Scoil San Treasa
Board of Management
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Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Contents

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Introduction
The BoM (BoM) of Scoil San Treasa 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 BoM of Scoil San Treasa acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations (UN) Convention on the Rights of the Child. Scoil San Treasa, as a school community, has a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

Scoil San Treasa is 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.

Scoil San Treasa confirms 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.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Definition of bullying
The core definition of Bullying is outlined 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'**. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.
The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among pupils. Alleged incidents of bullying behaviour are however often complex and must be considered on a case-by-case basis.

Harm can be: Physical (e.g.: personal injury, damage to or loss of property); Social: (e.g.: withdrawal, loneliness, exclusion); Emotional: (e.g.: low self-esteem, depression, anxiety)

Behaviour that is not bullying behaviour
- A one off instance of negative behaviour towards another 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.
- If the repeated harm is real for the pupil experiencing the behaviour, but unintended by the other pupil, this is not bullying, but, importantly, must be addressed under the school 's code of behaviour.
- 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.
- Bullying is not accidental or reckless behaviour. If the repeated harm is real for the pupil experiencing the behaviour but unintended by the other pupil, this is not bullying.

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 behaviour can take many forms, which can occur separately or together. These can include the following:

Direct bullying behaviour	• 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, size, 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.
Indirect bullying behaviour	• 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	• Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chat rooms and other online technologies. This form of bullying behaviour can include: • Sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps • 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.
Note: Even though a message may be posted online just once by a pupil it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.	

Where bullying behaviour can occur

Bullying behaviour can occur anywhere, online or offline and at any time, but there are certain places and times where bullying behaviour can be more likely to occur.

- Inside School: Well-designed school environments play a vital role in preventing bullying behaviour and promoting inclusion, positive relationships and a safe and supportive learning environment.
- 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: It may occur subtly through glances, looks, sniggers or may take the more overt form of physical intimidation or deliberate isolation.
- Outside School: 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, schools should deal with it in accordance with their Bí Cineálta policy.

Section A: Development of 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	February-March 2025	• 28th February: Bí Cineálta Staff Professional Development • 3rd March: Staff Questionnaire • 24th March: In School Management Meeting • 7th April: Staff Meeting, review of draft policy
Pupils	Term 2/3: 2024/2025	• Scoil San Treasa Le Chéile (SSTLC) Meeting • Annual Pupil questionnaire on Anti-Bullying • Class Discussion and Feedback • Development of Pupil Bí Cineálta Policy • Assemblies • Social Personal and Health Education (SPHE)
Parents	Term 2/3: 2024/2025	• March 2025: Parent Survey • Consultation with PA • May 2025: Draft Bí Cineálta policy published on website and shared with parents for feedback/suggestions.
Board of Management (BoM)	January –May 2025	• Information and updates on Bí Cineálta • Outline of BoM oversight role • Draft policy • Ratify, monitor implementation and effectiveness of the policy
Wider school community as appropriate	Ongoing	• School Website • School Newsletters • Professional conversation with non-teaching staff, GAA coaches, PE teachers and other visitors as appropriate
Date policy was approved: June 2025		
Date policy was last reviewed: 20th June 2024 (Anti-Bullying Policy based on 2013 guidelines)		

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.

1. Culture and Environment

Our Mission Statement underpins and informs all our policies and practices in Scoil San Treasa.

'At Scoil San Treasa, our mission is the provision of primary education of the highest quality for all our pupils in a happy, safe, Christian environment. While we value high academic achievement, the social, personal and moral development of our pupils is of primary importance and we view the school as a learning organisation which is open to change and innovation while it cherishes the best educational, cultural and religious traditions of our society. Acknowledging that their parents are the primary educators of our children, we are inspired by a shared vision of excellence and we espouse a partnership approach in its pursuit.'

- Scoil San Treasa is a Catholic school. Catholic education values respect and inclusiveness and seeks to enable pupils to act with integrity and justice.
- In line with our Mission Statement and our Catholic ethos, we seek to create a positive school culture where all pupils feel safe, respected and valued.
- A school wide awareness and understanding on all aspects of bullying and its impact.
- We promote a school culture where bullying behaviour is unacceptable and have a consistent approach to addressing bullying behaviour.
- Promote diversity and inclusion in all aspects of school life.
- We encourage a culture of 'telling', which includes emphasis on the importance of bystanders. Through encouraging this culture of telling, pupils gain confidence in 'telling' which is of vital importance. It is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly. This culture is reinforced by teachers through the SPHE programme.

