

Bí Cineálta Policy to Prevent and Address Bullying Behaviour



The Board of Management of Moneenroe N.S. Roll No. 16204F 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 2023*.

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.

Definition of bullying

Bullying is defined in *Bí Cineálta* 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.

<https://www.gov.ie/en/department-of-education/publications/b%c3%ad-cine%c3%a1ta-resources-for-primary-schools-post-primary-schools-and-parents/>

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

This policy sets out how the school community at Moneenroe N.S. prevents and addresses bullying behaviour, in accordance with the requirements of the Bí Cineálta procedures. Strategies for responding to inappropriate behaviour that does not constitute bullying are outlined in the school's Code of Behaviour.

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	28 th March 2025	Oide Staff Training Day Seminar Principal's Training $\frac{1}{2}$ Day closure to discuss document as Whole School Staff
Students	28 th May 2025	Questionnaire with 6 th Class pupils Bí Cineálta Poster Competition
Parents	28 th May 2025	Questionnaire sent to all Parents
Board of Management	19 th June 2025	Draft policy sent to all members in advance of the meeting to invite feedback and suggestions. Discuss and agree final draft at BOM meeting on 19 th June 2025. Ratify on 19 th June 2025 and monitor implementation and effectiveness of the policy through feedback from the principal at each meeting and its annual review
Date policy was approved: 19 th June 2025		
Date policy was last reviewed: N/A		

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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 (see Chapter 5 of the Bí Cineálta procedures):

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 members of the school community should be based on respect, care, integrity and trust. Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour. 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.

Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.

Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

We are committed to creating and maintaining a positive school climate that promotes respectful relationships across the school community. Our prevention strategies are guided by the *Bí Cineálta* procedures and focus on fostering a culture where bullying is never acceptable. We implement the following prevention strategies:

1. Whole-School Approach

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- We promote a positive school culture through regular whole-school initiatives that reinforce respectful behaviour, kindness, inclusion, and empathy (e.g. Wellbeing Activities, 70 Acts of Kindness, Assemblies).
- Our Code of Behaviour explicitly outlines expectations for respectful behaviour and the consequences of engaging in bullying.

2. Prevention through Education

- Anti-bullying education is embedded in the SPHE curriculum across all class levels, with particular emphasis on topics such as self-esteem, empathy, conflict resolution, respect for diversity, and the impact of bullying.
- We use the Stay Safe and Walk Tall programmes to support pupils in identifying bullying behaviour and knowing how to respond appropriately.

3. Digital Citizenship and Online Safety

- Online safety and digital citizenship are taught explicitly to all classes, using materials from Web wise and other age-appropriate resources.
- Pupils are educated about the impact of online behaviour and how to be responsible, respectful internet users. This includes guidance on managing privacy settings, reporting abuse, and understanding the consequences of cyberbullying.
- We are concerned about the level of screen time the children are accessing and are asking parents to place limits and parental controls on their devices and apps.
- See comprehensive list of recommended Oide resources attached to this policy which the staff use as Preventative Educational programmes

4. Addressing Homophobic and Transphobic Bullying

- We promote respect for all individuals regardless of their sexual orientation, gender identity, or gender expression.
- Lessons and school discussions affirm that homophobic and transphobic language or actions are unacceptable.
- Staff are supported in confidently addressing these forms of bullying and modelling inclusive language and attitudes.

5. Addressing Racist and Sexist Bullying and Sexual Harassment

- Through SPHE, History, and intercultural activities, we foster an appreciation of diversity and educate pupils about the harmful effects of racism and sexism.

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- We explicitly teach that discrimination or harassment based on race, culture, nationality, gender, or perceived gender roles is unacceptable.
- Age-appropriate lessons help pupils understand the meaning of consent, personal boundaries, and respectful interactions.

6. Staff Training and Supervision

- Staff receive training, CPD and guidance on identifying, preventing, and responding to bullying behaviour, including specific types such as online, racist, homophobic, and sexist bullying.
- Effective supervision of pupils occurs during all transitions and break times. Staff remain vigilant for early signs of bullying and respond immediately in line with school procedures.

7. Pupil Voice and Participation

- Pupil input is encouraged through class discussions, suggestion boxes and notes to ensure the school is a safe and inclusive space for all.
- Children are empowered to report bullying and to support peers in doing the same, knowing they will be heard and supported.

