School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Scoil Íosagáin 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.

This policy aims to foster a safe, inclusive and respectful learning environment, where bullying is not tolerated. It is intended for all staff – teaching and non-teaching – to guide the prevention, identification and management of bullying behaviour in Scoil Íosagáin.

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

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

Development of our Bí Cineálta policy to prevent and address bullying behaviour

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

	Date consulted	Method of consultation
School Staff	14/2/2025 28/2/2025	½ day closure Meeting Questionnaire online
Students	28/2/2025	Google Form (Cross section) Students' Council Meeting Discussion
Parents	6/3/2025	Google Form on Social Media Platforms Parents' Council Coffee Morning Discussion
Board of Management	19/6/2025	Board of Management Follow-on Discussion &Ratification
Wider school community as appropriate, for example, bus drivers	6/3/2025	Google Survey on Social Media

Date policy was approved:19/6/2025

Date policy was last reviewed:N/A

Section B:
Preventing Bullying Behaviour using 4 key areas of Wellbeing

Culture & Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.
Relationships between all school members should be based on respect, care, integrity and trust.
Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a **consistent approach** to addressing bullying behaviour. It must be very clear who is responsible for dealing with bullying behaviour, in Scoil Íosagáin that is the class teacher and the principal. The school supports a telling environment through educating the students about the difference between 'tell-tale' behaviour and a caring telling school. The concept of a trusted adult is promoted through the Stay Safe, informing them if they are experiencing or have witnessed the bullying behaviour, in person or online.

Curriculum (teaching and learning)

Teaching and learning that is collaborative and respectful should be promoted at all times. Scoil Íosagáin benefits from a whole school approach to morning meetings which embody our soft start. The benefit of working in small groups for many of our initiatives ie. Lift Off, Maths Factor,Ready Set Go Maths, Guided Play ,DINA, Aistear(thematic play) and morning meetings are plentiful and can help with building a sense of connection, belonging and empathy.

At our monthly assembly we emphasise our school rules and the approach of the well schools' network. The Social Personal and Health Education (SPHE) curriculum fosters students' wellbeing, self-confidence and sense of belonging. It also develops students sense of responsibility for their own behaviour and actions. Students SEL (Social Emotional Learning) is developed through the Stay Safe and the Wellbeing Ambassadors Workbook. Stay Safe covers Bullying Behaviour and Cyber Bullying.

Scoil Íosagáin utilizes the training from the Well Schools Network for teachers and this skill development is passed onto our students to build their social emotional and regulation skill base.

Policy & Planning

Scoil Íosagáin has a very active Wellbeing Committee and wellbeing is incorporated into many of our plans and policies. Many aspects of planning in the school are looked at through the Lense of Wellbeing. Currently our Code of Behaviour and Wellschools Network approach to behaviour supports the implementation of the Bí Cineálta Policy.

The voice of the student is taken into account for all applicable areas through our very active students Council. Staff are encouraged to engage with CPD around positive behaviour and we are endeavoring to train the vast majority of staff in Incredible Years positive Classroom management.

Relationships & Partnerships

There are a range of formal and informal structures in place in Scoil Íosagáin to foster interpersonal connections such as, students council, parents' council, board of management, wellbeing committee, school hurling, football, chess, quiz, basketball, school band and soccer clubs. After school clubs such as homework club , SCP, Foróige, Nurture Room , Youth Clubs, board games, chess, gymnastics, Lego , futsal ,swimming, horse-riding, Wellbeing Week, guitar and darts further develop the opportunity to develop relationships. All of the above celebrates relationships and builds partnerships and relationships.

Assemblies also promote Acts of kindness /Kindness Week/ Cineálta Kids, Hot Chocolate Club and birthday celebrations.

Strategies for Preventing Specific Types (Required)

Cyberbullying behaviour—Implement SPHE/Stay Safe/regular conversations about developing respectful and kind relationships online, develop and communicate acceptable usage policy for technology, host online safety events and talks for students. HSCL organise the same for parents, have an internet safety day resource shared and assembly discussion. Assign a class for online safety course .4th Class will be enrolled for the Webwise Programme each year.

•Homophobic bullying behaviour – staff model respectful behaviour and treat students equally

School Monitoring. The principal has a Bullying Behaviour Folder in his office that retains any and all incidents of bullying behaviour. He monitors any patterns of behaviour and acts upon them in Assemblies, class visits and policy formation. The principal will follow up with class teachers and parents where necessary.

The whole school community has a responsibility to prevent and address bullying behaviour. Scoil Íosagáin work in partnership with the patron, board of management, staff, students and their parents to develop and implement the Bí Cineálta policy. The teachers with responsibility for addressing bullying behaviour are the classroom teachers and the principal. Both will record and act upon the behaviour by following the steps specified in the Scoil Íosagáin Bullying Incident Record Sheet. The principal after 20 days will follow up with a review.

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

Identify
Bullying is defined in Cineáltas: Action Plan on Bullying 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.

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?
If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.
If the answer to any of these questions is No, then the behaviour is not bullying behaviour.

