



Scoil Bhríde Cailíní,
Church Avenue, Blanchardstown, Dublin 15.
Tel: 01-8201717 Email: office@scoilbhridecailini.ie
Website: www.scoilbhridecailini.ie
Roll No: 18047C

Bí Cineálta

Policy to Prevent and Address Bullying Behaviour

The Board of Management of Scoil Bhríde Cailíní 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.

Relationship to the Characteristic Spirit of the School

Scoil Bhríde Cailíní is situated in Blanchardstown Parish, Dublin 15 and is a Roman Catholic School under the Patronage of The Archbishop of Dublin. The school motto is 'Let us treat others as we would like them to treat us.'

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.

Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. It is behaviour which is deliberate in nature and unwanted. It is not accidental or reckless behaviour.

The harm can be:

- Physical (e.g: Personal injury, damage to or loss of property~)
- Social: (eg: Withdrawal, loneliness, exclusion)
- Emotional: (eg: low self esteem, depression, anxiety)

The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

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 longterm negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

Imbalance of power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools 18 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



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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.

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

| | Date consulted | Method of consultation |
|--|---|---|
| School Staff | November 2024 | Principal and Assistant Principal attended leadership seminar. |
| | | Discussion of Bí Cineálta Procedures at staff meeting. |
| | 10 th - 14 th of March 2025 | Microsoft Survey Forms sent to school staff |
| | 21 st of March 2025 | Half Day Closure-All staff engaged with the Oide Bí Cineálta professional learning resources. Staff contributed to the prevention strategies. |
| | 10 th of June 2025 | Presentation of the Bí Cineálta Policy |
| Pupils | 10 th - 14 th March | Microsoft Form Survey completed by 1 st -6 th Classes |
| Parents/Guardians | 10 th -14 th of March | Microsoft Form survey completed by parents/ guardians. |
| Board of Management | 4 th of October 2024 | Discussion about Bí Cineálta guidelines. |
| | 19 th of June 2025 | Ratification of Policy. CPSMA video viewed by Board Members |
| Wider school community as appropriate, for example, bus drivers | 10 th -14 th of March 2025 | Microsoft Form survey completed by bus escort and bus driver. |
| Date policy was approved: 19.6.2025 | | |
| Date policy was last reviewed: 19.6.2025 | | |

Section B: Preventing Bullying Behaviour



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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 Wellbeing Policy Statement and Framework for Practice provides the following four key areas that are essential for a holistic, whole school approach to wellbeing promotion.

1. Culture & Environment

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Pupils and school staff experience a sense of belonging and feel safe, connected and supported.
- Relationships between all members of the school community are 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 sets the standards and expectations for the school community when preventing and addressing bullying behaviour.
- Each member of the 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.
- The school involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Our school is a telling environment. Pupils are encouraged to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
- There is a 'trusted adult' to encourage students to report if they or another student are experiencing bullying behaviour.
- Safe spaces are created in our school building and yards – all staff members are visible.
- Artwork and signs are incorporated to promote our school values – creation of school expectations and creation of a school charter board for display promoting rights – equality, inclusion and respect.
- There is a sense of belonging with ownership over their own space through art and creativity.
- There is appropriate supervision in place to prevent and address bullying behaviour.

Ways in which we work to achieve these goals in Scoil Bhríde Cailíní are as follows:

- Staff are briefed on the uniform approach we must take to handle all reports of bullying.
- Wellbeing week, Friendship week, Anti-bullying week, activities such as Random acts of Kindness, Poster making, slogan making, etc.

- Child Friendly Bí Cineálta 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 are kept informed of all matters relating to Bí Cinealta.
- Stay safe, RSE and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.
- The work of the Student Council is strongly supported.
- Active Agents – students in higher classes volunteer to support younger classes on yard to help with games and positive interactions.
- Buddy Stop- there will be a buddy stop in the yard in the 2025/2026 school year where children can go if they have no-one to play with/ need help.
- Sporting activities foster a sense of togetherness and co-operation.
- As a school community, we support and affirm a ‘telling’ environment where pupils feel comfortable to talk about concerns regarding bullying behaviour.
- The concept of a ‘trusted adult’ is an effective strategy we utilize to encourage pupils to report if they or another pupil are experiencing bullying behaviour. Staff support this strategy by letting pupils know that they can talk to them.
- We have safe physical spaces that prevent bullying behaviour.
- Reminders at Assembly to be kind and to look out for each other.

