



St Colman's College,
Castlegar,
Claremorris,
Co. Mayo.
Roll No.: 64610N

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Drafted: May 2025

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The Board of Management of St. Colman's College has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The Board of Management of St. Colman's College recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to ensuring that policy and practice in the school is guided by the four key principles of Cineáltas:

- Prevention
- Support
- Oversight
- Community

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.

Mission Statement:

St Colman's College aims to be a Christian Community which respects all members of staff and nurtures each student to achieve maximum potential and to develop the whole person within a caring and respectful school

Definition of Bullying

- Bullying is 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 is unwanted. It is not accidental or reckless behaviour.

The harm can be:

- Physical (eg: personal injury, damage to or loss of property)
- Social: (eg: withdrawal, loneliness, exclusion)
- Emotional: (eg: low self-esteem, depression, anxiety)

A one-off instance of negative behaviour towards a student 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 repeated behaviour.

Behaviour that is not 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 be addressed under the school's Code of Behaviour.
- Some students with additional 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 students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Types of Bullying

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

Bullying can be - Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping students, physical assault, destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – 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 student.
- Extortion: where something is obtained through force or threats

Bullying can be - Indirect:

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student'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 student.

Online bullying behaviour

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

This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Excluding/disrupting access to a student on purpose on online chat groups/access to accounts/from an online game.

Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non consensual sharing of intimate images and also criminalises threatening to share these images.

If bullying behaviour involves physical violence or threats of violence, it may be considered assault.

If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges.

If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour. An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

When bullying behaviour becomes a Child Protection concern

Generally, bullying behaviour can be addressed without the involvement of Tusla. However, bullying behaviour may become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are not effective.

In determining when bullying behaviour should be reported to Tusla the following factors should be considered:

- The impact on the child
- Protective/appropriate action taken by the parents
- Protective/appropriate action taken by the school
- Engagement of child/family with support services such as NEPS

If there is doubt about whether bullying behaviour is a child protection concern the school will contact Tusla’s social work department for advice. This will enable the social worker to explore the situation with school staff and provide advice on the best course of action.

Outside School

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, we will deal with it in accordance with our Bí Cineálta policy. (See Section 6.2 of the procedures).

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

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

	Date consulted	Method of consultation
School Staff	December 2024 January/February 2025 March 7 th , 2025	Discussion at Croke Park meeting Training for 2 staff members Half day closure to discuss Sharing of draft policy with staff
Students	January/February 2024 April 2025	Distribution of questionnaires Consultation re child friendly policy (Student Council)
Parents	January/February 2024 ---- 2025	Distribution of questionnaires Draft policy on website

Board of Management	_____ 2025	Review new policy draft – leading to consultation and final ratification after amendments made where necessary.
Wider school community as appropriate, for example, bus drivers	_____ 2025	Posted on school website
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

St. Colman's College is fully committed to the following principles of best practice in preventing bullying behaviour:

- Maintaining a positive school culture and climate that
 - Is inclusive, welcoming of difference, is open, supportive and encourages pupils to disclose and discuss incidents of bullying behaviour
 - Makes it clear to all members of the school community (including school management, teachers, pupils, parents, coaches, ancillary staff) that bullying of any kind is unacceptable behaviour
 - Promotes respectful relationships across the school community. The school will focus on building empathy and respect in all members of the school community by modelling empathy and respect in all dealings with pupils and other members of the school community

Supervision:

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. A pro-active approach is encouraged during periods of supervision. Supervision is provided before school and at morning and lunch breaks. Students are assigned designated areas in which to socialise and eat. We offer an astro pitch, two basketball court and playing fields at designated lunchtimes.

Student Support Team:

There is a Student Support Team in place which comprises Principal, Deputy Principal, Year Heads, Guidance Counsellor, AEN Coordinator and the Anti Bullying Coordinator on an intermittent basis. The school community aims to prevent cyberbullying, homophobic and transphobic bullying, racist bullying, sexist bullying and sexual harassment as outlined in sections 5.5, 5.6, 5.7, 5.8 and 5.9 of the Bí Cineálta procedures. These include:

- Promotion of a positive school climate and culture where RESPECT is key.
- Effective Leadership
- Whole-school approach
- Fair and transparent Code of Behaviour
- Acceptable Use Policy
- Promote awareness of bullying (CSPE, SPHE AND RSE Programmes)
- Anti-Bullying workshops/guest speakers
- Effective supervision and monitoring of students
- Consistent recording, investigation and follow-up of bullying behaviour.
- On going evaluation of the effectiveness of the Cineáltas Procedure

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):

Culture and Environment

We strive to :

- Create a school culture where bullying behaviour is unacceptable.
- Have a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- Create safe spaces in our school building and yards – visibility
- Incorporate artwork and signs to promote our school values
- Encourage a sense of belonging
- Create a positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity.
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
 - promotes respectful relationships across the school community.