8. Parent and Community Involvement

- Parents are informed of the school's anti-bullying procedures and are encouraged to reinforce positive, respectful behaviours at home.
- We foster open communication with families and the wider community to promote a consistent approach to preventing and addressing bullying

We recognise the critical role that supervision and monitoring play in preventing and responding to bullying behaviour. 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): See Supervision Policy In line with *Bí Cineálta* procedures, the following measures are in place:

• Supervision of Pupils:

All pupils are actively supervised during arrival, break times, transitions, and dismissal. Staff are present in key areas such as classrooms, corridors, yards, and toilets to ensure safe and respectful interactions.

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- **Monitoring of Behaviour:**

Teachers use observation and informal monitoring during class time and yard duty to identify early signs of bullying behaviour. Staff are alert to changes in behaviour or social dynamics that may indicate bullying.

- **Communication Among Staff:**

Regular staff meetings and informal check-ins allow for the sharing of concerns regarding pupil wellbeing or suspected bullying behaviour. This ensures a coordinated and timely response.

- **Classroom Management:**

Class teachers implement proactive strategies to foster positive behaviour, such as clear rules, cooperative learning, seating plans, and promoting kindness and inclusion.

- **Record-Keeping and Reporting:**

Incidents of bullying or suspected bullying are recorded in line with school policy and the *Bí Cineálta* reporting procedures. Patterns are monitored over time to ensure appropriate follow-up and support.

- **Supervision Policy:**

The school's supervision policy is regularly reviewed and updated to reflect good practice and to ensure it effectively supports the prevention and early identification of bullying behaviour.

- **School Environment:**

Efforts are made to ensure that all school spaces are welcoming and inclusive, with visual reminders (e.g. posters, displays) reinforcing anti-bullying messages and positive behaviour.

These strategies support a proactive approach to preventing bullying and ensuring all pupils feel safe, respected, and supported throughout the school day.

Section C: Addressing Bullying Behaviour

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

At Moneenroe N.S. all members of staff have a shared responsibility to respond to bullying behaviour. However, specific roles are assigned to ensure a consistent and effective response:

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- **Class Teacher:**

The class teacher is the first point of contact for addressing any concerns related to bullying behaviour involving pupils in their care. They investigate reports, support the pupils involved, and communicate with parents where appropriate.

- **Principal / Deputy Principal:**

The Principal (and Deputy Principal, where applicable) oversees the implementation of the anti-bullying policy and ensures that all reports of bullying are dealt with in accordance with the *Bí Cineálta* procedures. They manage cases requiring further intervention, support staff in their roles, and liaise with parents and outside agencies when necessary.

Moneenroe N.S. follows the *Bí Cineálta* six-stage approach to effectively investigate and resolve bullying incidents. This approach ensures that all cases are managed with fairness, sensitivity, and a focus on positive outcomes. The stages include:

1. **Preliminary Assessment:** Early identification of potential bullying behaviours through observation, reports from pupils, parents, or staff.
2. **Information Gathering:** Collecting information from all parties involved to understand the nature and context of the incident(s).
3. **Planning the Response:** Deciding on appropriate interventions, prioritising early intervention to prevent escalation.
4. **Implementing Interventions:** Carrying out strategies such as mediation, restorative practices, or tailored supports for both the target and the alleged perpetrator.
5. **Monitoring and Review:** Regularly checking the effectiveness of interventions and the well-being of all pupils involved.
6. **Follow-up and Support:** Providing ongoing support, including counselling or referrals if needed, to ensure sustained positive relationships and a safe school environment.

Throughout these stages, the school emphasises:

- Early intervention to address issues before they escalate.
- Support for all pupils involved, ensuring their safety and emotional well-being.
- Restorative practices, where appropriate, to repair harm and restore respectful relationships.

Supporting Students When Bullying Occurs

When bullying behaviour occurs, Moneenroe N.S. is committed to ensuring that the response is compassionate, respectful, and effective. The school will:

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- Ensure that the student experiencing bullying is heard and reassured.
- Seek to ensure the privacy and dignity of all involved.
- Conduct all conversations with sensitivity and care.
- Consider the age, ability, and needs of those involved in addressing the situation.
- Listen carefully to the views of the student experiencing bullying regarding how best to resolve the issue.
- Take timely and appropriate action to address the behaviour.
- Keep parents of all parties informed throughout the process to foster cooperation and support.