2. Curriculum (Teaching & Learning)

- 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.
- Work in small groups with their peers, which can help build a sense of connection, belonging and empathy among students. The curricular subjects offered to students
- Provide opportunities to foster inclusion and respect for diversity through curricular subjects.
- Provide opportunities for students to develop a sense of self-worth through both curricular and extracurricular programmes.

Ways in which we work to achieve these goals in Scoil Bhríde Cailíní are as follows:

- Teach SPHE, Walk Tall, Stay Safe and RSE content which fosters pupils’ well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions. Regular Circle Time provides opportunity for discussion of important issues and brainstorming of ways to deal with them.
- Pupils are taught to be mindful of other faiths and cultures through our R.E programme. An Intercultural day is celebrated every year and students are always encouraged to be proud of their cultural and linguistic identity.
- Pupils are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Co-operation and group enterprise are also promoted through team sports and



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school committees eg. Student Council, Active School, JEP initiatives.

- Provide opportunities to foster inclusion and respect for diversity through curricular subjects.
- The school has an internet safety week every year with lessons aimed specifically at each class level. Pupils are taught about the appropriate use of social media. Each class has a pack of lessons to complete in the week.
- School rules are highlighted and explicitly taught in pupil friendly language in the classroom and in common areas. Class contracts are displayed in class and framed in positive language.
- Various other social, health and media education programmes can further help to address the problem of bullying behaviour. Furthermore, this work can be extended into many other areas such as Art, Drama, the Grow in Love programme and Physical Education.
- The S.E.T team liaises regularly with class teachers and establishes social/emotional support groups as needs be.
- Celebration of World Autism Day.
- Friendship Week in October.
- The FUSE programme will be taught in 4th-6th Classes on Friendship Week.

3. *Policy & Planning*

- Have a range of policies and procedures that support and compliment the development and implementation of our schools Bí Cineálta Policy and student friendly Bí Cineálta policy,
- Support the participation of students in the development and implementation of school policies and plans which help increase awareness and ensure effective implementation.
- Engaging in appropriate teacher professional learning courses can support school staff to prevent and address bullying behaviour. Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all middle management focused on supporting the implementation of this policy

Ways in which we work to achieve these goals in Scoil Bhríde Cailíní are as follows:

- Bí Cineálta Policy
- Student Friendly Bí Cineálta Policy
- Code of Behaviour
- Child Safeguarding Statement

- Acceptable Usage Policy
- Supervision Guidelines
- SSE: Wellbeing in Education
- SPHE Policy
- Mobile Phone Policy
- Ongoing sharing of expertise amongst colleagues
- Special Educational Needs Policy

Other programmes that are used in this school include:

- Lust for Life
- Zippy's Friends
- Incredible Years
- Fuse Programme in 4th-6th Classes

4. Relationships & Partnerships

- Partnerships and strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour.
- Ensure Age-appropriate awareness initiatives that look at the causes and impacts of bullying behaviour including those dealing with navigating friendships
- Ensure active participation/student voice of students in school life
- Ensure participation of parents/guardians in school life, including those who may find it difficult or daunting to engage in the school due to being unfamiliar with the education system or due to language or cultural barriers.
- Activities are supported that build empathy, respect and resilience > encouraging peer support such as peer mentoring

Ways in which we work to achieve these goals in Scoil Bhríde Cailíní are as follows:

- Respectful behaviour is modelled to all members of the school community at all times.
- Respectful behaviour is noticed and acknowledged positively.
- Pupils will be taught what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- The use of discriminatory and derogatory language in the school is consistently tackled – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Constructive feedback is given to pupils when respectful behaviour and respectful language are absent.
- The school will seek to engage Parents and/or the Parents' Association in awareness raising campaigns around social media.



