Enfield Community College Bí Cineálta Policy to Prevent and Address Bullying Behaviour.

In accordance with the requirements of the Education (welfare) Act 2000 and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools, the Board of Management of Enfield Community College has adopted the following Policy to prevent and address bullying behaviour in conjunction with and within the framework of the school's overall Code of 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.

This policy is available to our school community on the school's website and in hard copy on our Compass platform. A student friendly version of this policy is displayed in the school and is also available on our website and on our Compass platform.

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: ___14ᵀᴴ/MAY/25___
(Chairperson of board of management)

Signed: _____ Date: ___14/5/2025___
(Principal)

Mission Statement

Our mission statement underlines our philosophy of fostering self-esteem, a positive attitude towards learning, the promotion of responsible behaviour and the encouragement of dignity and respect in all our endeavours. We consider each student to be unique in personality and in spirit.

The Board of Management of Enfield Community College 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. 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.

Definition of bullying

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

The core elements of the definition are further described below:

Targeted Behaviour

Bullying involves intentional behaviour that is likely to cause harm or distress to another student. It is not accidental or careless. The student engaging in this behaviour is aware, or could reasonably be expected to be aware, of its impact. Harm may take various forms, including physical, social, or emotional effects. Even if the harm is not intended, behaviour that negatively affects another student should still be addressed under the school's general behaviour policies.

Repeated Behaviour

Bullying typically involves behaviour that occurs more than once and follows a pattern over time. While a single incident may not meet the threshold for bullying, it may still be inappropriate and require intervention.

Imbalance of Power

Bullying often includes a perceived or actual power imbalance, which may make it difficult for the affected student to respond or seek help. This imbalance can arise from a range of personal, social, or situational factors, including differences in access to resources, support, or influence. In online settings, factors such as anonymity and the ability to widely share content may contribute to this imbalance.

Behaviour That Is Not Considered Bullying

Not all negative interactions between students constitute bullying. For example, a single incident of unkind or inappropriate behaviour is not typically regarded as bullying.

Situations such as disagreements, fallouts, or changes in friendships are a normal part of school life and, in themselves, do not amount to bullying. These become a concern when there is an ongoing effort to cause distress or isolate others, particularly through patterns of exclusion or influence over peer relationships.

Some students may communicate or respond to situations in ways that appear challenging, especially where additional learning or support needs are present. In these cases, behaviours may be automatic or reactive rather than intentional. Understanding the context is key when considering how to respond.

Bullying is not defined by accidental, reckless, or unintended actions, even if those actions cause harm. Nonetheless, all students' experiences are important, and behaviour that leads to distress—whether or not it meets the definition of bullying—should be addressed appropriately.

The school's Code of Behaviour outlines the approaches available for managing a wide range of behaviour and ensuring a safe and respectful learning environment.

Criminal Behaviour

Serious Behavioural Concerns

In certain situations, behaviour that causes significant harm or distress may have legal implications.

This may include, but is not limited to, concerns involving:

- Threats or acts of violence

- Harassment or exploitation (including online)

- Targeted identity-based abuse

In such cases, school personnel will act in line with relevant child protection and safeguarding procedures. The school may also refer matters to external authorities where necessary.

Examples of Inappropriate Behaviour That May Constitute Bullying

Bullying behaviour can take many forms. The school recognises that bullying may involve physical, verbal, social or digital actions, and it may be direct or indirect in nature. While not exhaustive, examples may include:

- Repeated behaviour that is intended to cause distress, exclusion, or harm (emotional, social or physical)

- Repeated hostile interactions or communication (in person or online) that undermine another student's dignity

- Misuse of personal information or images in a way that causes embarrassment or discomfort

- Repeated exclusion or deliberate targeting within peer groups

- Any ongoing action or conduct that contributes to a hostile or intimidating school environment

Such behaviours may also be identity-based and relate to personal characteristics protected under equality legislation. Bullying may occur in person or through digital platforms and may be subtle or overt.

The school reserves the right to act accordingly, in line with the school's Code of Behaviour, related policies and Bí Cinealta.