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):

At **Moneenroe N.S.** all reports and concerns of bullying are taken seriously.

We follow the staged approach outlined in *Chapter 6* of the **Bí Cineálta** procedures:

1. Determining if Bullying Behaviour has Occurred

- **Initial Concern Raised:re**

A staff member, usually the class teacher, will listen carefully to the concern raised by a pupil, parent, or colleague.

- **Gathering Information:**

The teacher will gather relevant information by speaking sensitively with the pupil(s) involved, witnesses (if any), and reviewing any written accounts or observations. Pupils are supported and reassured throughout.

- **Assessing the Behaviour:**

The teacher assesses the behaviour against the definition of bullying as repeated, intentional behaviour causing hurt or distress. The *Checklist for Determining if Bullying Has Occurred* (from Bí Cineálta) may be used to support this step.

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2. Addressing Bullying Behaviour

- **Stage 1 - Resolving Informally:**

Where appropriate, the behaviour is addressed through supportive interventions, including:

- Restorative conversations: Using the Restorative questions
- Clarifying expectations and school rules
- Mediation between pupils
- Encouraging reflection, empathy and understanding

- **Stage 2 - Formal Investigation and Recording:**

If the behaviour persists or is serious in nature:

- A formal investigation is conducted by the class teacher and/or Principal.
- The behaviour is recorded using the *Bí Cineálta* template.
- Parents/guardians of all parties are informed.
- Support is put in place for both the pupil experiencing bullying and the pupil engaging in the behaviour.

- **Stage 3 - Ongoing Monitoring and Support:**

- Individual behaviour support plans may be used.
- Counselling or pastoral care supports may be accessed (internal or external).
- The school works in partnership with parents/guardians to monitor progress and prevent recurrence.

3. Reviewing Progress

- **Follow-up Meetings:**

Follow-up meetings are held with pupils and parents to ensure the bullying behaviour has stopped and that relationships are improving.

- **Monitoring for Recurrence:**

Staff continue to monitor the situation over time, particularly during unstructured times (e.g., yard, group work).

- **Review by Leadership Team:**

Patterns of behaviour or repeat incidents are reviewed by the Principal and staff to ensure appropriate measures are in place school-wide.

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- **Restorative and Preventative Actions:**

Restorative practices and further prevention strategies are implemented to rebuild trust, support relationships, and reinforce a positive school culture.

- **Staff Training:** in keeping with the advice on Pg 54 of procedures, staff have been trained in RP by a trained facilitator from CDI Tallaght

Bullying Outside of School

While the primary responsibility of Moneenroe N.S. relates to incidents that occur on school grounds or during school-related activities, the school acknowledges that bullying behaviour taking place outside of school—such as online or within the wider community—can significantly affect a pupil's wellbeing and engagement in school life. When such incidents are reported to school staff and are found to impact a pupil, the school will, insofar as is practicable and within its remit, respond in accordance with this policy. This may involve collaboration with parents and, where appropriate, referral to relevant external agencies.

Bí Cineálta 6.2 pg 43

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, schools should deal with it in accordance with their Bí Cineálta policy.

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

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

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At Moneenroe NS, we are committed to supporting every pupil affected by bullying - whether they have experienced, witnessed, or engaged in bullying behaviour. Our supports are tailored to the needs of each individual, as outlined below:

1. Supporting Pupils Who Experience Bullying Behaviour

- **Listening and Reassurance:**
Pupils are listened to with empathy and their concerns are taken seriously. They are reassured that they are not to blame and that steps will be taken to keep them safe.
- **Restoring a Sense of Safety and Confidence:**
Pupils are supported to rebuild their self-esteem and sense of belonging in the school through positive relationships, encouragement, and inclusion in group activities.
- **Ongoing Check-ins:**
Designated staff (usually the class teacher) will follow up regularly with the pupil to monitor their wellbeing and ensure the bullying has stopped.
- **Access to Pastoral Supports:**
Where appropriate, additional supports such as school-based wellbeing programmes, informal mentoring, or external counselling services may be offered.