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- The school communicates regularly with parents via Aladdin, monthly school newsletter, Open Night, Internet Safety Talks, Grandparents' Day, receptions after Communion, Confirmation and graduation etc.
- The right of every member of the school community to be safe and secure in school is actively promoted.
- Building links with the local community e.g Visits to Blanchardstown library, visits from the Community Garda, involvement with local organisations such as Tidy Towns, Phoenix F.M etc.
- The Student Council promotes the student voice and meets regularly with the Student Council coordinator, raising issues, brainstorming ideas to improve the school, feeding back decisions to their classmates and helping to promote the school's core values and a sense of citizenship.
- The Active School committee meets regularly with the coordinators and active agents and ensures that all children are given an opportunity to engage in physical and playful activity at yard time.
- The whole school comes together regularly for assembly, Wake Up Shake Up, Ten at Ten, céilí, ceoilchoirmeacha etc. which promote a sense of togetherness and provide opportunities for multi-stream learning.
- A wide range of after-school activities are offered to the children including; football, camogie, choir, chess, Homework Club. Athletics is also offered during school time.
- Other initiatives such as paired class reading, sixth class lunchtime supervision, sustainability swap days, Junior Entrepreneur's project, serve to enhance peer-to-peer learning and foster a sense of connections amongst all students.
- Staff relationships and partnerships are promoted through social events such as Crafternoon, Ciorcal Gaeilge, Shout Out Board, Secret Friend, R.A.K
- Links with external agencies such as the National Educational Psychological Service (NEPS), HSE Community Psychology Services, the National Council for Special Education (NCSE), and the Child and Adolescent Mental Health Service (CAMHS).





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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. This policy will be reviewed in the 2025/2026 school year.

Section C: Addressing Bullying Behaviour

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

- The relevant teacher (Teacher who views the bullying incident or to whom the incident is reported to/ Class Teacher/ Principal/ Deputy Principal.)
- The class teacher/Principal will oversee recording of bullying reports for students in their class/school – this includes using the procedure guidelines to investigate reports of bullying behavior and recording bullying behaviour. In cases where the SET teacher witnesses bullying behaviour or bully behaviours is reported to, he/she will liase with the class teacher.
- The Class Teacher/Principal will follow up after twenty days to investigate if bullying has ceased
- All staff will be vigilant to bullying behavior in the school community
- Principal will inform Board of Management of incidences of Bullying behaviour
- Principal/Deputy principal / Assistant Principal 2 (Wellbeing) available to provide up to date information and support if needed to assist class teacher/school community in addressing concern

When bullying behaviour occurs, Scoil Bhríde Cailíní 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/guardians of those involved



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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):

- **Approach**

The primary aim for the relevant teacher 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 schools procedures for the investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows : -

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

(ii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). In that way, pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly.

(iii) In order to deal effectively with alleged/suspected bullying situations, A 'Reform, not Blame' approach is used. This replaces the biggest obstacle to reporting i.e. punishment, with a more effective and acceptable alternative – keeping a solemn promise. This approach overcomes the 'no ratting' culture, empowering pupils to report bullying without fear of any backlash, as well as empowering teachers to deal with the bullying situations to achieve the desired win-win outcome.

(iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

(v) Parents and pupils are required to cooperate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

(vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

(vii) Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

- **Identifying if bullying behaviour has occurred**

In investigating and dealing with bullying, the teacher will use the definition of Bullying; Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in*

relationships between two people or groups of people in society'

To determine whether the behaviour reported is bullying behaviour, the relevant teacher will consider the following questions:

- Is the behaviour targeted at a specific student or group of students?
- Is the behaviour intended to cause physical ,social or emotional harm?
- Is the behaviour repeated?

If the answer to each of these 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 each of the 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 after investigation, it is deemed that bullying behaviour has not occurred, but bullying was queried/ suggested that it had occurred, this incident will be recorded on Aladdin under the 'Anti Bullying' tab.

Procedure:

1.The incident is reported to the relevant teacher.

- The teacher will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- Where possible incidents are generally best investigated outside the classroom situation (with the door open) to ensure the privacy of all involved.
- All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of a group will be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher.
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school will 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. In cases where a reported incident has been reported and the behaviour has been determined as not bullying, parents/ guardians will still be informed. This will be recorded under the 'Anti Bullying' tab on Aladdin.
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to her how she is in breach of the school's *Bí*



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Cineálta policy and efforts will be made to try to get her to see the situation from the perspective of the pupil being bullied.

Where Bullying Behaviour has Occurred:

- Parents/guardians are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour.
- Where bullying behaviour has occurred, the parents of all the pupils involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- The 'Relevant Teacher(s)' must record the bullying incident on a **Bullying Behaviour Report (Appendix 1)**. The 'Relevant Teacher' must inform the Principal. This will be stored in file in the Principal's office. Note: If a student has a Student Support File, this will be noted in their 'Log of Actions'.
- The record should include the views of the pupils and their parents regarding the actions to be taken to address the bullying behaviour.