This Policy Applies

➢ In class, between classes and while on the school premises

➢ On school-based activity, school tours etc.

Section A: Development/review of our Bí Cinealta 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	28/03/2025 08/05/2025	Staff Meeting
Students	Focus Group: 13/05/2025 Survey: 06/05//2025	Focus Groups, surveys
Parents	Focus Group: 07/05/2025 Survey: 14/05/2025	Focus Group with Parents Association Surveys to all Parents/Guardians
Board of Management	14/05/2025	Consultation at BOM meeting
Wider school community as appropriate for example, bus drivers	Consultation Community: 09/05/2025	Consultation as deemed necessary
Date policy was approved: 14/05/2025		
Date policy was last reviewed:		

This section sets out the prevention strategies that may 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 Bi Cinealta procedures).

Our Wellbeing Policy has been developed in line with national Wellbeing Policy Statement and Framework for Practice and provides 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. These are the four areas that we considered when we developed our measures to prevent bullying behaviour.

In Enfield Community College, we want every student to feel safe, respected and included. We believe that by working together as a school community, we can prevent bullying and create a positive environment where kindness and respect are at the heart of everything we do. Our School was established to provide education to all, regardless of background, ability or belief and this commitment continues to shape our approach to preventing bullying behaviour. Our prevention strategies reflect who we are as a School—a respectful, welcoming, coeducational, community college that values diversity, celebrates individuality and supports every student to reach their full potential.

Prevention Strategies

Culture and Environment

Creating a Positive School Environment

Enfield Community College promotes a school culture where respect, inclusion and kindness are encouraged and supported. The school fosters an atmosphere that values diversity, encourages open communication, and affirms every student's right to learn in a safe and welcoming environment.

Key principles of our approach include:

- Promoting respectful behaviour and empathy across all areas of school life, supporting the indicators of wellbeing.
- Encouraging student leadership, collaboration, and involvement in building a positive school culture.
- Maintaining a visible, proactive stance against bullying behaviour in all its forms.
- Supporting open channels of communication between students, staff, and families i.e. a culture of sharing.
- Developing shared understanding of expectations for conduct and personal responsibility.

Specific actions and initiatives may be adapted over time, reflecting emerging student needs and the evolving school environment.

Curriculum (Teaching & Learning)

Promoting Wellbeing Through the Curriculum

Respect, empathy and inclusion are core themes integrated into our curriculum. Through a range of curricular and co-curricular activities, students are supported in developing healthy relationships, positive self-esteem, and an understanding of diversity.

Our approach includes:

- Integrate anti-bullying messages into the school curriculum.

- Teach students about bullying and its effects, i.e. SPHE curriculum such as the FUSE module.

- Provide opportunities for students to develop social and emotional skills.

- Incorporate lessons on respect, empathy, and diversity into the curriculum.

- Hold an annual anti-bullying/friendship day/week.

- Code of conduct for the students and teachers to be shared with all students and displayed in each classroom.

- Wellbeing resources and programmes such as FUSE, NEART & Check and Connect to be utilised.

- Explicit teaching and appropriate communication and emotional literacy group work/collaboration.

- Movement breaks and time out for emotional regulation, where deemed appropriate.

- Exploring concepts such as equality, digital citizenship and respectful communication.

- Encouraging critical thinking about personal and social responsibility.

- Integrating wellbeing and anti-bullying themes into subject areas where appropriate.

- Promoting opportunities for reflection, group work and collaboration.

- Reviewing and updating materials and approaches in response to emerging needs.

Additional modules and resources may be introduced at the school's discretion and in line with national guidance.

Relationships & Partnerships

Working Together to Support a Safe School Community

Strong relationships between students, families and staff are central to fostering a safe, supportive school environment. We encourage open, respectful communication between home and school to ensure students feel secure, listened to and understood.

The school values the role of parents and guardians as key partners in promoting wellbeing and addressing any concerns that may arise. We encourage ongoing engagement through various channels and provide opportunities to share relevant information and guidance on promoting respectful behaviour.

The school may, where appropriate, work in collaboration with external support services or community organisations to enhance student wellbeing and provide additional resources.