2. Supporting Pupils Who Witness Bullying Behaviour

- **Encouragement to Speak Up:**
Pupils are encouraged and praised for reporting concerns or supporting a peer who may be experiencing bullying.
- **Empowering Bystanders:**
Class discussions and SPHE lessons help pupils understand how to safely and effectively intervene, report bullying, and support inclusion.
- **Ensuring Their Wellbeing:**
Pupils who witness bullying are also given the opportunity to speak about their feelings and receive reassurance or support as needed.

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3. Supporting Pupils Who Display Bullying Behaviour

- **Understanding the Behaviour:**

Pupils are helped to understand the impact of their behaviour on others and to take responsibility for their actions in a non-shaming, supportive manner.

- **Restorative Practices:**

Where appropriate, restorative conversations or activities are used to repair harm, promote empathy, and rebuild relationships.

- **Behaviour Support and Re-education:**

Targeted behaviour plans, social skills teaching, and self-regulation strategies may be put in place to support positive behaviour change.

- **Parental Involvement:**

Parents/guardians are actively involved in supporting their child's behaviour change through positive reinforcement and consistent messaging.

These approaches reflect our school's commitment to fostering a safe, inclusive, and supportive environment for all pupils, as guided by the **Bí Cineálta** procedures.

Group	Supports Provided	Led by
Pupils Experiencing Bullying	Listening, reassurance, restorative support, counselling	Class Teacher, Principal
Witnesses	Bystander empowerment, check-ins	Class Teacher, SPHE Lessons
Pupils Engaging in Bullying	Behaviour plans, restorative conversations, re-education	Class Teacher, SET Coordinator, Parents

Procedures to Prevent and Address Bullying Behaviour for Primary Schools

Supporting Students at Greater Risk

At Moneenroe NS, we recognise that some pupils may be more vulnerable to bullying behaviour, including students with special educational needs (SEN), those from minority or marginalised backgrounds, and those experiencing other forms of disadvantage. We are committed to providing additional tailored supports to these pupils to ensure their safety and wellbeing. This includes differentiated pastoral care, individualised behaviour support plans where needed, collaboration with SEN and inclusion staff, and close communication with families. Our staff receive ongoing training to understand the unique challenges faced by these pupils and to foster an inclusive environment that actively counters discrimination and promotes respect for diversity, in line with Chapter 3 of the **Bí Cineálta** procedures.

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Supports will be informed by the NCSE Guidelines for Supporting Students with SEN and the school's Wellbeing and Inclusion policies. Where necessary, advice from NEPS and external professionals will be sought.

2.2 Bí Cinealta, pg 18:

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

Recording Bullying Behaviour

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools. In line with the **Child Protection Procedures for Primary and Post-Primary Schools (DES, 2023)**, where there is a concern that a child is being, or at risk of being, bullied and such bullying is regarded as **child abuse**, the matter will be referred to the **Designated Liaison Person (DLP)**, **Barbara Luttrell**, without delay. The DLP will then follow the correct reporting procedures as outlined in the school's **Child Safeguarding Statement** and national guidelines.

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.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

For transparency and ease of reference, the following documents are attached as appendices to this policy:

1. **Appendix A - School Bí Cineálta Policy Template**

A mandatory template that every school must use as the foundation for developing its own Bí Cineálta policy.

2. **Appendix B - Student-Friendly Bí Cineálta Policy**

A simplified version of the policy, written in accessible language for students and parents. Schools are required to create and display this version prominently.

3. **Appendix C - Guide to Addressing Bullying Behaviour**

A practical guide for school staff on identifying, responding to, and managing incidents of bullying behaviour.

4. **Appendix D - Guide to Providing Bullying Behaviour Updates to the Board of Management**

Assists principals in preparing updates for the board of management, including trends, actions taken, and policy effectiveness.

5. **Appendix E - Review of the Bí Cineálta Policy**

A template for conducting the required annual review of the school's policy, involving input from the entire school community.

6. **Appendix F - Notification Regarding the Board of Management's Annual Review**

A sample notification form to inform the school community that the annual review of the Bí Cineálta policy has been completed.