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

- Open Communication: We encourage regular communication between all stakeholders, including students, staff, parents, and school leaders.
- Setting Standards and Expectations: Senior school leaders set clear standards on preventing and addressing bullying behaviour through whole-school assemblies, parent evenings, and ongoing interactions with students.
- Consistent Approaches: A consistent and unified approach is taken when addressing incidents of bullying.
- Student Leadership: Students are encouraged to promote kindness, respect, and inclusion in their daily interactions.
- Parental Support: Parents play a vital role in fostering an anti-bullying culture by promoting empathy and respect. We support parents by organising parent evenings to discuss these values.
- Creating a 'Telling Environment': We aim to create a safe and supportive space where students feel empowered to report bullying incidents.

Strategies include:

- **Supporting students who witness bullying:** We aim to support students who witness bullying by providing strategies and encouragement to report incidents through surveys, online forms, our anonymous **email address to report bullying** or direct conversations with any of the following: peers, teachers, snas, ancillary staff, parents/guardians, guidance or any member of management.
- **Safe Physical Spaces:** We maintain physical safety by ensuring that areas like bathrooms, stairwells, Canteen, Year Basis the school yard, basketball courts, Astro are monitored by staff with clear lines of sight while on supervision.
- **Promoting Positive Messages:** Expectations and values are reinforced through visible messaging on school corridors and in classrooms. Posters and artwork, co-created with students, promote inclusion, empathy, and respect. This comprehensive approach aims to

create a supportive, respectful, and empathetic school community where bullying is actively prevented and effectively addressed.

- We engage in Anti Bullying week and “Stand Up” week annually.
- Wellbeing Week is celebrated annually. This academic year, 2024/25’ we celebrated achieving our Amber flag.
- Prefect System – students in 6th Year are paired with 1st Year students and supervise them in the games room at lunchtime and encourage positive interactions.
- Student Friendly Anti- Bullying Policy was formed by our Student Council members.
- Our Wellbeing curriculum, particularly SPHE lessons, focuses on positive behaviour in the curricular content in all classes.

Curriculum (Teaching and Learning)

We strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.

Ways in which we work to achieve this:

- Students will be provided with opportunities to understand causes and effects of bullying, cyber-bullying, the issue of identity based bullying including homophobic and transphobic bullying. Every reasonable effort will be made by the school to ensure that the full potential of the SPHE and RSE curricula are exploited to combat bullying. Suitable posters will be displayed (as appropriate) on notice boards throughout the school during various defined/themed weeks (e.g. Inclusion/LGBTQ+ week, Anti Bullying week, Wellbeing Week etc.).
- We model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- We provide a broad range of curricular and extracurricular activities which can help to develop a sense of self-worth, working together, inclusion and respect.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- We acknowledge our diverse school population – celebrating diversity and culture in our school through art, displays, photographs and school events.
- We implement education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular homophobic and transphobic bullying.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.
- The school will publish the school Bí Cineálta policy on the school website.
- Staff will be involved in the review of the policy at agreed intervals.

Policy and Planning

The wellbeing of our school community is at the heart of all school policies and plans. There are a range of other policies such as our school's Acceptable Use Policy, Supervision Policy, Special Education Needs Policy, Wellbeing Policy and Code of Behaviour that support implementation of a school's Bí Cineálta policy.

Student and Parent Voice

- Supporting the participation of students and parents in the development and implementation of school policies and plans helps increase awareness and ensure effective implementation. We do this by surveying all parents on a regular basis and through groups such as the Parents Association and the Student Council.

Staff Development and Voice

- All school staff are consulted in the development of policy and procedures in the school. Our staff engage in teacher professional learning courses that support school staff to prevent and address bullying behaviour. School staff also share their experiences and examples of best practice.

Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures and activities such as:

Student Council

- We have an opt in and nominated student council which ensures those students who are most interested in developing the student voice in the school feel supported and can connect and engage with our school community

Student Support Team

- There is a Student Support Team in place which comprises Principal, Deputy Principal, Year Heads, Guidance Counsellor, AEN Coordinator and the Anti Bullying Coordinator on an intermittent basis. The purpose of this team is to progress actions for the welfare and wellbeing of all students.

Parents Association

- Our Parents' Associations play an active role in the development of our school. The main focus of their regular meetings is how we can make our school a better, more positive place for all students.

Prefect System

- Students in 6th Year are paired with 1st Year students and help them settle into school in the first term and support positive interactions.

Open door Policy and Positive relationships with staff

- Staff aim to develop positive relationships with all students and try to develop a culture where students can approach any member of staff to discuss any issue which is affecting them in school, including any bullying behaviours

Awareness Initiatives

- We engage in age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- We conduct workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- We encourage peer mentoring and peer support.
- We engage parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

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):

In addition to all of the practices and policies identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships, St. Colman's College has the following in place to prevent and address cyber bullying, homophobic/transphobic bullying, racist bullying and sexist bullying behaviour:

- Staff at all times endeavour to encourage pupils to show respect for each other.
- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Digital Media Policy includes learning about responsible online behaviour and digital citizenship. AUP has also been developed for technology in our school.
- The school's anti-bullying policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff
- Supervision and monitoring of classrooms, corridors, school grounds, on school tours and during extracurricular activities.
- Involvement of pupils in contributing to a safe school environment e.g. Stand Up/ anti-bullying week, Wellbeing week and other activities that can help pupils and encourage a culture of peer respect and support for all.
- Ensuring that pupils know who to tell and how to tell.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices.

- Promote online safety events or material for parents.
- We promote positive role models within the school community
- Challenge gender- stereotypes – equal participation of all. Equal recognition.
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Making clear that our school has a zero-tolerance approach to sexual harassment of any kind.

Section C: Addressing Bullying Behaviour

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

Class teacher:

- All staff will be vigilant to bullying behaviour.
- The class teacher will promptly document any initial conversations about bullying behavior using the appropriate school reporting form.
- The class teacher will liaise with the Anti-Bullying Coordinator.

Anti-Bullying Coordinator:

- The Anti-Bullying Coordinator will further investigate the alleged bullying by reviewing reports from staff, students, and parents.
- The Anti-Bullying Coordinator will follow up after twenty days to investigate if the bullying behaviour has ceased.
- The Principal will inform the Board of Management of incidents of bullying.
- The Principal and Deputy Principal are available to provide up to date information and supports if needed to assist the Anti-Bullying Coordinator in addressing concerns.

When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

Reporting Bullying Behaviour

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved (rather than to apportion blame).

The Anti-Bullying Coordinator in conjunction with Deputy Principal and Principal address and investigate bullying behaviour. 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. All staff (class teachers, Year Heads, Guidance Counsellor, Deputy Principal, Principal) have a responsibility to report suspected incidences of bullying. These should be brought to the attention of the Anti-Bullying Coordinator who will complete a Bullying Incident Report Form.

With this in mind the school's procedures are as follows:

Students and or/parents should report bullying behaviour to **any member of staff** with whom they feel comfortable. All staff, students or parents may:

- Make a direct approach at an appropriate time
- Hand up a signed note e.g. with homework
- Email the relevant teacher
- Make a phone call to the school
- Ask a parent/guardian or friend to talk on their behalf

Identifying if bullying behaviour has occurred

- The staff member who the disclosure was made to, will inform the Anti-Bullying Coordinator who will decide if bullying behaviour has occurred. To determine whether the behaviour reported is bullying behaviour the Anti-Bullying Coordinator will consider the following questions:
 1. Is the behaviour targeted at a specific student or group of students?