We also promote responsible digital engagement and encourage families to support students in navigating online spaces safely. The school may, at its discretion, share information and resources related to online safety and wellbeing to support this aim.

Policy and Planning

The wellbeing of all members of the school community, guided by the National Framework for Wellbeing (NEPS), underpins the development and implementation of our school policies and planning. This policy outlines the school's overall approach to promoting respectful behaviour and responding to concerns related to bullying.

A variety of practices and resources are used to support this work, drawing on recognised guidance and programmes that reflect current best practice in the area of student wellbeing and online safety.

This policy is supported by a broader framework of school policies, including those related to behaviour, inclusion, safeguarding, attendance, and wellbeing. Together, these policies guide the school's efforts to maintain a positive and inclusive environment for all students.

We aim to:

- Develop a clear and consistent anti-bullying policy that is enacted by all staff members.

- Review and update the anti-bullying policy regularly.

- Provide training for staff on how to recognise and respond to bullying.

- Establish clear procedures for reporting and responding to bullying incidents.

- The Acceptable Use Policy was developed in the school to include the necessary steps to ensure that access to technology within the school is strictly monitored.

- The school's approach to tackling and preventing bullying will take account of the needs of students with disabilities or with SEN. In these instances, our approach will be in line with relevant school policies and interventions, to best support the student.

- Approaches to decreasing the likelihood of bullying for students with SEN include improving inclusion; focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a positive school culture which has respect for all and helping one another at its core.

- Our wellbeing programme will be evaluated regularly to reflect emerging needs of students.

TPL (Teacher Professional Learning)

Staff Engagement and Professional Practice

- Staff input is valued in the development and review of school policies and procedures. The school encourages ongoing professional learning that supports a positive school culture and helps address behaviour concerns, including bullying. Opportunities for collaboration and sharing of effective approaches are fostered through informal and formal channels such as discussions, meetings, or team-based initiatives i.e. teach meets, butterfly visits, student support team meetings.

Targeted interventions for different types of bullying:

We know that some types of bullying require special attention. That's why we have specific strategies to address issues like online (cyberbullying) and identity–based bullying.

Preventing online bullying

Technology plays an integral role in students' lives and responsible online behaviour is essential in preventing cyberbullying. In Enfield Community College, we:

- Embed digital literacy into our curriculum through Computer Studies and Life Skills lessons.

- Communicate clear expectations on digital conduct through our Acceptable Use Policy (AUP), Digital Framework.

- Educate students on the legal and ethical implications of online behaviour, including online harassment and the non–consensual sharing of intimate images e.g. COCO's Law (2020).

- Highlight the digital age of consent in Ireland (16 years) and encourage responsible use of social media, messaging apps and gaming platforms.

- Partner with parents and guardians by providing guidance on monitoring online activity, encouraging healthy digital habits and recognising signs of online bullying.

- Explicitly teach the issues of cyberbullying and the importance of using technology safely e.g. FUSE

- Monitor student use of technology in the classroom and on school grounds in accordance with school policy.

Preventing identity-based bullying

- We promote inclusion and respect through initiatives like Stand-Up Awareness Week and initiatives focused on understanding and celebrating diversity. A Stand-Up notice board keeps students informed about inclusive approaches and initiatives nationally.

- Support services, including the Guidance Counsellors as well as external organisations, provide additional resources for students who need them.

- Cultural diversity is celebrated through themed weeks, curriculum activities and whole-school events e.g. Development Education Week.

- International students on exchange programs are welcomed and integrate into our school community.

- Human rights themes are explored in various subject specifications such as History, Religion and CSPE. It is also embedded into all subject department plans; helping students explore unconscious bias and learn to appreciate the richness of different cultures.

- The Code of Behaviour ensures any unwanted behaviour such as incidents of racism are addressed thoroughly.

Supporting students with SEN (Special Educational Needs)

- As a School, we create an inclusive environment where students with SEN feel safe and supported.

- Our SENCO and SEN Personnel support students with additional needs, focusing on inclusion, social skills and confidence-building.

- Programs focus on building social skills and confidence, particularly during key transitions, such as moving from primary to post-primary education.