7. **Appendix G - Overview of the Bí Cineálta Procedures**

A summary document highlighting the key elements and changes in the updated procedures compared to the previous 2013 guidelines.

Supports available to help prevent and address bullying include the following:

- NEPS- providing advice on best practice to prevent and address bullying when issues arise in schools and/or training in preventative initiatives pg.46
- Oide - providing TPL pg.47
- Webwise - online safety awareness raising and education initiative for pupils and parents pg.47
- National Parents Council - online and in person courses to support parents to prevent and address bullying pg. 48
- DCU Anti bullying centre- FUSE programme that can be used to promote a positive school culture and assist in preventing and addressing bullying behaviours. Pg.48
- Tusla - for cases where it is considered that bullying behaviour becomes a child protection concern. Pg.48
- Cyberbullying and Internet Safety Facilitators

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This anti-bullying policy will be reviewed on an annual basis to ensure its continued effectiveness and compliance with current legislation and guidelines. The review process will include consultation with all members of the school community, including staff, students, parents, and the Board of Management. Following this consultation, the Board of Management will formally discuss and approve the policy, with documented minutes reflecting the review and any amendments made. This process aligns with the requirements set out in Section 9 of the Bí Cineálta procedures. This policy will be reviewed annually or as required.

Please note - *This is a working document and may be amended if necessary.*

Signed: _____ Date: _____
(Chairperson of Board of Management)

Signed: _____ Date: _____
Principal)

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Moneenroe NS Bullying Behaviour Incident Report Form

Section 1: Incident Details

- Form of Bullying Behaviour (See Section 2.5 of Bí Cineálta Procedures):

- Type of Incident (See Section 2.7 of Bí Cineálta Procedures):

- Location & Time (if known) (See Section 2.6 of Bí Cineálta Procedures):

- Date of Initial Engagement with Students & Parents:

Section 2: Student & Parent Views

Student's Views on Action to Address the Behaviour:

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Parents' Views on Action to Address the Behaviour (Only in relation to their own child):

Section 3: Review & Follow-Up

- Review Date(s): _____
- Has the Bullying Behaviour Ceased? (Yes/No) _____
- Student's Views on Outcome:

- Parents' Views on Outcome:

- Date Bullying Behaviour Ceased (if applicable): _____

Section 4: Additional Actions & Support

- Engagement with External Services/Supports (if applicable):

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- If a SSF (Student Support File) exists for a pupil involved, has a copy of this record been placed in their support file? (Yes/No) _____
- If a SSP (Student Support Plan) exists has it been updated to incorporate response strategies and associated supports? (Yes/No) _____

Recorded by: _____ Date: _____

Reviewed by: _____ Date: _____

Appendix A

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of _____ 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.

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.

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.

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		
Students		
Parents		
Board of management		
Wider school community as appropriate, for example, bus drivers		
Date policy was approved:		
Date policy was last reviewed:		

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 (see Chapter 5 of the Bí Cineálta procedures):

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):

Section C: Addressing Bullying Behaviour

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

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 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 (see Chapter 6 of the Bí Cineálta procedures):

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

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

Section D: Oversight

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

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

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

Signed: _____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

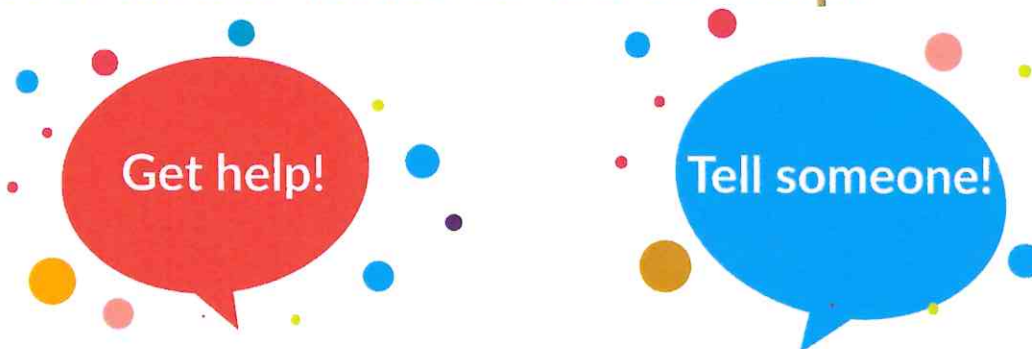
Appendix B

Student-Friendly Bí Cineálta Policy

Bí Cineálta!

