

Ard Rí CNS Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of Ard Rí CNS 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 pupils who attend our school are kept safe from harm and that the wellbeing of our pupils is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our pupils 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 pupils 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.

The aim of Ard Rí CNS's Bí Cineálta policy is:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.

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 (e.g. personal injury, damage to or loss of property), social (e.g. withdrawal, loneliness, exclusion) and/or emotional (e.g. low self-esteem, depression, anxiety) 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.

A one-off instance of negative behaviour towards a pupil is not bullying behaviour. However, a

single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Behaviour that is not bullying behaviour:

- If the repeated harm is real for the pupil experiencing the behaviour, but unintended by the other pupil, this is not bullying.
- Some pupils 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 cannot control.
- Disagreement between pupils is not considered bullying **unless** it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Types of Bullying:

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be: Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping pupils; Physical assault; Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the pupil – this may refer to physical appearance, sex, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the pupil.
- Extortion: where something is obtained through force or threats

Bullying can be: Indirect:

- Exclusion: where a pupil is deliberately and repeatedly isolated, excluded or ignored by a pupil or group of pupils.
- Relational: Where a pupil's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a pupil.

Online bullying behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information, which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other pupils.

- Exclude/disrupt access to a pupil on purpose on online chat groups/access to accounts/from an online game.

Where bullying behaviour can occur

Bullying behaviour can happen anywhere, online or offline and at any time, but there are certain places and times where bullying behaviour can be more likely to occur. These can include the following, which is not an exhaustive list:

Inside School

- School yard: Many common school yard games present opportunities for bullying behaviour because of their physical nature. Continuing provocation may lead to a physical fight and in some cases the pupil experiencing bullying behaviour may appear to be the aggressor as they give vent to their frustration.
- In the classroom: Bullying behaviour can take place in class. It may occur subtly through glances, looks, sniggers or may take the more overt form of physical intimidation or deliberate isolation.
- Other areas: Bullying behaviour can take place in other areas

Outside School

In line with the Department of Education Bí Cineálta Procedures a school is not expected to deal with bullying behaviour that occurs when pupils 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 pupils involved. Where the bullying behaviour continues in school, Ard Rí will deal with it in accordance with this policy.

- Coming to and from school: Bullying behaviour can occur in the area immediately outside the school, the local shops and the wider local area. Bullying behaviour can take place at the bus stop or on the journey to and from school whether the pupils are walking, cycling or on school buses.
- Bullying behaviour can also take place in organised clubs and groups outside of school such as sports clubs.
- Online bullying (cyberbullying) behaviour, along with all other types of bullying behaviour, can cause significant harm and can have a lasting impact on pupils who experience this behaviour. Access to technology means that online bullying behaviour can happen anytime, and the pupil's home is no longer a safe place. The nature of these technologies means that digital content can be shared and seen by a very wide audience almost instantly and the content is almost impossible to delete permanently.

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

| | Date consulted | Method of consultation |
|---|-----------------|---|
| School Staff | 28th March 2025 | Stage 1: Staff Meeting – staff provided with the opportunity to discuss the new Bi Cinealta action plan. Staff given time to discuss and relay feedback. Stage 2: Half-Day closure – whole staff exploration of bullying. Discussion and collaborative work to gather information, stemming from this discussion, staff were informed of the important points in dealing with an incidence or report of bullying. Stage 3: Sharing of draft policy with staff to discuss / consult and make any amendments |
| Pupils | | Pupil Council formation of Child-Friendly Policy May 2025: AP1 and AP2 met with pupil council with draft of policy. Pupils were given a questionnaire to seek their input in developing an Anti-Bullying policy in Child Friendly Format – their wording, examples and suggestions were all taken into account when drafting this Policy. June 2025: This policy was distributed during Anti-Bullying week to all households and children were given the homework of reading through their policy with parents. |
| Parents | | PA Consultation Feedback sought from parents and children in formation of a Child Friendly Anti Bullying policy. Policy created with this information and sent out to parents/children to review together with information on same in terms of how to contact the school if needed. Attention drawn to our policy and Child Friendly policy, resources and initiatives in the school during Anti- Bullying week sent out via school website and social media. Bi Cinealta policy draft shared with parent body and parent association for feedback. |
| Board of Management | | BoM Meeting |
| Wider school community as appropriate, for example, bus drivers | | Secretary, Cleaners, Lunch Operative, school bus driver Draft policy was shared with staff members above for feedback. |
| Date policy was approved: | | |

Date policy was last reviewed:

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by 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 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 tackling bullying behaviour.