Ways in which we work to achieve this:
- Stay Safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- A school-wide approach where each member of staff takes a consistent approach to effective observation and addressing of bullying behaviour. A focus on positive behaviour and relevant strategies via school newsletters/ website/ meetings; occasional displays; guest speakers (e.g. Garda talk on cyberbullying and internet safety); Continuing Professional Development (CPD) for staff; discussions with children at Assembly time in class and on an informal occasional basis. This list is neither exhaustive nor prescriptive - school-wide awareness raising will take a variety of forms as opportunities and needs present themselves.
- Promote the concept of a 'Trusted adult' (e.g.: class teacher, Special Education Teacher (SET)) linked to Stay Safe lessons.
- Increased focus via 'Bí Cineálta' week.
- Promote active pupil participation through initiatives such as Pupil Focus Groups and Scoil San Treasa Le Chéile (SSTLC), providing pupils with meaningful opportunities to share their views and contribute to school life.
- Engage pupils in developing the 'Pupil Bí Cineálta Policy', encouraging them to help identify ways to prevent bullying and understand how to respond if it occurs.
- Create a 'Bí Cineálta' area in our school. A notice board to promote kindness and Incorporate artwork and signs to promote our school values - equality, inclusion and respect. Activities such as Random acts of Kindness homework, Poster making, slogan making. Buddy Bench in the playground.
- Effective supervision and monitoring of all pupils especially during break times and other unstructured times during the school day. Staff are vigilant in monitoring pupils who are considered at risk of bullying/being bullied.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated. Parents receive useful information on Bí Cineálta.
- Simple and age-appropriate restorative practice procedures are used to resolve conflicts e.g. yard incidents.
- Emphasis on generating positive self-worth through formal and informal interactions. Positive reinforcement of participation and achievements through e.g. displays, postings on websites and general recognition.

2. Curriculum (Teaching and Learning)

- SPHE and the Stay Safe Programme.
- The Grow in Love programme, the core resource for the teaching of Religious Education in our school, includes teaching in the area of moral formation. From learning that they are loved as individuals, i.e. accepted and respected, they move on to learning about loving others within their home, school and wider community.
- Teachers may use other curricular subjects, such as Art, Literacy, Drama, to explore themes related to bullying/anti-bullying.
- Provide opportunities for pupils to develop social and emotional skills. Focus on building self-esteem, resilience, overall emotional wellbeing, self-respect and respect for others through the three strands of the SPHE programme - Me; Myself and Others; Myself and the Wider World.
- Inclusive approach re Special Educational Needs. Strong emphasis on an atmosphere of mutual respect. Supplementary programmes may be used with children with SEN - according to need e.g. social stories, 'Friends for life'. The school will specifically consider the additional needs of pupils with SEN with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- Implementation of education and prevention strategies (including awareness raising measures) that
  - o Build empathy, respect and resilience in pupils
  - o Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
  - o Effective supervision and monitoring of pupils
  - o Supports for staff
  - o Consistent recording, investigation and follow up of bullying behaviour
  - o On-going evaluation of the effectiveness of the Bí Cineálta policy
- Ensuring that pupils know who to tell and how to tell:
  - o Speaking directly to teacher
  - o Handing a note up with homework
  - o Getting a parent to tell on your behalf
  - o Ensure bystanders understand the importance of telling regarding any bullying behaviour

Ways in which we work to achieve this:

- Teach SPHE content which fosters pupil's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.
- Age and stage appropriate awareness initiatives that engage the pupils reflecting on 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.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Emphasis throughout the school on nurturing children's talents through provision of a diverse range of co-curricular and extra-curricular opportunities and pursuits which can help to develop a sense of self-worth, working together, inclusion and respect.
- Resources: A bank of anti-bullying resources for teacher use in preventing bullying and in addressing it; FUSE Anti-Bullying Programme; Wellbeing programmes: Weaving Wellbeing; Charity Partnerships; Sensory Circuits; Digital Citizenship;
- Involvement of pupils in contributing to a safe school environment e.g. Bí Cineálta week, and other activities that will enable pupils and encourage a culture of peer respect and support.
- Pupils are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Annual Anti Bullying Pupil Survey: 2nd 6th classes.
- Engaging in appropriate teacher professional learning courses.