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

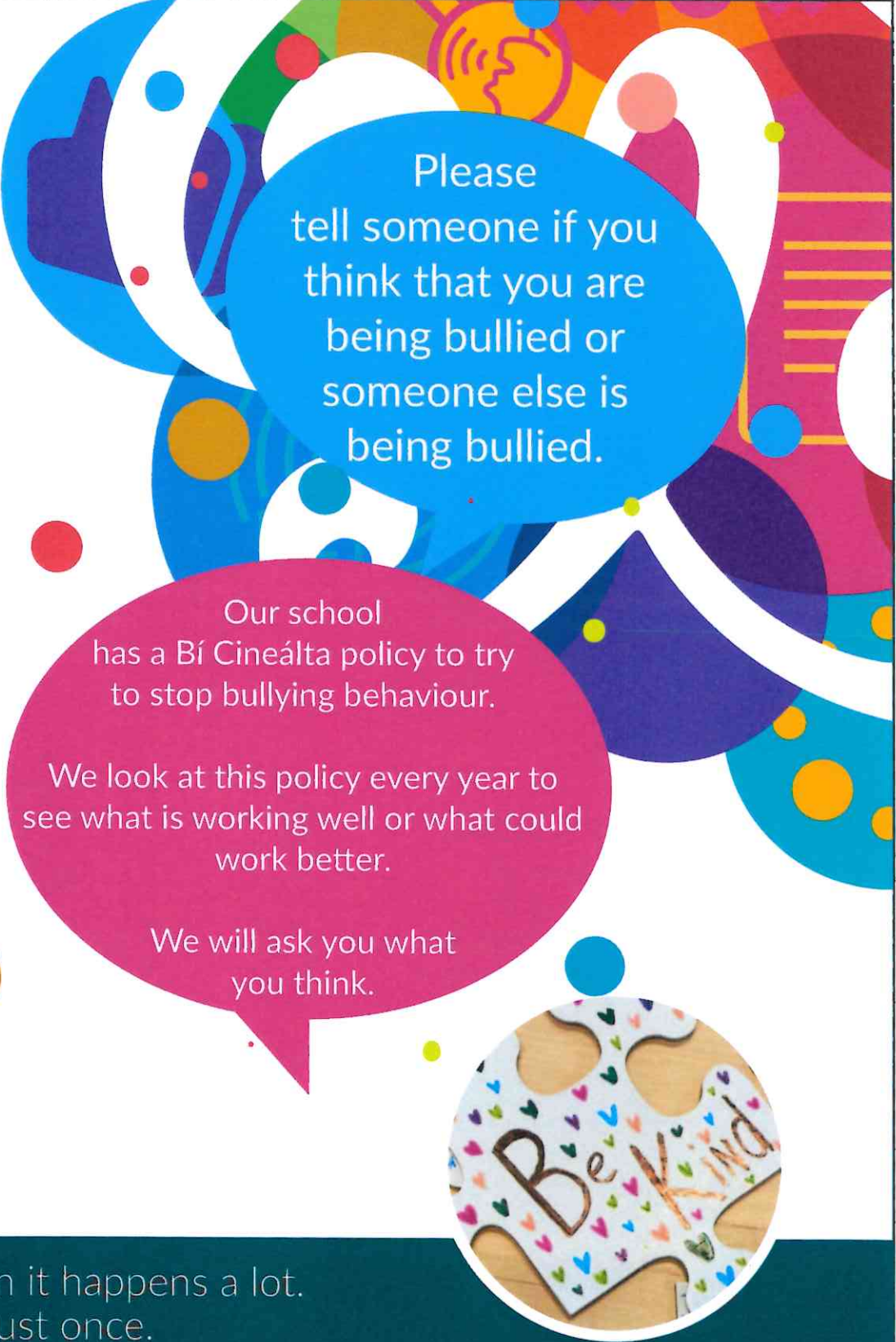
If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.



