mid November
"Bully (Amazing Short Animation)" - Video & Worksheet
Exercise 16 Early December
"Supporting Difference" - Video & Worksheet
Exercise 17 . February-March
Annual Drawing Competition - 2-3 Weeks
Exercise 18 . . .
April-May
Annual Slogan Competition
- 2-3 Weeks

Sixth Class (Age 12)

Exercise 19 . . . Mid-September
"Anti Bullying PSA: The Price of Silence" Video & Worksheet
Exercise 20...
Mid October
"Simon Says" Teacher Led Circle Time Exercise
Exercise 21 . . Mid November
"How to UnMake A Bully" Volume 1" - Video & DiscussionExercise 22 . . .
Early December
"How to UnMake A Bully, Volume 2" - Video & DiscussionExercise 23...
February-March
Annual Drawing Competition - 2-3 Weeks
Exercise 24..
April-May
On-Computer Poster Competition - 2-3 WeeksExercise 26 - PowerPoint Presentation on
Bullying and Cyber-Bullying.Exercise 27 - "Dear Parents" Short Video PresentationExercise 28 -
Powerpoint explaining the Anti-Bullying Campaign Program