- The Peer Mentoring Program provides additional support and encouragement for students who may feel vulnerable.

- The sensory room provides a calm space for students who need additional support.

Supervision and Monitoring

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cinealta procedures for more information).

Supervision

- A yearly schedule of student supervision on corridors/toilets and yard is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.

- All staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are always expected.

- Student Survey - Students are surveyed through an online form periodically regarding bullying behaviour as part of the school's mentoring sessions.

- Student Support Team – the student support team meet weekly and operate a check and connect system where teachers meet students where concerns may have been brought to their attention.

- Visitor supervision: Visitors to the school are always supervised. They are not left alone with students. A record of their attendance is kept at the main office and is always organised in advance.

Monitoring

Incident reporting: The class teacher documents all instances of reported or suspected bullying behaviour with a view to establishing the facts and records on an incident report form.

Incident investigation: All reports of bullying should be investigated promptly and thoroughly by the wellbeing coordinator. The investigation should include interviews with the student who reported the incident, the student who was allegedly bullied, any witnesses and the alleged student. All parties are listened

to in a non-judgemental capacity to ensure a fair, sensitive and impartial data gathering process.

Follow-up: The school should take appropriate action to address the bullying behaviour within 20 school days.

Section C: Addressing Bullying Behaviour

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

Wellbeing Co-ordinators

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 considering the age and ability of those involved.
- Listen to the views of the student who is experiencing the bullying behaviour, to best address the situation.
- Act in a timely manner and 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 (please also see Chapter 6 of the Bí Cinealta procedures).

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies that may be used by the school for dealing with cases of bullying behaviour are as follows:

- Teacher/Staff Member may lodge a bullying report to the Wellbeing Co-Ordinator.

- Wellbeing Co-Ordinator(s) investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and managing the behaviour.

- In investigating and dealing with bullying, the teacher(s) will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

- Teacher(s) should consider the following: what, where and when. And whether the behaviour is repeated/targeted/harmful.

- Teacher(s) will be fair and consistent to all parties in their approach when addressing bullying behaviour reported by students, staff or parents.

- Interviews will be conducted outside the classroom in a fair and consistent way.

- If a group has been involved, each member will be interviewed individually at first and, thereafter, as a group when each child will be asked for his/her account of what happened.

- Students will be asked to write down their account of the incident.

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

- ✓ Ensure that the student experiencing bullying behaviour feels listened to and reassured.

- ✓ Seek to ensure the privacy of those involved and explain the following steps in the process, in line with Bí Cinealta Procedures.

- ✓ Conduct all conversations with sensitivity.

- ✓ Consider the age and ability of those involved.

- ✓ Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.

- ✓ Act in a timely manner.

- ✓ Inform the parents of those involved.

All non-teaching staff are expected to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a member of senior management.

All school staff should know what to do when bullying behaviour is reported to them.

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour

has been reported to a staff member, schools are required to support the student(s) involved.

Where the bullying behaviour continues in school, schools should deal in accordance with their Bí Cinealta procedures.

Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.

Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour.

The primary aim of the teacher(s) investigating bullying is to resolve issues and to restore relationships. 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 bullying behaviour. In some cases, relationships may not be restored to how they were before.

The parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken.

The school will give parents/guardians an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the students. It must also be made clear to all involved (each set of students and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter (under GDPR) between the student being disciplined, his or her parents/guardians, and the school.

When an investigation is completed and/or a bullying situation is resolved the teacher(s) 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.

Behaviour reflection sheets filled out by students to be filed.

The incident will be recorded on Compass under the heading: Chronicle Entry. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.

Staff will fill out an incident report on Compass.

The Wellbeing Co-Ordinator 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.

If the bullying behaviour has not ceased the Wellbeing Co-Ordinator should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased

If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

If a parent(s)/guardian(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cinealta Procedures to Prevent and Address Bullying Behaviour for Post Primary School, they should be referred to the school's complaints procedures.

If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

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 schools 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 or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (please also see Chapter 6 of the Bi Cinealta procedures).

The school's programme of support for working with students affected by bullying behaviour is as follows:

Managing the bullying behaviour

- Supporting the students who have experienced bullying behaviour, displayed bullying behaviour and witnessed bullying behaviour.