If a student tells a staff member that they think they are being bullied, we will:

- > talk with the student
- > ask the student what they want to happen
- > work out a plan together
- > talk to their parents
- > talk to the other student(s) involved
- > talk with the other student's parents

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.



Please
tell someone if you
think that you are
being bullied or
someone else is
being bullied.

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

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

We will ask you what
you think.



When it happens a lot.
Not just once.

Appendix C

Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

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.

When addressing bullying behaviour teachers should:

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

Identifying if bullying behaviour has occurred

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.

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.

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 should consider what, where, when and why?

- > if a group of students is involved, 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
- > it may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

- > 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 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
- > it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- > a record should be kept 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 Bi 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 teacher 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 teacher 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

- > 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
- > if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- > if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
- > if a parent(s) 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 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

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of DD/MM/YYYY

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 E

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 <i>Bí Cineálta Procedures for Primary and Post-Primary Schools</i> ? Insert date when the Bí Cineálta policy was last adopted by the school. _____/_____/20_____	
2.	Where in the school is the student-friendly Bí Cineálta policy displayed?	
3.	What date did the Board publish the Bí Cineálta policy and the student-friendly policy on the school website? _____/_____/20_____	
4.	How has the student-friendly policy been communicated to students?	
5.	How has the Bí Cineálta policy and student-friendly policy been communicated to parents	
6.	Have all school staff been made aware of the, school's Bí Cineálta policy and the <i>Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools</i> ? ☐ Yes ☐ No	
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? ☐ 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:

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

Signed: _____

(Chairperson of board of management)

Date: _____

Date of next review: _____

Signed: _____

(Principal)

Date: _____

Appendix F

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

The Board of Management of _____ 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 _____ [date].

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: _____

(Chairperson of Board of management)

Date: _____

Signed: _____

(Principal)

Date: _____

Appendix G

Overview of the Bí Cineálta Procedures for Preventing and Addressing Bullying Behaviour

The following is a guide to the main changes between the requirements of the 2013 *Anti-bullying Procedures for Primary and Post-Primary Schools* and the requirements of the 2024 *Bí Cineálta procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, which replace the 2013 procedures. This is not an exhaustive list.

Chapter 1	Responsibilities of the school community	All members of the school community must work together in partnership to prevent and address bullying behaviour at school.
	Legal basis	Legislation underpinning Bí Cineálta: Children First Act 2015. Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law.
Chapter 2	What is bullying behaviour?	Updated definition of bullying behaviour based on Cineáltas: Action Plan on Bullying (2022).
	Criminal behaviour	Updated information on when bullying behaviour can be considered criminal behaviour.
	Child protection concerns	Updated information relating to when bullying behaviour becomes a child protection concern.
Chapter 3	Impacts of bullying behaviour	Updated information on how bullying behaviour can impact students who experience bullying behaviour, students who witness the behaviour and students who engage in bullying behaviour.
Chapter 4	Bí Cineálta Policy	Schools must engage with the whole school community to develop their Bí Cineálta policy, using the template in Appendix A. The policy must list preventative strategies that are used including those to specifically prevent cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate. Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those displaying bullying behaviour. All incidents of bullying behaviour must be recorded. The school principal is required to provide a bullying behaviour update at each ordinary board of management meeting. The school's Bí Cineálta policy must be reviewed in collaboration with the whole school community once each calendar year and sooner if a serious incident occurs and the board of management determines an urgent review is required.

Chapter 4	Appendix A Bí Cineálta Policy	This template document must be used as a basis for each school's Bí Cineálta Policy.
	Student-Friendly Bí Cineálta Policy	Every school must develop a student-friendly version of its Bí Cineálta policy and display it where students and the school community can see it.
	Appendix B Student-Friendly Bí Cineálta Policy	This template document can be used by schools as a basis for their student-friendly policy.
Chapter 5	Preventing Bullying Behaviour	Prevention measures are linked to the four areas of Wellbeing Promotion. Importance of fostering a "telling environment" in schools and the role of the trusted adult. Prevention strategies must be provided relating to specific types of bullying behaviour including cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment, as appropriate.
Chapter 6	Appendix C Guide to Addressing Bullying Behaviour	Guide can be used to address bullying behaviour.
	Remit of the school in addressing bullying behaviour	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, schools should deal with it in accordance with their Bí Cineálta policy.
	Requests to take no action	Guidance for schools on how requests by students and parents to "take no action" should be addressed.
	Engagement with students involved in bullying behaviour and their parents	Schools must engage with students who have experienced bullying behaviour to decide the actions to be taken to address the incident of bullying behaviour. Schools must also engage with their parents. Schools must engage with students who have displayed bullying behaviour as well as their parents when deciding actions to be taken. Schools must engage with all involved when reviewing progress and determining whether bullying behaviour has ceased.
	Recording Incidents of Bullying Behaviour	All incidents of bullying behaviour must be recorded by the teacher addressing the behaviour.