Culture and Environment

- 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.
- A 'telling environment' will be encouraged in order for pupils to feel safe and secure sharing their worries, fears or concerns with staff, knowing they will be met with empathy and understanding. A star box is available to pupils to make anonymous reports of bullying.
- Promote the concept of a trusted adult – Stay Safe link – who to tell.
- School culture and teaching around the ETB Core Values of Care, Respect, Community, Equality and Excellence in Education 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.
- Ways in which we work to achieve these goals are as follows:
- Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff along with a copy of the Child Protection procedures.
- Teachers and SNAs show a care for children and what's happening in their lives. 'Trusted adult' - developing a shared understanding of this concept or having designated adults to approach if there is a bullying concern.
- Cineáltas week celebration which includes activities such as Random acts of Kindness homework, Poster making, slogan making, etc
- Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
- Parents receive information at times regarding useful information on Anti Bullying.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils with adequate lighting and remove visual barriers from windows such as posters.

- GMGY –different religious celebrations
- Extra-curricular activities – wide variety of events catered for within the school (Sport: GAA, soccer, basketball. Non-sport: chess, art)
- Warm welcome in the morning
- iPads for translations/ inclusions
- Regular upkeep and maintenance of all physical spaces
- Signposting supports such as the Employee Assistance Service (EAS)
- Providing mentoring/induction for new staff

Curriculum (Teaching and Learning)

We strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Ways in which we work to achieve these goals are as follows:
- Inclusion and respect is taught through our GMGY programme. GMGY teaching and lessons and themed weeks such as racism, friendship, diversity etc. CNS – Being a multidenominational school there is no religious othering. We celebrate and teach different cultures and religions throughout curriculum activities in the school
- Diverse and inclusive literature, textbooks and other teaching resources for representation
- Effective teaching and organisation of the SPHE curriculum (two-year plan). Teach SPHE and RSE content which fosters pupil's well-being and self confidence as well as promoting personal responsibility for their own behaviours and actions. Anti-bullying resources/programmes (e.g. Webwise, FUSE)
- Curricular and Extra-curricular activities can help to develop a sense of self worth, working together, inclusion and respect. Teachers intentionally avoid situations of exclusion.
- Curricular activities promote inclusion and respect through scaffolding, differentiation and SET support
- Pupils are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events.
- Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

- On-going evaluation of the effectiveness of the anti-bullying policy.

Relationships and Partnerships

- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association, Pupil Council, Green Schools etc. Communication with the whole school community and involving all stakeholders in the policy review process
- Age and stage appropriate awareness initiatives that engage the pupil body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Conducting workshops and seminars for pupils, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support
- Supporting active participation of pupils in school life and active participation of parents in school life also.
- Fostering strong interpersonal relationships between students, teachers and SNAs
- Engaging parents and pupils in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.
- Professional learning for staff and BOM

Policy and Planning

The following policies are in place in order to prevent bullying:

- ETB Ethos and Core Values
- [Child Safeguarding Statement & Risk Assessment Ard Rí CNS November 2024](#)
- [Code of Behaviour May 2018](#)
- [Pupil Internet Safety- Acceptable Use Policy \(AUP\) February 2021](#)
- [Safety Statement February 2023](#)
- [Special Educational Needs Policy March 2019](#)
- [Statement of Strategy for School Attendance November 2017](#)
- [Swimming Policy](#)
- [Intimate Care Policy January 2018](#)
- [Relationships and Sexuality Education Policy](#)
- [Healthy Eating Policy](#)
- [LMETB Data Protection Policy](#)
- [LMETB Complaints Procedure](#)
- Agree to Agree Internet and Technology Use Agreement
- Bí Cineálta and Pupil friendly Bí Cineálta policy

Opportunities are provided to stakeholders to contribute to school policy and planning

Pupils

- Star Box
- Pupil Council
- Kindness Week/ Say No to Racism / School Ethos – GMGY

Parents

- Parent Association and Committees

Staff

- Frequent check in with staff around bullying, correct use of the policy and reporting itself
- Providing mentoring/induction for new staff
- Wellbeing CPD
- Restorative Practice CPD 10 hours
- Health and Safety – no unsafe/ hidden areas/ unsupervised areas