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3. Policy and Planning

- Develop a clear 'Bí Cineálta' Policy that is understood by all in our school community and regularly reviewed.
- The Child Safeguarding Policy, Acceptable Use Policy, Supervision policy, Special Education Policy and Code of Behaviour all support the implementation of the Bi Cineálta policy.
- Establish clear and consistent procedures for investigating and addressing incidents of bullying behaviour.
- Implement a programme of support for those affected by/involved in bullying behaviour.
- Review and update supervision policies and timetables.
- Work with appropriate agencies in countering all forms of bullying and promoting anti-bullying behaviour.
- Implementation of a positive behavioural strategy focusing on one 'behaviour expectation' per month. Involving the whole school community and pupils and staff to agree on expected behaviours, communicated to: pupils via assembly and intercom; staff via staff meetings; parents via newsletter/email. Positive reinforcement: staff and pupils will compliment others when expected behaviours are observed, to include for example – 'Shout-out' notes and 'caught being kind' notes on a wellbeing wall will affirm classes and individuals.
- Clear protocols around supervision of access to technology in the school (Internet Acceptable Usage Policy).
- On an annual basis, parents are reminded of protocols around social media e.g.: the importance of parental supervision re their child/ren's use of social media; the legal age; the importance of familiarizing themselves with any anti-bullying material/information made available by the school.
- Parent led 'No Smart Phone Policy'
- Teachers of 6th class will include a module of work on transition to post-primary school each year.
- Supervision and monitoring of classrooms, corridors and school in general, school tours and extracurricular activities. Non-teaching, ancillary and support staff will be expected to report issues to relevant teachers.
- The Principal will provide the BoM with an oversight report on all incidents of bullying behaviour. The report will not include any personal or identifying information related to the pupils or individuals involved.

4. Relationships and Partnerships

- The school's 'Bí Cineálta' policy is drawn to the attention of children, in an age-appropriate way, and parents each year. It is also circulated to parents of incoming pupils and is available on the school website.
- Interpersonal connections are supported and encouraged through a range of formal and informal structures such as our parents' association, our various and multiple pupil committees and groups.
- ACCORD together with the Class Teachers teach the Relationships and Sexuality Programme (RSE) for 5th and 6th classes. There is a talk for parents in those classes on an annual basis.
- Integration of the Gárda Siochána Internet Safety programme with the SPHE programme in 5th and 6th class - to include visit and presentation from Community Guard where possible.
- Conducting workshops for pupils, staff and parents to raise awareness of the impact of bullying behaviour.
- Supporting active participation of pupils in school life and active participation of parents in school life also.

Preventing Cyberbullying Behaviour

- Explicitly teach the issues of cyberbullying and the importance of using technology in a safe and ethical way
- Updating parents and pupils about the dangers of cyberbullying
- Parent Led 'No Smartphone Policy'
- Monitor/Supervise pupil use of technology in school
- School's Acceptable Usage policy
- Online Safety Week to reinforce awareness around appropriate online behaviour
- Programmes - Webwise, My Selfie and the Wider World, Be Kind Online, HTML heroes
- Parents Association support - organisation of guest speakers

(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 data. In Ireland the digital age of consent is 16. For the purposes of data collection, pupils between the age of 13 and 16 years old must have parental permission to sign up to social media services where companies use the legal basis of consent to collect, process and store users' data. Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old. Therefore, children under the age of 13 should not have a social media account.)

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.

Preventing Homophobic/Transphobic Bullying Behaviour
- Create a safe and inclusive environment for all pupils, regardless of their sexual orientation or gender identity.
- Educate pupils about the importance of respect for all persons, regardless of sexual orientation/gender identity.
- Challenging gender-stereotypes
- Encouraging pupils to speak up when they witness homophobic behaviour
- Foster a culture where diversity is celebrated and pupils 'see themselves' in the school environment
- Relationships and Sexuality Education (RSE) resources-INTO 'Different Families, Same Love'; Respect Guidelines; Gender Equality Matters (GEM); We All Belong; All Together Now.