*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. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Where bullying behaviour has occurred, the parents of the students 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 (Principal)

- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved

Bullying Behaviour Record Sheet

Student Name	
Student Class	
Students Involved	
Name of person who reported the behaviour	

	Yes	No
Is the behaviour **Targeted** at a specific student or group of students?		
Is the behaviour **Repeated**?		
Is the behaviour **intended** to cause physical, social or emotional **harm**?		
*A single hurtful message on social media		

Steps to be followed by teacher and then principal	
1. Listen to the view of the student who is experiencing the bullying behaviour individually (and reassure)	1.
2. Listen to the other parties involved individually	2.
3. Listen to all parties involved as a group and share perspectives	3.
4. Inform Principal	4.
5. Inform Parents (Principal)	5.
6. Principal & teacher will take action A. Strategies to prevent reoccurring B. Logical Consequence of displayed behaviour	6.
7. Teacher Record on Aladdin	7.
8. Principal Record, store &inform BOM	8.

Type of Bullying Behaviour	Tick the relevant Behaviour
1. Disablist Bullying Behaviour	1.
2. Exceptionally Able Bullying	2.
3. Gender Identity Bullying	3.
4. Homophobic /Transphobic/LGBTQ+ Bullying	4.
5. Physical/Appearance Bullying	5.
6. Racist Bullying	6.
7. Poverty Bullying	7.
8. Religious Identity Bullying	8.
9. Sexist Bullying	9.
10. Sexual Harassment	10.
11. Relational	11.

Record a brief synopsis of the behaviour including who, when and where, include Student & Parent Input

Date of Incidents:

Actions agreed that will be taken to address the bullying behaviour.

Review

Date of Initial Conversation		
Date of Review (+ 20days)		
Ceased	Yes	No
Informed Parents	Yes	No

Scoil Iosagáin has a student Friendly Policy that will be displayed in all classrooms and explored during the morning meeting.

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.

Signed: _____ Date: 14/6/25 (Chairperson of board of management)

Signed: _____ Date: 19.6.25 (Principal)

Appendix A-Principal Reporting to BOM

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of Scoil Íosagáin on ___/___/_____

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

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update 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 student

> if a parent has informed the school that a student has left the school because of reported bullying behaviour

> if any additional support is needed from the board of management

> 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 students involved.

Appendix B-Our School's Standardised Approach

Bullying Behaviour Record Sheet

Student Name	
Student Class	
Students Involved	
Name of person who reported the behaviour	

	Yes	No
Is the behaviour **Targeted** at a specific student or group of students?		
Is the behaviour **Repeated**?		
Is the behaviour **intended** to cause physical, social or emotional **harm**?		
*A single hurtful message on social media		

Steps to be followed by teacher and then principal

9. Listen to the view of the student who is experiencing the bullying behaviour individually (and reassure)	1.
10. Listen to the other parties involved individually	2.
11. Listen to all parties involved as a group and share perspectives	3.
12. Inform Principal	4.
13. Inform Parents (Principal)	5.
14. Principal & teacher will take action	6.
A. Strategies to prevent reoccurring	
B. Logical Consequence of displayed behaviour	
15. Teacher Record on Aladdin	7.
16. Principal Record and inform BOM	8.

Type of Bullying Behaviour	Tick the relevant Behaviour
12. Disablist Bullying Behaviour	1.
13. Exceptionally Able Bullying	2.
14. Gender Identity Bullying	3.
15. Homophobic /Transphobic/LGBTQ+ Bullying	4.
16. Physical/Appearance Bullying	5.
17. Racist Bullying	6.
18. Poverty Bullying	7.
19. Religious Identity Bullying	8.
20. Sexist Bullying	9.
21. Sexual Harassment	10.
22. Relational	11.

Record a brief synopsis of the behaviour including who, when and where, include Student & Parent Input

Date of Incidents:

Actions agreed that will be taken to address the bullying behaviour.

Review

Date of Initial Conversation		
Date of Review (+ 20days)		
Ceased	Yes	No
Informed Parents	Yes	No

Appendix C
Review of the Bí Cineálta Policy

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

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools? Insert date when the Bí Cineálta policy was last adopted by the school.*
   _____/_____/20_____

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

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

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

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

   communicated to parents

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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?* ☐Yes ☐No

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? ☐Yes ☐No

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? ☐Yes ☐No

9. Has the Board discussed how the school is addressing all reports of bullying behaviour? ☐Yes ☐No

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? ☐Yes ☐No

11. Have the prevention strategies in the Bí Cineálta policy been implemented? ☐Yes ☐No

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? ☐Yes ☐No

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

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

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

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

17. Does the school refer parents to the complaints procedures if they
have a complaint about how the school has addressed bullying
behaviour?   ☐Yes ☐No

18. Has a parent informed the school that a student has left the
school due to reported bullying behaviour?   ☐Yes ☐No

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?   ☐Yes ☐No

Appendix D-Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

The Board of Management of Scoil Íosagáin confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management 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: _____   Signed:_____

(Chairperson of board of management)   (Principal)

Date: _____   Date:_____

Date of next review: _____