

Glenageary Killiney N.S. Bí Cineálta Policy

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Glenageary Killiney N.S. 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.

Definition of bullying behaviour as outlined in Cineáltas: Action Plan on 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. Building on many years of international research, the core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis.

There are many different methods of bullying behaviour, including physical, verbal and relational forms, and it can take place online and offline. There are also many different motives for bullying behaviour which can be understood on an individual level (for example, desire for dominance, status, revenge) and/or on a societal level (for example, identity-based bullying such as racist, disablist, sexist or LGBTQ+ bullying). Bullying behaviour in schools is often strongly influenced by attitudes, behaviours, norms and power dynamics that are deeply engrained in our 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

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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.

Impact of bullying behaviour

When students experience bullying behaviour, it can have a severe and profound impact on them in both the short and long term. Students may develop feelings of stress, insecurity, humiliation and anxiety and therefore become more vulnerable. Experiencing bullying behaviour can have a detrimental effect on their experience of education and education outcomes. The student's self-confidence may be damaged with a resulting lowering of their self-esteem which can continue into adulthood. While they may not talk about what is happening to them, their suffering can be indicated through changes in mood and behaviour. Extreme cases of bullying behaviour may contribute to mental health difficulties. Online or cyberbullying can be a hidden form of bullying behaviour. It can often go unnoticed as much online activity is not subject to

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adult supervision and the student who displays the behaviour can be offered a degree of anonymity that could protect them from being detected.

Signs of when a student may be experiencing bullying behaviour

Signs* that may indicate that a student is experiencing bullying behaviour include but are not limited to the following:

- anxiety about travelling to and from school; for example, requesting parents / guardians to drive or collect them, changing travel routes, avoiding regular times for travelling to and from school;
- not wanting to go to school, refusal to attend;
- a change in how the student performs in school, loss of concentration and loss of enthusiasm and interest in school;
- pattern of physical illnesses for example, headaches, stomach aches;
- unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or after school holidays;
- visible signs of anxiety or distress for example, stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- spontaneous out--of-character comments about either students or teachers;
- possessions missing or damaged;
- increased requests for money or stealing money;
- unexplained bruising or cuts or damaged clothing;
- reluctance and/or refusal to say what is troubling them.

*The above signs do not necessarily mean that a student is experiencing bullying behaviour. However, if these signs occur over a period of time or if a number occur together, it may be an indication that the student is experiencing bullying behaviour. Please reach out to your child's class teacher if any of the above signs are relevant / applicable for your child.

Impact of witnessing bullying behaviour

Students who witness bullying behaviour can also be impacted in a similar way to those who experience bullying behaviour. These students may be afraid to tell someone because of a fear of

reprisals for telling or a fear of making the situation worse. Students who witness bullying behaviour may feel guilt or anxiety for not helping the student who is experiencing bullying behaviour. For example, they can feel vulnerable particularly in the case of racist or identity--based bullying behaviour if they share the same race or identity as the student who is experiencing the behaviour. Our school is aware of our need to support students who have witnessed bullying behaviour.

Impact of engaging in bullying behaviour

There can also be a negative impact on those who engage in bullying behaviour. Those who engage in bullying behaviour can display aggression, anti-social behaviour and lower academic achievement. Students who display bullying behaviour often fail to recognise the impact of their actions and may lack empathy. They may avoid responsibility and deny or minimise their actions

when confronted. Long term, these students may find it hard to form long term relationships and they may express feelings of isolation and depression. The lived experience of some students may cause students to engage in bullying behaviour. Some students who engage in bullying behaviour have learned attitudes and behaviours which can undermine their ability to integrate

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themselves into their peer group. They may suffer from low self-esteem or insecurity and may have been bullied themselves. Students may also display or engage in bullying behaviour out of ignorance or because they are uncomfortable with another student's perceived difference. Our school is aware of our need to support students who have engaged in bullying behaviour.

Section A: Development 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 of this policy.

	Date consulted	Method of consultation
School Staff	March 2025	Staff training day
Students	March 2025	Questionnaire
Parents	March 2025	Questionnaire
Board of Management	March 2025	Questionnaire
Date policy was approved: 12 th June 2025		
Date policy was last reviewed: January 2025 (previous Anti-Bullying Policy)		

Section B: Preventing Bullying Behaviour

The Board of Management acknowledges the very serious nature of bullying and the negative impact that it can have on the lives of pupils and therefore recognises the following four key areas that are essential for a holistic, whole-school approach to wellbeing promotion: Culture and Environment; Curriculum (Teaching and Learning); Policy and Planning; and Relationships and Partnerships.