Preventing Racist Bullying Behaviour
- Promote diversity and inclusion in the school
- Provide support to pupils who have been targeted by racist bullying
- Encouraging bystanders to report when they witness racist behaviour
- Providing supports to school staff to respond to the needs of pupils for whom English is an additional language and for communicating with their parents
- 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

Preventing Sexist Bullying Behaviour
- Teach pupils about the importance of gender equality
- Celebrate diversity at school and acknowledge the contributions of all pupils
- Staff model respectful behaviour and treat pupils equally irrespective of their sex
- Ensuring all pupils have the same opportunities to engage in school activities irrespective of their sex.

The school has the following **supervision and monitoring policies** in place to prevent and address bullying behaviour:

The BoM and staff of Scoil San Treasa recognise that effective supervision and monitoring of pupils is a critical element in the prevention and management of bullying behaviour.
The school has the following practices in place:
- School wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- A structured supervision rota ensures staff presence throughout the school day, particularly during break times when the pupils are on the yard. All supervision and monitoring procedures are reviewed regularly as part of the school's self-evaluation and planning process to ensure their continued effectiveness.
- Teachers and staff engage in active and intentional supervision, promoting a positive school culture and modelling respectful behaviour.
- Pupils are encouraged to speak up if they witness or experience bullying. A culture of openness and trust is fostered so that all pupils feel safe in reporting concerns. Pupils are encouraged to report any incidents of bullying behaviour through confidential and accessible channels including directly to any staff member or anonymously through regular sociograms/surveys
- Staff remain vigilant for signs of bullying, both within the classroom and during non-classroom activities.
- Restorative Practices: Regular use of restorative circles/circle time and discussions provides opportunities for pupils to voice concerns and allows teachers to monitor the dynamic amongst the class.
- BoM oversight role: A report on incidents of bullying behaviour is given at each BoM meeting
- National Council for Technology in Education (NCTE) Filtering Broadband Service

These measures form part of our whole-school approach to wellbeing and are implemented in conjunction with other preventative strategies as outlined in this policy.

Section C: Addressing Bullying Behaviour

Who?

- The teacher(s) with responsibility for addressing bullying behaviour is the Class Teacher or relevant SET
- A member of the 'In School Management Team' will follow up after twenty days to investigate if bullying has ceased.

Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as is practicable, the relationships of the parties involved, rather than to apportion blame.

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:

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.

Outside of School

- 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. This will involve having a conversation with the pupils affected, in the form of a 'check in', a phone call to the parents of the children involved, general class messages.
- For the purposes of this policy, it is recognised that most online bullying behaviour occurs outside school.
- Should the bullying behaviour continue in school, it will be addressed in accordance with this Bí Cineálta policy.

General Principles

- The class teacher (or SET) is responsible for investigating reports of bullying behaviour, determining whether such behaviour has occurred, implementing appropriate interventions, and to review progress.
- Teachers endeavour to take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents. In the course of investigating such incidents, the teacher will gather key information, seeking answers to questions of what happened, where and when it occurred, who was involved, and why it may have taken place. To support this process, the teacher may confer with colleagues on a professional basis, and where necessary, seek advice from external agencies.
- It is made clear to pupils that when they report incidents of bullying behaviour that they are not considered to be telling tales but are behaving responsibly.
- Both the pupil experiencing bullying behaviour and the pupil displaying it require support, and this will be provided as promptly as possible.
- When investigating incidents, sensitivity and respect for privacy are afforded due importance.
- All 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.

Requests to take no action

If a child makes a report of bullying, but asks that nothing is to be done about it, the relevant teacher will support the child appropriately to explore how it will be handled sensitively and how parents will be notified. If a parent requests that no action be taken, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately. The school will consider each such request on a case-by-case basis while reserving the right, if determined 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.

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:

Step 1: Identifying if Bullying Behaviour has occurred:

To determine whether the reported behaviour is bullying behaviour the following questions are considered:

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

IS IT BULLYING?