- Promote a positive school culture where students feel safe, respected and valued.

- Raising awareness of the appropriate programmes and teacher training.

- Helping students 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, team activities during or after school, small social groups with SET.

- Making it clear that adopting the strategies is a positive step towards creating a more respectful and inclusive school environment.

- In dealing with challenging behaviour, encouraging teachers and parents to focus on positive reinforcement

Procedures to Prevent and Address Bullying Behaviour for Post Primary Schools

All bullying behaviour will be recorded (Appendix 5). This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for 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 (See Appendix 3). 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 Cinealta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly policy (see Appendix 2) 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 (Chairperson, Board of Management): _____

Signed (Principal): _____

Date: 14/5/2025

Appendix 1: Identifying if Bullying has occurred

Identifying if bullying behaviour has occurred. To determine whether the behaviour reported is bullying behaviour the Wellbeing Leader should consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?

2. Is the behaviour intended to cause physical, social or emotional harm?

3. Is the behaviour repeated? If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures. Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour. If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Bí Cineálta, Be Kind!

We want everyone at our school to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or a trusted person. They will know what to do to help.

Get help!

Tell someone!

If a student tells a staff member that they think they are being bullied, we will:
> talk with the student
> Reassure the students that we will work out a plan together
> talk to their parents sensitively
> talk to the other student(s) involved discreetly
> talk with the other student's parents to resolve the situation fairly
> Check back in to make sure the student(s) are feeling safe

Please tell a trusted person if you think that you are being bullied or if you are aware of bullying.

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

We review this policy every year to see what is working well or what could be improved.

We will work together.

Be Kind

Bullying behaviour is repeated, targeted and causes harm.

Appendix 3: Board of Management Update

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

Total number of new incidents of bullying behaviour that have been reported since the previous Board of Management Meeting	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year	

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

- The trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc
- The strategies used to address the bullying behaviour
- Any wider strategies to prevent and address bullying behaviour
- If any scenarios incidents of bullying behaviour have occurred which have had a serious adverse impact on a student.
- If a parent has informed the school that a student has left the school because of reported bullying behaviour
- If any additional supports are needed from the Board of Management
- If the School's Bi Cineálta policy requires urgent review in advance of the annual review.

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

Appendix 4

Review of the Bí Cineálta Policy

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

Bí Cineálta Policy Review

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

   _____/_____/20_____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix 5 : Template for Reporting Bullying Behaviour

1. Details of the Student Being Bullied:

- **Name:** _____

- **Class Group:** _____

2. Details of Student(s) Engaged in Bullying Behaviour:

- **Name(s):**

_____

- **Class(es):**

_____

3. Source of Bullying Concern/Report (Tick all that apply)

☐ Student Concerned

☐ Other Student

☐ Parent/Guardian

☐ Teacher

☐ Other: _____

4. Location of Incidents (Tick all that apply)

☐ Recreation Areas

☐ Classroom

☐ Corridor

☐ Toilets

☐ School Bus

☐ Other: _____

5. Name of Person Reporting the Concern

_____

6. Type of Bullying Behaviour (Tick all that apply)

Physical Aggression ☐

Damage to Property ☐

Isolation/Exclusion ☐

Name Calling ☐

Cyber-bullying ☐

Intimidation ☐

Malicious Gossip ☐

Other: _____

7. Identity-Based Bullying (If applicable, indicate the relevant category)

☐ Homophobic

☐ Gender based

☐ Socio-economic status

☐ Disability/SEN-related

☐ Religion

☐ Racist/Ethnicity

☐ Membership of Traveller Community

☐ Other: _____

8. Description of the Bullying Behaviour and Its Impact

(Brief description of the behaviour and how it has affected the student.)

_____

_____

_____

_____

_____

9. Actions Taken

(Steps taken to address the situation, including support for the student and any disciplinary measures.)

_____

_____

_____

_____

_____

Signatures

- **Relevant Staff Member:** _____

- **Date:** _____

- **Date Submitted to Wellbeing Leader** _____