The following strategies are specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

Online Bullying Behaviour

Preventing cyber bullying 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 date. 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))

- Agree to Agree Internet and Technology Use Agreement
- Pupil Internet Safety- Acceptable Use Policy (AUP) February 2021
- promoting digital citizenship
- implementing SPHE curriculum
- open conversations with pupils about developing respectful and kind relationships online
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- Promoting online safety events for parents who are responsible for overseeing their children's activities online
- holding internet safety day
- GMGY Programme
- Use Stay Safe and Webwise SPHE lessons to target the dangers of online bullying, what it is and its repercussions
- Parents Information Nights involving parents in the conversation about Online Bullying
- Teacher Training / CPD
- Visit from community Garda
- Use Drama lessons to educate children on potential scenarios through role play.

Homophobic and Transphobic Bullying Behaviour

- maintaining an inclusive physical environment such as displaying relevant posters
- promoting equality with core values in mind
- clear guidelines for the school community as agreed through policy development
- encouraging peer support such as peer mentoring and empathy building activities
- challenging gender-stereotypes
- clear outline for relevant GMGY and SPHE lessons at school level
- Gender neutral toilets in classrooms

Racist Bullying Behaviour

- Zero tolerance to racism or racist behaviour

- fostering a school culture where diversity is celebrated and where pupils “see themselves” in their school environment. Posters/ books/ class novels being representative
- Curricular teaching – GMGY lessons, SPHE lessons
- Initiatives and events - Show racism the red card initiative, Intercultural celebrations
- 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 support pupils from ethnic minorities, including Traveller and Roma pupils, and to encourage communication with their parents
- ensuring that library reading material and textbooks represent appropriate lived experiences of pupils and adults from different national, ethnic and cultural backgrounds
- Teachers model inclusive language, engage in Restorative Practice with pupils, create a Class Contract at the beginning of year, use roleplay/ drama as a teaching methodology and celebrating differences and spotting similarities in class

Sexist Bullying Behaviour

- ensuring members of staff model respectful behaviour and treat pupils equally irrespective of their sex. Promote respect and equality – person before gender
- ensuring all pupil have the same opportunities to engage in school activities irrespective of their sex. Equal roles assigned to children. Encouraging boys to get involved in typically “female” activities including more liberal arts – choir, drama, dance
- Open conversations around equality across sexes e.g. celebrating women in sport, challenging gender stereotypes, conversations about roles in society etc.
- celebrating diversity at school and acknowledging the contribution of all pupils
- encouraging parents to reinforce these values of respect at home
- Whole school toilet policy – gender neutral bathrooms

Sexual Harassment

- implementing SPHE curriculum and teaching of Stay Safe and RSE. Age/developmental appropriate sexual development lessons
- Staff focus on positive modelling and inclusive language by creating equality and treating each other with equal respect across the school community
- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment
- Themes explored through class novels
- Picture books explored through SPHE

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

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.

These include:

- At least two/three staff members present to supervise at small break and lunch time.
- Children are accompanied by at least two staff members on school trips
- Children are told where to play when out on yard and what spaces to avoid
- Teachers consider children who may have recently clashed when organising groups for collaborative work/ teams etc. with a view to giving space to the children involved to heal.
- Staff are encouraged and supported to undertake and complete a range of CPD.

Section C: Addressing Bullying Behaviour

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

class teacher for class based incidents

inter class incidences to Catherine Dooley (Deputy Principal)

whole school community / parent body to Darragh Roe (Principal)

member of staff bullying a child to Darragh Roe (Principal) LMETB Parental Complaints

Procedure will apply

When bullying behaviour occurs, the school will:

- > ensure that the pupil 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 pupil who is experiencing the bullying behaviour as to how best to address the situation
- > take action in a timely manner
- > inform parents of those involved

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):

In investigating and dealing with bullying the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.

Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidences of bullying behaviour witnessed by them or mentioned to them to

the Class Teacher.

While all reports, including anonymous reports of bullying must be investigated and dealt with by the class teacher, they will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same as per the policy outlined below.

Determination of Alleged Bullying Behaviour

In investigating and dealing with alleged bullying behaviour, the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.

- If bullying is reported, the staff will first determine if bullying behaviour has occurred. Teachers will complete Part 1: Alleged Bullying Behaviour of the Bí Cineálta Report Form

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.