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

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

3 REPEATED? Is the behaviour repeated?
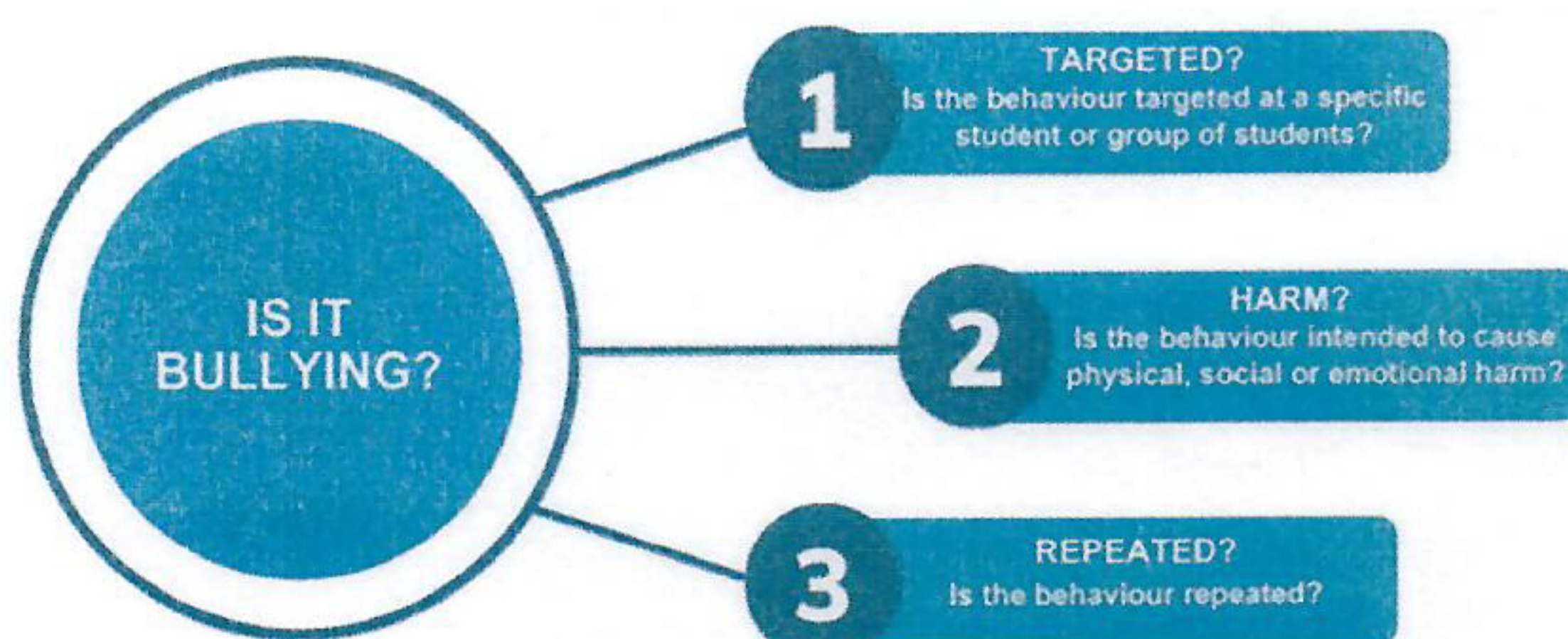
- If the answer to each of the questions above is **Yes,** the behaviour is bullying behaviour and should be addressed using the 'Bí Cineálta' Procedures.
- If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. In such cases, the incident will still be investigated, and the recording template (refer to Appendix H) will be used to document the process.

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.

When identifying if bullying behaviour has occurred teachers should consider: what, where, when and why?

- if a group of pupils is involved, each pupil should be engaged with individually at first
- thereafter, all pupils involved should be met as a group
- at the group meeting, each pupil should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each pupil should be supported as appropriate, following the group meeting
- it may be helpful to ask the pupils involved to write down their account of the incident(s)

Step 2: Where bullying behaviour has occurred:

- The pupil(s) involved in bullying behaviour are informed that their actions are in breach of the school's 'Bí Cineálta' policy. Efforts are made to help them understand the impact of their bullying behaviour by seeing the situation from the perspective of the affected pupil.
- Parents 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 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
- The views of the pupil experiencing bullying behaviour are sought to determine how best to address and resolve the issue sensitively and effectively.
- All incidents are recorded on the Aladdin school system using the 'Bullying Incident Report' (see Appendix A). 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.
- The report should include the views of the pupils and their parents regarding the actions to be taken to address the bullying behaviour
- 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.
- Sanctions, proportionate to the seriousness of the behaviour, are imposed as necessary. All involved are reminded that disciplinary measures are a private matter between the school, the pupil involved, and their parents.
- Support is identified for both the pupil experiencing bullying behaviour and to the pupil displaying bullying

behaviour, to help them manage relationships more appropriately.

- The class teacher must inform the Principal or Deputy Principal.