2. Is the behaviour intended to cause physical, social or emotional harm?
 3. Is the behaviour repeated?
- If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

Note: One Off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

- If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.
- When identifying if bullying behaviour has occurred teachers will consider what, where, when and why?
- If a group of students is involved, each student will be engaged individually first. Thereafter, all students involved will be met as a group.
- At the group meeting, each student will be asked for their account of what happened to ensure that everyone in the group is clear about each other's views.
- Each student will be supported as appropriate, following the group meeting.
- If age is appropriate, the students involved will be asked to write down their account of the incident(s).

Where bullying behaviour has occurred

- Where bullying behaviour has occurred, the parents of the students involved will 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 Anti-Bullying Coordinator will listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- The Anti-Bullying Coordinator will keep a record of the engagement with all involved. This record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bí Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents. The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

Follow up where bullying behaviour has occurred

- The Anti-Bullying Coordinator and Principal must engage with the students 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 students involved.
- The Anti-Bullying Coordinator will document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students 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 students involved even where bullying behaviour has ceased. This will be done by speaking to the child/children a number of weeks after the incident to check on their continuing welfare. The child's parents will also be consulted.
- If the bullying behaviour has not ceased the Anti-Bullying Coordinator will review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying bullying behaviour is continuing to display the behaviour, then school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- If a parent(s) is not satisfied with how the bullying 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.
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

Requests to take no action

- A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, school staff will show empathy to the student, will deal with the matter sensitively and speak 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 will be asked to put this request in writing to the school. However, while acknowledging the parent's request, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour

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

- 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.

Supporting Bullied pupils:

- Ending the bullying behaviour.
- Fostering respect for bullied pupils and all pupils.
- Fostering greater empathy towards and support for bullied pupils.
- Indicating clearly that bullying is not the fault of the targeted pupil through annual awareness-raising programmes.
- If the Anti-Bullying Coordinator feels that a bullied child would benefit from counselling, this will be discussed with their parents.
- 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 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.
- If the class teacher feels that a child who displayed bullying behaviour would benefit from counselling, this will be discussed with their parents.
- In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child.
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

Outside agency support

The school, in certain circumstances, may also seek the support and advice of TUSLA, EWO, NEPS, NCSE, the HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying.

Recording Bullying Behaviour

All incidents of bullying behaviour will be recorded. The record should document the form (Section 2.5) and type (See Section 2.7) of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents.

The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour. It should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this. It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased. Any engagement with external services/supports should also be noted.

These records will be retained in the child's file in the Office in accordance with our school's record keeping policy and in line with data protection regulations.

Where a Student Support File exists for a student, we will place a copy of the record on the student's support file. This will assist us in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan will be updated to incorporate response strategies and associated supports.

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: _____

Principal

Signed: _____

Chairperson of the Board of Management

Date: _____

Record of Alleged Bullying Behaviour Report

1. Name of pupil allegedly being bullied and class group

Name_____ Class_____

2. Name(s) and class(es) of pupil(s) allegedly engaged in bullying behaviour

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3. Source of bullying concern/report

(tick relevant box(es))*

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other Staff Member	
Other	

4. Location of incidents

(tick relevant box(es))*

Playground	
Classroom	
Other area inside school	
School Bus	
Online	
Other	

5. When the alleged bullying incidents took place

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6. Name of person(s) who reported the bullying concern & relationship to the alleged victim

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7. Witnesses to the incident (If any)

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8. Form of Bullying Behaviour (tick relevant box(es)) *

Physical Bullying Behaviour	☐	Relational	☐
Verbal Bullying Behaviour	☐	Exclusion	☐
Written Bullying Behaviour	☐	Online Bullying	☐
Extortion	☐	Other	☐

9. Type of Bullying (tick relevant box(es)) *

Disablist Bullying Behaviour	☐	Racist Bullying	☐
Exceptionally Able Bullying Behaviour	☐	Poverty Bullying	☐
Gender Identity Bullying	☐	Religious Identity Bullying	☐
Homophobic/Transphobic Bullying	☐	Sexist Bullying	☐
Physical Appearance Bullying	☐	Sexual Harassment	☐

8. Brief Description of the alleged bullying behaviour and its alleged impact

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Signed: _____ (Relevant Teacher) **Date:** ____/____/____

Date submitted to Principal/Deputy Principal: ____/____/____

* **Note:** The categories listed in the tables 3, 4, 7 & 8 are suggestions and the school reserves the right to amend these as new circumstances arise .