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

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

✖ 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.

✓ If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and staff will follow these procedures:

Investigation and Procedure for Dealing with Bullying Behaviour

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved (rather than to apportion blame). With this in mind the school's procedures are as follows:

- If bullying behaviour is reported to a teacher other than the class teacher, the class teacher will be notified as soon as possible. It will be decided and documented whether the teacher who received the report or the class teacher will monitor the case.
- Gather Evidence, Record and Address as per Part 2: Record of Bullying Behaviour of the Bí Cineálta Report Form
- This will include the staff taking of a written record of what happened, clarifying the 'who, where, when and how' of the incidents which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
The written report will be kept on Aladdin
- As part of this staff will talk to the alleged victim, the alleged bully (or bullies) and any witnesses.
 - If a group is involved each member should be interviewed individually at first however this will be decided on a case-by-case basis. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about the other's statements.

- pupils involved may be asked to write down their account of the incident(s) using Part 2 (a) - Account of Bullying Behaviour of the Bí Cineálta Report Form
- The principal will be informed of all cases of bullying. All members of staff will be made aware of instances of bullying. Staff will be highly vigilant for further instances.
- Parent(s)/Guardian(s) of the parties involved will be contacted to inform them of the matter and to consult with them on the actions to be taken to address the behaviour. A record will be kept on Part 2 (b) Initial Engagement with Parent(s)/Guardian(s) of the Bí Cineálta Report Form
- Help, support and ongoing supervision will be given, as appropriate, to both the child(ren) who experienced bullying behaviour and the child(ren) who displayed bullying 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.

Note: Requests no action take

A pupil 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 pupil, deals with the matter sensitively and speaks with the pupil 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. However, schools may decide 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.

Review of Bullying Behaviour

- The incident will be reviewed within 20 school days of initial engagement with pupil(s) and parent(s) as per Part 3 - Follow Up in Relation to Effectiveness of Measures Taken of the Bí Cineálta Report Form
- The focus of this engagement is to determine if the bullying behaviour has ceased and the views of pupils and their parents in relation to this. Factors to consider in the review include:
 - feelings and views of the pupil and parent(s)/guardian(s) involved
 - the nature of the bullying
 - the effectiveness of strategies used to address the bullying behaviour
 - the current relationship between the pupils involved
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Determine if the bullying behaviour has ceased.
 - ✓ If bullying has ceased, staff will continue to monitor.
 - ✗ If bullying has not ceased, staff will review the strategies used in consultation with the pupils involved and their parents. A new timeframe will be agreed for further engagement until the bullying behaviour has ceased. External support may be sought, if appropriate.

- If it becomes clear that the pupil 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, this is a matter between the relevant pupil, their parent(s)/guardian(s) and the school
- If parent(s)/guardians(s) are 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, complaints will be dealt through the [LMETB Complaints Procedure](#). 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 rights to make a complaint to the Ombudsman for Children.

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):

Where bullying behaviour has occurred the staff will be fair and consistent in their approach to address bullying behaviour. Both the pupil(s) who is experiencing bullying behaviour, pupil(s) who witness bullying behaviour and the pupil(s) who is displaying bullying behaviour will be supported.

Staff will endeavour to include pupils in dealing with bullying, what happens next and the actions that will be taken.

The following principles will be adhered to when addressing bullying behaviour:

- the child experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the view of the pupil who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved
 - Parents of both parties involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in this policy. In circumstances where a pupil expresses concern about their parents being informed, the school should develop an appropriate plan to support the pupil and for how their parents will be informed.

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

While staff supervising on yard will always be vigilant, all staff will be informed of every case of bullying and specific observation will be placed on interactions between the involved parties.

Pupil(s) who is experiencing bullying behaviour

- The pupil(s) who is experiencing bullying will be engaged with without delay. Pupil(s) will be given an immediate opportunity to talk about the incidents with the class teacher, or another teacher if they choose.
- The pupil's parents will also be consulted.
- Staff will maintain care for pupil(s) who is experiencing bullying over time. This will be done by speaking to the pupil(s) a number of weeks after the incident to check on their continuing welfare.
- Support will be continually offered when they feel they need it.
- The school will endeavour to end the bullying behaviour.
- Reassuring the pupil(s) who is experiencing bullying that the bullying is not their fault
- Helping pupil(s) who is experiencing bullying raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g.

participation in group work in class and in extra-curricular group or team activities during or after school).