Step 3: Follow-Up Where Bullying Behaviour has Occurred:

- The teacher must engage with the pupils involved and their parents <u>again</u> 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 and parents. A follow up meeting should be scheduled within an agreed timeframe, with continued monitoring until the bullying behaviour has ceased.
- If it becomes clear that the pupil who is displaying the bullying behaviour is continuing to display such behaviour, then the school will consider implementing additional strategies to address the inappropriate behaviour in line with the school's Code of Behaviour.
- If disciplinary sanctions are considered, this is a matter between the relevant pupil, their parents and the school.

Recording Bullying Behaviour (Refer to Appendix A)

- All bullying behaviour will be recorded using the 'Bullying Incident Report' (see Appendix A). 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.
- A copy of the report will be placed on the pupil's documents on Aladdin.
- 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 2.4)

Complaint Process

- If a parent(s) is 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 will 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 pupil.

The school will use the following approaches to support those who experience, witness and display bullying behaviour

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 single intervention or support programme will be effective in all situations.

- The relevant teacher will select and apply appropriate intervention strategies based on the specific circumstances of each case, including the age and number of pupils involved. The strategies listed below are examples and may be supplemented or adapted in line with ongoing experience and the principles of the 'Bí Cineálta' policy and procedures.
  - Teacher interviews with pupils
  - Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
  - Working with parent/s to support school interventions
  - Circle Time to explore social themes and build empathy and mutual respect.

- o Restorative conversations and interviews that focus on reflection, responsibility, and rebuilding trust.
- o Supporting pupils in building self-esteem, encouraging participation in activities that foster friendship and social skills (e.g., group work in class, team sports, or extracurricular clubs).
- o Using classroom and curriculum-based learning strategies to enhance pupils' sense of self-worth and inclusion.
- o Follow-up meetings with involved parties may be held individually, with the option to bring pupils together at a later stage—only if the pupil who experienced bullying is ready and agreeable.
- The school is committed to maintaining care and oversight for all involved, even after the bullying behaviour has ceased. This will be done by
  - o Speaking to the child a number of weeks after the incident to check on their continuing welfare.
  - o Consultation with parents to ensure ongoing communication and shared support.
  - o Continued supervision and support, where necessary, for both the pupil who experienced the bullying and the pupil who displayed the behaviour. It is recognised that relationship repair and behavioural change take time, and in some instances, full restoration of relationships may not be possible.

In supporting pupils affected by bullying behaviour, the school may draw on a range of external resources and professional services, depending on the needs of the individual pupils and the context of the incident.

- Counselling; Use of Restorative Practices; External Agencies; National Educational Psychological Service (NEPS); Oide; National Parents Council: Webwise; Dublin City University Anti Bullying Centre; Tusla

The involvement of any external support will be guided by the best interests of the pupil and in consultation with parents or guardians where appropriate.

Section D: Oversight

The principal will present an update on bullying behaviour at each BoM 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: 13th May 2025
(Chairperson of BoM)

Signed: Frances Mullin   Date: 13th May 2025
(Principal)

Appendices

A: Bullying Behaviour Incident Report
B: Pupil friendly Bí Cineálta Policy
C: BoM Report
D: Review of Bí Cineálta Policy
E: Notification regarding the BoM annual review of the school's Bí Cineálta Policy
F: Template for recording investigation of bullying behaviour
G: Teacher Checklist

Appendix A: Bullying Incident Report

Section A: Details of pupils involved

1. Name/s of pupil/s experiencing bullying behaviour

2. Name/s of pupil/s experiencing bullying behaviour

3. Name/s of any other pupils involved (e.g.: witnesses/bystander)

Section B: Details of Bullying Behaviour

4. Source (and Name) of bullying concern/report		5. Location, Date and Time of incident/s (if known)	
Pupil concerned		Playground	
Other pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		Yard	
		Other (please specify)	

6. **Form of Bullying Behaviour** *(Refer to Section 2.5 – Tick all that apply)*

Physical bullying		Online Bullying	
Verbal Bullying		Exclusion	
Written Bullying		Relational Bullying	
Extortion		Other (please specify)	
Exclusion			

7. **Type of Bullying Behaviour** *(refer to Section 2.7 – Tick all that apply)*

Disablist bullying		Poverty	
Exceptionally able		Religious Identity	
Gender Identity		Sexist	
Homophobic/transphobic (LQBTQ+)		Sexual Harassment Bullying	
Physical Appearance		Other (please specify)	
Racist			