Culture and environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

Relationships between all members of the school community should be based on respect, care, integrity and trust. Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour. Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.

Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

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It is important that the school community supports a 'telling' environment. Students should feel comfortable to talk about concerns regarding bullying behaviour.

Students who witness bullying behaviour should be supported and encouraged to report the behaviour to a trusted adult in the school so that the behaviour can be addressed. Students who witness bullying behaviour on social media have an important role in helping to address the behaviour by reporting the witnessed behaviour to a trusted adult.

Creating safe physical spaces and providing appropriate supervision are also important measures when helping to prevent and address bullying behaviour.

Curriculum (Teaching and Learning)

The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. The school provides opportunities for students to develop a sense of self-worth through both curricular and extracurricular programmes. The Social Personal and Health Education curriculum aims to foster students' wellbeing, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions. Examples of programmes that are used as part of teaching SPHE include:

- Stay Safe
- Relationships and Sexuality Education
- Weaving Wellbeing
- Walk Tall
- Webwise

Policy and Planning

The wellbeing of the school community is at the heart of all school policies and plans. There are a range of other policies such as the school's Acceptable Use policy and Code of Behaviour that support the implementation of the school's Bí Cineálta policy to prevent and address bullying behaviour.

Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. The Board of Management recognises the importance of positive relationships across the whole education community to promote empathy, understanding and respect. The meaningful involvement of the Board of Management, staff, students and their parents in the development, implementation and review of their school's Bí Cineálta policy and student-friendly version is essential to effectively prevent and address bullying behaviour.

Preventing Bullying Behaviour

- Parents are requested and actively encouraged to make their children aware of the unacceptability of bullying behaviour, and encourage them to report such behaviour to their teachers in school, or the staff of organisations to which they belong, whenever they witness it.
- In our school, children and their parents will be made aware of the unacceptability of bullying behaviour, and are encouraged by the staff to report such behaviour to staff whenever they witness it. Reporting bullying behaviour is NOT telling tales (which is motivated by the wish to get someone in trouble), but is acting responsibly (as it is motivated by the wish to help someone who is being physically or emotionally hurt).

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- The Board of Management and staff are fully committed to the implementation of this Bí Cineálta policy. They will, when appropriate, take the opportunity to promote our motto (Kind hands, kind feet, kind words) and have specific lessons re. bullying behaviour.
- Education on anti-bullying and well-being is provided as part of the Social Personal & Health Education Programme e.g. Walk Tall, R.S.E. and Stay Safe Programmes.

Preventing Cyberbullying Behaviour

- This school restricts the use of mobile telephones and internet access. These actions in themselves constitute a preventative measure against cyber-bullying in our school.
- This school strongly encourages parents to make sure that they and their children are aware of the risks of technology use, and that they know what to do if their child is cyber-bullied. This school also advises that parental control software for their children's mobile telephones and home computers should be considered.
- Teachers are required to teach the Webwise programme each September to inform/remind the pupils about cyber safety.
- Should such cases occur, this school will work with the Gardaí and other support agencies in dealing with serious incidents of cyber-bullying.

Prevention of Harassment

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

Section C: Addressing Bullying Behaviour

All alleged incidents of bullying behaviour will be investigated by the **class teacher**. The Principal/Deputy Principal may participate in any investigation or dealings with alleged incidents of bullying behaviour

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
- A standardised *reporting form* may be used in the recording and investigation of incidents of bullying behaviour (see Appendix 2).
- All reports of incidents of bullying behaviour must be given to the Principal.

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:

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Identifying if bullying behaviour has occurred

When identifying if bullying behaviour has occurred the teacher should consider the following: 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 also be helpful to ask the students involved to write down their account of the incident.

Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Where bullying behaviour has occurred

- i. In cases where it has been determined by the class teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
- ii. Where the class teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Bí Cineálta policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- iii. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
- iv. Follow-up meetings with the relevant parties involved should 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. This can have a therapeutic effect;
- v. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 3.
- vi. In determining whether a bullying case has been adequately and appropriately addressed the class teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable; and
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
- vii. 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;
- viii. 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

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The 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, the school is required to support the students involved. Where the bullying behaviour continues in school, the school should deal with it in accordance with the 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.