Pupil(s) who is displaying bullying behaviour

We discipline, yet try to help, the pupil(s) who display bullying behaviour in the following ways:

- By talking about what happened to discover why they became involved, the extent of their involvement and their understanding of their own culpability.
- Where bullying is determined to have happened and a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the perspective of the pupil being bullied.
- The staff involved will not apportion blame but will make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. 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.
- By informing the parent(s)/guardian(s) of the pupil(s) who display bullying behaviour parents/guardians.
- By continuing to work with the pupil(s) who display bullying behaviour in order to challenge negative attitudes as far as possible.
- The school will take one or more of the disciplinary steps described previously to prevent more bullying.
- Where bullying is determined to have happened and a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the perspective of the pupil being bullied.
- The staff involved will not apportion blame but will make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. 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. In dealing with bullying behaviour, a resolution will be sought from the pupil(s) who display bullying behaviour and offered a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
- If a pupil chooses to continue the bullying behaviour, this can then no longer be considered a once off occurrence. In this event parent(s)/guardian(s) will be contacted. 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 the pupil.
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the pupil,

Pupil(s) who witness bullying behaviour

- Pupil(s) who witness bullying behaviour can also be impacted in a similar way to those who experience bullying behaviour.
- These pupil(s) may be afraid to tell someone because of a fear of reprisals for telling or a fear of making the situation worse. It is made clear to all pupils that when they report instances of bullying they are not considered to be telling tales but are behaving

responsibly. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance.

- If bullying occurs specific lessons in SPHE will be taught whole-class in order to support all pupils.

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 pupils and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a pupil protection concern the matter will be addressed without delay in accordance with *Pupil Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

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

This policy is available to our school community on the school's website and in hard copy on request. A pupil 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)

Recording bullying behaviour:

All incidents of bullying behaviour should be recorded. The following details should be included on the record:

- form (see section 2.5 of Bí Cineálta procedures)
- type (see section 2.7 of Bí Cineálta procedures)
- where and when (if known)
- the date of initial engagement with the students and their parents
- the views of the students and their parents* regarding the action to be taken to address the bullying behaviour (*only in relation to their own child)
- when review takes place, it should be noted if the bullying behaviour has ceased and the views of the students and parents in relation to this.
- note the date of reviews and engagements
- note the date that the bullying behaviour has ceased
- any engagement with external services/ supports should also be noted
- if a SSF exists for a pupil involved, schools are encouraged to place a copy of the record on the student's support file

Bí Cineálta Report Form

Part 1: Alleged Bullying Behaviour

| | |
|--|---|
| Date of alleged bullying behaviour: | |
| Staff member report was made to: | |
| Behaviour reported by: | |
| <input type="checkbox"/> Pupil(s) who experienced the behaviour: Class(es): <input type="checkbox"/> Pupil(s) who displayed the behaviour: Class(es): <input type="checkbox"/> Pupil(s) who witnessed the behaviour: Class(es): | |
| Summary of Behaviour (please include nature of the behaviour, where it occurred, when it occurred): | |
| To determine whether the behaviour is bullying behaviour please answer the following questions: | |
| 1) Is the alleged bullying behaviour targeted at a specific pupil or group of pupils? | Y / N |
| 2) Is the alleged bullying behaviour intended to cause harm? If 'yes' please state physical, social or emotional in the adjoining boxes. | Y / N |
| 3) Is the behaviour repeated? NB - 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. | Y / N |
| Based on the above information gathered, is it determined that the behaviour is bullying behaviour? | |
| <input type="checkbox"/> Yes Proceed to Part 2: Record of Bullying Behaviour. | <input type="checkbox"/> No Address the behaviour under the Code of Behaviour. |
| Completed by: | Date: |