8. **Brief Description of bullying behaviour and its impact:**

Section C: Engagement with Parents

	Experiencing Bullying Behaviour	Engaging in Bullying Behaviour
1. Initial Engagement *(dates and details)*		
Parents		
Pupils		
Supports		
2. Views		
Parents		
Pupils		
3. Date of Review - *to determine if bullying behaviour has ceased*		
Parents		
Pupils		
4. Outcome		
Date of Review *(if required)*		

6. **Recording Teacher/s**

Signed	Role	Date
	Relevant Teacher	

SCOIL SAN TREASA

Bí Cineálta (Pupil Version)

Aims:

Our school has a Bí Cineálta policy to try to stop bullying behaviour. We want everyone at our school to feel safe, happy and to bí cineálta! We aim to make Scoil San Treasa a bully-free zone.

What is bullying?

Bullying is repeated (happens more than once), hurtful (to body/feelings/things) and intentional (done on purpose).

Forms of Bullying:

Bullying can occur in different forms such as physical (hitting/punching), verbal (name-calling), identity-based (racism, appearance, gender, religion, culture, homophobic), emotional (exclusion) and cyberbullying.

Procedures:

When a teacher becomes aware of a suspected case of bullying, they will:
- talk with the student(s) who has been affected
- ask the student(s) what they want to happen
- talk to the student(s)' parents
- talk to the other student(s) involved
- talk with the other student's parents
- work out a plan together

Review:

The school will look at this policy every year to see what is working well or what could work better.

Key Messages:

1. Treat others the way they would like to be treated.
2. If you think you are being bullied, you need to tell a teacher or another trusted adult.
3. Bystanders can take action by telling a teacher or a trusted adult.

Appendix C: Bullying Behaviour Update to BoM

Guide to providing Bullying Behaviour Update for Board of Management meeting of [   ]

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

Total number of new incidents of bullying behaviour reported since the last BoM 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 must 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 serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a pupil
- if a parent has informed the school that a pupil has left the school because of reported bullying behaviour
- if any additional support is needed from the BoM
- if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the pupils involved.

Appendix D: Review of Bí Cineálta Policy

The BoM of Scoil San Treasa (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, the below 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*?

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

3. What date did the Board publish the Bí Cineálta policy and the pupil friendly policy on the school website?

4. How has the pupil friendly policy been communicated to pupils?

5. How has the Bí Cineálta policy and pupil 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) pupils 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:
- Based on pupil survey we need to:

- Based on parent survey access to Anti-Bullying policy:

- Based on staff survey:

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 pupil -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 pupil 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?

Signed:_____   Date: _____
Eoin O'Neill, Chairperson of BoM

Signed:_____   Date: _____
Frances Mullin, Principal

Date of next review: _____

Appendix E: Notification regarding the BoM annual review of the school's Bí Cineálta Policy

The BoM of Scoil San Treasa confirms that the BoM's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the BoM meeting of