Given the complexity of bullying behaviour it is generally acknowledged that that no one approach works in all situations.

Requests to take no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than “look out” for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

Parents may also make the school aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school. However, while acknowledging the parent’s/student’s request, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Determining if bullying behaviour has ceased

The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention. Important factors to consider as part of the review 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.

Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.

If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.

Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider 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.

Recording bullying behaviour

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All incidents of bullying behaviour should be recorded. The record should document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents.

The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It 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. It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased. Any engagement with external services/supports should also be noted.

These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations.

Where a Student Support File exists for a student, the school will place a copy of the record on the student's support file. This will assist the student's support team, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.

Complaint process

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should refer to the school's complaints procedure.

Supporting those who experience, witness and display bullying behaviour

- If it is, following the procedures outlined in section C, above, concluded that a pupil has been involved as a perpetrator of bullying behaviour, the perpetrator of the bullying behaviour should be encouraged to understand the impact that his / her behaviour has had on the target, and to try and see the situation from his / her point of view.
- In cases where bullying behaviour has occurred, teachers will meet with the parents of the parties involved as appropriate, and will explain the actions being taken and the reasons for them. Ways in which they can reinforce or support these actions will be discussed.
- Where deemed appropriate, sanctions against those who have perpetrated bullying behaviour will be made.
- Standardised *Behavioural Agreements* may be used in dealing with incidents of bullying behaviour (see Appendix 4).
- Follow-up interviews may be conducted with the parties involved, in order to review and evaluate progress.
- 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*.

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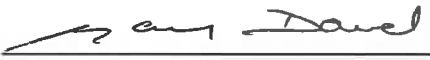
Supervision and Monitoring of Pupils

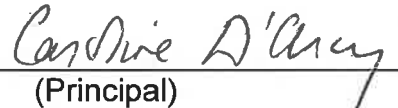
The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

This policy was initially adopted by the Board of Management on 12/06/2025

This policy is available on the Key Info section of the school's website at www.gkns.ie A copy of this policy will be made available to the Department of Education & Skills and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management annually and the website updated to confirm the review. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education & Skills.

Signed: 
(Chairperson of Board of Management)

Signed: 
(Principal)

Date of Review :

Date: 12th June 2025

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Appendix 1

Anti-Bullying Awareness
Parent/Pupil Incident Report Form

Name of Pupil: _____

Class: _____

Please describe the incident fully giving names of person/s who behaved inappropriately, where and when the incident occurred.

Signature of Parent/Guardian: _____

Date: _____

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Signature of Pupil: _____ Date: _____

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Appendix 3

RECORD OF BULLYING BEHAVIOUR

Name of pupil being bullied and class group

1. Name: _____ Class: _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant boxes)*

Pupil Concerned	<input type="checkbox"/>	Other Pupil	<input type="checkbox"/>	Parent	<input type="checkbox"/>	Teacher	<input type="checkbox"/>	Other	<input type="checkbox"/>
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4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>	Classroom	<input type="checkbox"/>	Corridor	<input type="checkbox"/>	Toilets	<input type="checkbox"/>	Other	<input type="checkbox"/>
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5. Name of person(s) who reported the bullying concern

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/S.E.N. related	Racist	Membership of Traveller Community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed: _____ (Class Teacher) Date: _____

Date submitted to Principal/Deputy Principal: _____

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Appendix 4

BEHAVIOURAL AGREEMENT DOCUMENT

Date and time of meeting: _____

I, (insert name) _____ agree to keep to the following codes of behaviour:

1. _____
2. _____
3. _____
4. _____
5. _____

Signature: _____

I understand that failure to comply with the above behaviour will result in the following immediate consequences.
The consequences are:

1. _____
2. _____
3. _____

Signature: _____

I understand that I may be required to attend a follow-up meeting. The purpose of the follow-up meeting will be to review my progress.

Pupils Signature: _____

This agreement was made in the presence of:

Signature of interviewing member of staff: _____

Signature(s) of parent(s) / guardian(s) (if applicable): _____

Signature of managing member of staff: _____