| | | | |
|---|--|--------------------------------|--|
| Date Part 2 of form completed: | | | |
| Staff member report was made to: | | | |
| Report completed by: | | | |
| Who was involved: | | | |
| <input type="checkbox"/> Pupil(s) who experienced the behaviour: Class(es): | | | |
| <input type="checkbox"/> Pupil(s) who displayed the behaviour: Class(es): | | | |
| <input type="checkbox"/> Pupil(s) who witnessed the behaviour: Class(es): | | | |
| Where did the bullying behaviour take place? (tick all that apply) | | | |
| Online | | Toilets | |
| In the Classroom | | Outside School Gates | |
| School Common Areas | | Other: | |
| School Yard | | | |
| When did the bullying behaviour take place? (tick all that apply) | | | |
| During Lessons | | Online during school hours | |
| During Lunch or Break times | | Online outside of school hours | |
| During Extra-Curricular activities | | On the way to or from school | |
| During Unsupervised Times in School | | Outside of school hours | |
| What form of bullying behaviour was reported? (tick all that apply) | | | |
| Direct | | Online bullying | |
| Physical | | Indirect | |
| Verbal | | Exclusion | |
| Written | | Relational | |
| Extortion | | Other: | |
| Brief description of bullying behaviour and its impact: | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Actions to be taken | | | |
| Gather evidence from victim, the bully (or bullies) and any witnesses using Part 2 (a) Account of Bullying Behaviour form | | | |
| Notify parent(s)/guardian(s) of the parties involved and complete Part 2 (b) Initial Engagement form | | | |
| Signed: | | Date: | |
| Date submitted to DLP/DDLP: | | | |

Part 2 (a) - Account of Bullying Behaviour

May be completed by child themselves or on behalf of the child

Name: _____

Date: _____

I am the

- ☐ Child experiencing alleged bullying behaviour
- ☐ Child displaying alleged bullying behaviour
- ☐ Child witnessing alleged bullying behaviour

In your own words, please explain what happened in the case being discussed:

Who: _____

Where: _____

When: _____

How: _____

This information is true and accurate to the best of my knowledge.

Signed: _____

Part 2 (b) - Initial Engagement with Parent(s)/Guardian(s)

Use one form for each child experiencing bullying behaviour and each child displaying bullying behaviour

| | |
|---|--|
| Name of pupil | |
| Class | |
| Are they the: <input type="checkbox"/> Child experiencing bullying behaviour <input type="checkbox"/> Child displaying bullying behaviour | |
| Date of initial engagement with pupil | |
| Method of discussion | |
| Summary of initial engagement | |
| | |
| | |
| | |
| | |
| Feelings and views of the pupil | |
| | |
| | |
| | |
| | |

| | |
|---|--|
| Parent(s)/Guardian(s) contacted | |
| Date of contact | |
| Method of discussion | |
| Summary of initial engagement | |
| | |
| | |
| | |
| | |
| Feelings and views of the parent/guardian | |
| | |
| | |
| | |
| | |

| | |
|--|-------|
| Actions to address bullying behaviour | |
| To support pupil experiencing bullying behaviour: | |
| | |
| | |
| To support pupil(s) displaying bullying behaviour: | |
| | |
| | |
| To support pupil(s) witnessing bullying behaviour: | |
| | |
| | |
| Actions to prevent further bullying behaviour | |
| For pupils involved / for whole class / for whole school: | |
| | |
| | |
| Discussions | |
| Date of discussion with pupil: | |
| What are the views of the pupil in relation to the proposed actions? | |
| | |
| | |
| | |
| Date of discussion with parent(s)/guardian(s): | |
| What are their views in relation to the proposed actions? | |
| | |
| | |
| Agreed actions for parents (as appropriate) | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Signature: | Date: |

These actions will be reviewed no later than 20 days from the above date.

Part 3 - Follow Up in Relation to Effectiveness of Measures Taken

Use one form for each child involved

| | |
|--|--|
| Name of pupil | |
| Class | |
| Are they the: | |
| <input type="checkbox"/> Child who experienced bullying behaviour <input type="checkbox"/> Child who displayed bullying behaviour | |
| Date of review with pupil | |
| Method of discussion | |
| Feelings and views of the pupil | |
| | |
| | |
| | |
| | |

| | |
|---|--|
| Parent(s)/Guardian(s) contacted | |
| Date of review | |
| Method of discussion | |
| Feelings and views of the parent/guardian | |
| | |
| | |
| | |
| | |

| | |
|--|-------|
| Views of the relevant teacher on the relationship between the pupils and the effectiveness of the strategies used: | |
| | |
| | |
| | |
| Has the bullying behaviour been resolved? | Y / N |
| If 'Yes' | |
| Date of final determination that bullying behaviour has ceased | |
| Date of record completion | |
| If 'No' review Part 2 (b) and/or support should be sought from external agencies | |
| Signed: | Date: |