_____

This review was conducted in accordance with the requirements of the Department of Education's Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Signed:_____   Date: _____
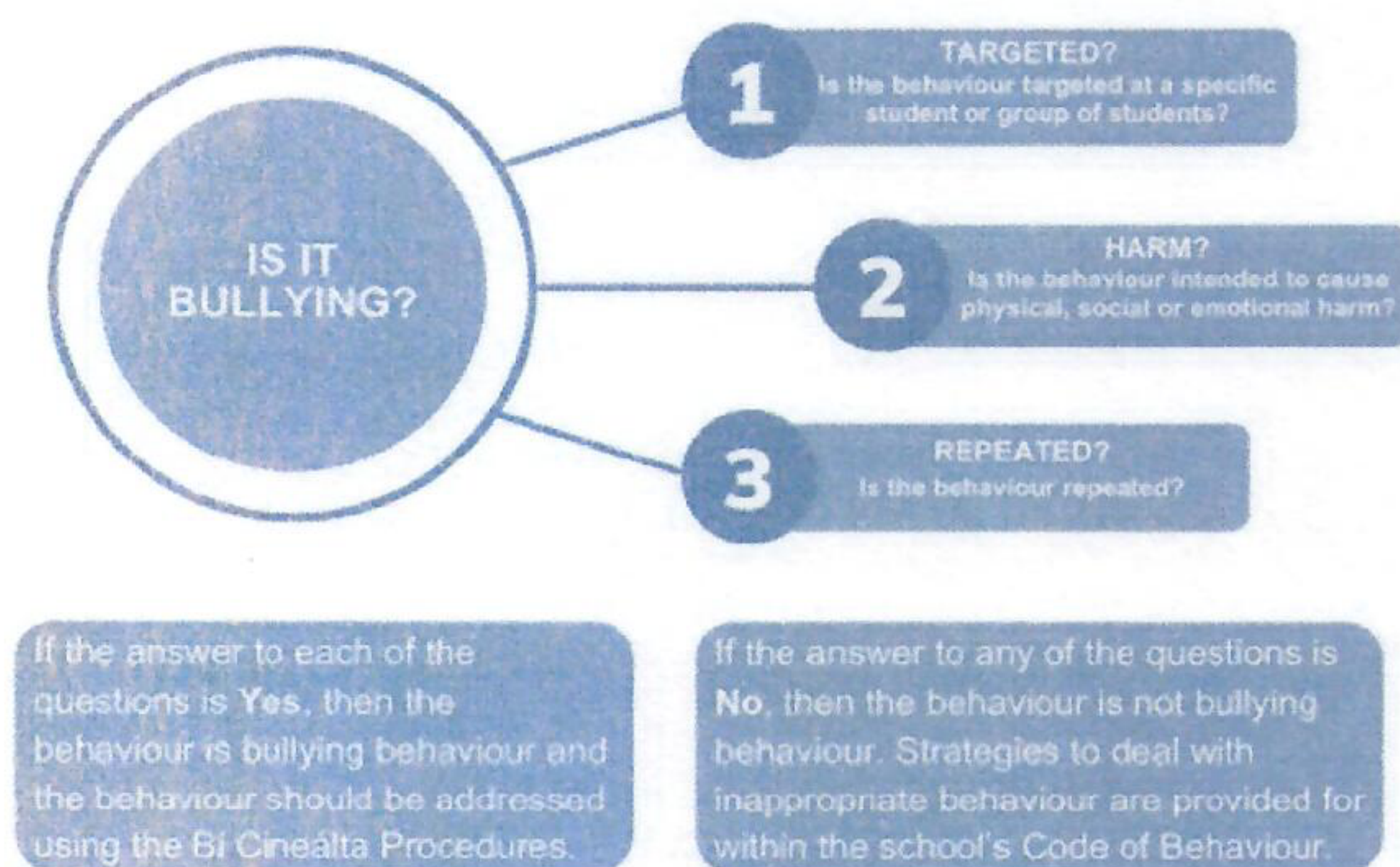Eoin O'Neill, Chairperson of BoM

Signed:_____   Date: _____
Frances Mullin, Principal

Appendix F: Template for recording investigation of bullying behaviour

1. Name/s of person reporting alleged bullying behaviour concern

2. Name/s of pupil allegedly experiencing bullying behaviour

3. Name/s and classes of pupil/s engaged in alleged bullying behaviour

4. Has this alleged bullying behaviour been deemed as bullying behaviour?

IS IT BULLYING?

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

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

3 REPEATED?
Is the behaviour repeated?

If the answer to each of the questions is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

If the answer to any 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.

Signed:

Date:

Appendix G: Teacher Checklist

When identifying if bullying behaviour has occurred

- [ ] consider: what, where, when and why?

- [ ] if a group of pupils is involved, each pupil should be engaged with individually at first

- [ ] thereafter, all pupils involved should be met as a group

- [ ] at the group meeting, each pupil should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views

- [ ] each pupil should be supported as appropriate, following the group meeting

- [ ] in some instances, it may be helpful to ask the pupils involved to write down their account of the incident(s)

Where bullying behaviour has occurred

- [ ] inform parents of pupils as soon as possible

- [ ] listen to the views of the pupil who is experiencing the bullying behaviour as to how best to address the situation

- [ ] record engagement using Appendix A

Follow up where bullying behaviour has occurred

- [ ] engage with the pupils involved and their parents again *no more than 20 school days after the initial engagement*

- [ ] 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

- [ ] record the date that it has been determined that the bullying behaviour has ceased

- [ ] 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

- [ ] review the strategies in consultation with the pupils involved and their parents.

- [ ] agree upon a time frame for further engagement

- [ ] If it becomes clear that the pupil who is displaying the bullying behaviour is continuing to display the behaviour, then the school's 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 parents and the school