Important to Note:

*A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. For example, cyber-bullying that takes place online at home under the care of parents/ guardians. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.

*Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

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.

Follow up where bullying behaviour has occurred:

- The relevant teacher/Principal must engage with the pupils involved and their parents again no more than 20 school days after the initial engagement
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the pupils involved.
- The teacher should document the review with pupils and their parents to determine if the bullying behaviour has ceased and the views of pupils and their parents in relation to this.
- The date that it has been determined that the bullying behaviour has ceased should also be recorded.
- Any engagement with external services/supports should also be noted.
- Ongoing supervision and support may be needed for the pupils involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the pupils 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 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 pupil, their parents/guardians and the school.
- If parent/guardians 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, they should be referred to the school's complaints procedures.

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):

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. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. School staff should identify the support needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

Supporting Bullied pupils:



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- Ending the bullying behaviour,
- Fostering respect for pupils impacted by bullying behaviour and all pupils.
- Fostering greater empathy towards and support for pupils affected by bullying behaviour.
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes.
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations.
- Helping bullied pupils 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).

Supporting Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get an opportunity to redeem themselves and put things right.
- Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this.
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that 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),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parent/guardians to focus on, challenge and correct the behaviour while supporting the child.
- The bullying pupil will complete a reflection sheet which will allow them to reflect on their actions. Younger children may do this with the support of the SET teacher working with their class. Parents/guardians will sign this. This will be attached with the 'Bullying Report' on Aladdin.





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Tel: 01-8201717 Email: office@scoilbhridecailini.ie

Website: www.scoilbhridecailini.ie

Roll No: 18047C

Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools

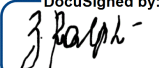
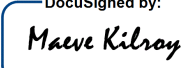
All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

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

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

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

| | | |
|---|--------------------|--------------------|
| <p>DocuSigned by:</p>  | | Date: 25 June 2025 |
| Signed: _____ | 0866CE1222E2414... | |
| (Chairperson of board of management) | | |
| <p>DocuSigned by:</p>  | | Date: 25 June 2025 |
| Signed: _____ | B5C77B12036F49E... | |
| (Principal) | | |

Appendix 1

Bullying Incident Report Form:

Key Questions: What, When, Where, Why?

1. Name and Class of Pupil involved in the Incident (Victim):

The pupil was: _____

2. Name and Class of Pupil Involved in the Incident (Child who is Bullying):

The pupil was: _____

3. Witnesses, if applicable: _____

Name of Relevant Person to whom bullying was reported:_____

Date of initial engagement with pupil: _____

Date of initial engagement with parents: _____

2.The form of bullying was:

☐ physical ☐ verbal ☐ written ☐ extortion

☐ exclusion ☐ relational ☐ online/ cyber bullying.

4. The type of bullying behaviour was:

(Disablist bullying behaviour, Exceptionally able bullying behaviour, Gender identity bullying, Homophobic/ Transphobic (LGBTQ+) bullying, Physical appearance bullying, Racist Bullying, Poverty Bullying, Religious Identity Bullying, Sexist Bullying, Sexual Harassment, Other)

5. The Bullying took place in (location):

☐ the classroom ☐ the school yard ☐ other (please specify)

6. The Bullying took place on (Date or Dates):

7. Brief Description of the Incident/ Incidents:

☐ Victim's Account

☐ Child who is bullying's Account: (tick as appropriate)



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8. Witness Accounts (If applicable):

9. Actions to be taken to address bullying behaviour (please outline briefly below):

10. Views of student (victim) in relation to these actions:

11. Views of parents of victim:

13. Agreed Date of Review:

Signed: _____ (Relevant Teacher)

Date: _____

Date submitted to Principal: _____

Note: *These forms will be given to the school Principal and stored in the Principals office in a separate file.*

Review to determine if bullying behaviour has ceased:
This should take place no more than 20 days after initial report

Date of Review: _____

People Involved: _____

Has bullying behaviour ceased?

☐ Yes

☐ No

Date of when it ceased, if known: _____

Views of Students involved: _____

Views of Parents involved: _____

Further Action required (if yes, please specify):

☐ Yes

☐ No

Signed: _____ (Relevant Teacher)

Date: _____

Date submitted to Principal: _____

Note: *These forms will be given to the school Principal and stored in the Principals office in a separate file.*



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Appendix 2

Student Friendly Policy