* **Note:** Details of actions taken will be on a subsequent form

Investigation of Alleged Bullying Behaviour

(Please record details of interview(s) etc. as relevant).

If a group of students is involved in the alleged bullying behaviour, each student should be engaged with individually at first. Thereafter, all students involved should be met as a group. At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. Each student should be supported as appropriate, following the group meeting. If age appropriate, the students involved will be asked to write down their account of the incident(s).

Name of Anti-Bullying Coordinator investigating alleged bullying behaviour:

Date: ____/____/____

Date:	

Signed: _____

Date: ____/____/____

Identifying if Bullying Behaviour has Occurred

Must be attached by the Anti-Bullying Coordinator to every record of alleged bullying behaviour reported.

To determine whether the behaviour reported is bullying behaviour, the class teacher will use the information on the record of alleged bullying behaviour report and the information gathered through the interview process to consider the following questions:

	Yes	No
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 the questions above is Yes, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures.

Note: One Off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is No, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

	Yes	No
Is the reported behaviour bullying		

Signed: _____

Date: ____/____/____

Bullying Behaviour Report

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

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3. Source of bullying concern/report

(tick relevant box(es))*

Pupil Concerned	☐
Other Pupil	☐
Parent	☐
Teacher	☐
Other Staff Member	☐
Other	☐

4. Location of incidents

(tick relevant box(es))*

Playground	☐
Classroom	☐
Other area inside school	☐
School Bus	☐
Online	☐
Other	☐

5. When the bullying incidents took place

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6. Name of person(s) who reported the bullying concern & relationship to the victim

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7. Witnesses to the incident (If any)

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8. Form of Bullying Behaviour (tick relevant box(es)) *

Physical Bullying Behaviour		Relational	
Verbal Bullying Behaviour		Exclusion	
Written Bullying Behaviour		Online Bullying	
Extortion		Other	

9. Type of Bullying (tick relevant box(es)) *

Disablist Bullying Behaviour		Racist Bullying	
Exceptionally Able Bullying Behaviour		Poverty Bullying	
Gender Identity Bullying		Religious Identity Bullying	
Homophobic/Transphobic Bullying		Sexist Bullying	
Physical Appearance Bullying		Sexual Harassment	

8. Brief Description of the bullying behaviour and its impact

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9. Date of initial engagement with the child who was bullied: ____/____/____

10. Date of initial engagement with the parents of the child that was bullied: ____/____/____

11. Date of initial engagement with the child who bullied: ____/____/____

12. Date of initial engagement with the parents of the child that bullied: ____/____/____

13. Views of the child that was bullied and their parents regarding the actions to be taken to address the bullying behaviour:

14. Views of the child that bullied and their parents regarding the actions to be taken to address the bullying behaviour:

Signed: _____ (Relevant Teacher) **Date:** ____/____/____

Date submitted to Principal/Deputy Principal: ____/____/____

*** Note:** The categories listed in the tables 3, 4, 7 & 8 are suggestions and the school reserves the right to amend these as new circumstances arise .

Review of Bullying Behaviour
Determining if Bullying behaviour has ceased

The class teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement.

1. Date of follow up engagement with the child who was bullied: ____/____/____

2. Date of follow up engagement with the parents of the child that was bullied:
____/____/____

3. Views of the child that was bullied regarding whether the bullying behaviour has ceased:

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4. Views of the parents of the child that was bullied regarding whether the bullying behaviour has ceased:

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5. Details of engagement with external services/supports if applicable:

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	Yes	No
Has the bullying behaviour ceased?		

Date that it has been determined that the bullying behaviour has ceased: ____/____/____

Signed: _____ (Relevant Teacher) Date: ____/____/____

Date submitted to Principal/Deputy Principal: ____/____/____

Review of strategies if bullying behaviour has not ceased

1. Date of review of strategies with students and parents if bullying behaviour has not ceased:

____/____/____

2. Review of strategies with students and parents if bullying behaviour has not ceased

3. Agreed timeframe for further engagement until the bullying behaviour has ceased:

Signed: _____ (Relevant Teacher) Date: ____/____/____

Date submitted to Principal/Deputy Principal: ____/____/____

‘Check-in Sheet for Bullying Behaviour

(Please record details of engagement(s) with students following bullying behaviour)

Date:	

Signed: _____

Date: ____/____/____