Chapter 7	Update to the board of management	Principal must provide an update to the board of management at each ordinary board meeting. This report includes the number of incidents of bullying behaviour reported since the last board meeting, the number of incidents ongoing and the total number reported since the beginning of the school year. The principal must provide a verbal update which will include, where relevant, trends and patterns, the strategies used to address the incidents and whether an urgent review of the policy is needed. The update is to inform discussion at each ordinary board of management meeting regarding the effectiveness of the preventative strategies used by the school and the overall effectiveness of the Bí Cineálta Policy.
	Appendix D Guide to providing bullying behaviour update to the board of management	Guide can be used to assist principals in providing bullying behaviour update to board of management.
	Review of Bí Cineálta Policy	The Bí Cineálta policy must be reviewed once each calendar year, in collaboration with the whole school community, and earlier if the Board determines an urgent review is warranted.
	Appendix E Review of the Bí Cineálta policy.	The Review template must be completed when the Bí Cineálta policy is reviewed.
	Appendix F Notification of Annual Review	The template can be used to notify the school community that the annual review has been completed.



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Oide Primary Wellbeing Anti-bullying and Internet Safety resources



<https://www.webwise.ie/>

Webwise is an internet safety initiative focused on raising awareness of online safety and education resources for teachers, parents and students.



<https://heroes.webwise.ie/>

The **HTML Heroes** programme introduces students to the internet, explains how it works and addresses key topics such as digital citizenship and online safety. There is a 1st/2nd class programme and also a 3rd/4th class programme. The resource also addresses growing concerns about technology and the use of devices such as screen time, online gaming, online advertising and social media.



<https://www.webwise.ie/myselfie-wider-world/>

My Selfie and The Wider World is a resource from Webwise that aims to teach students about cyberbullying and how to reflect on their use of the internet. It has both a teacher handbook and interactive videos for classroom use. It is aimed at 5th/6th class pupils.



<https://www.webwise.ie/teachers/resources/>

All Aboard for DigiTown is another Webwise resource which is a learning path for 9 -12 year olds to become smart digital citizens. It helps pupils explore the concept of digital citizenship across 10 themes in the DigiTown activity book. Topics include consumer awareness, rights, wellbeing, media and information literacy, ethics and empathy, privacy and more.



<https://www.childnet.com/resources/star-send-toolkit/>

STAR SEND Toolkit this is an extensive teaching toolkit to equip, enable and empower educators with the relevant knowledge they need to support young people with Special Educational Needs and Disability (SEND).



<https://antibullyingcentre.ie/fuse/>

FUSE is Ireland's only research-based anti-bullying and online safety programme for primary and post-primary schools. The goal of the programme is to connect everyone in a school community to work together to tackle bullying and promote online safety.



https://beinternetlegends.withgoogle.com/en_ie

Be Internet Legends this Google created resource empowers children to use the web safely and wisely, so they can be confident explorers of the online world.



<https://www.webwise.ie/bekindonline/>

Be Kind Online - The Garda Schools programme, developed in partnership with Webwise is a series of two lessons which are designed to enable 3rd/4th class pupils to understand what cyberbullying is, how it can hurt someone and how it can be prevented. They are accompanied by worksheets, animations and presentations.



<https://tacklebullying.ie/>

Tacklebullying.ie is a national website to counter bullying and cyber-bullying for young people, parents and teachers. The website provides information for those who are affected or concerned about bullying and cyberbullying related incidents.



[Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools](#)

The **Bí Cineálta** Procedures were published in June 2024 by the Department of Education. They outline the requirements which schools must engage with when preventing and addressing bullying behaviour. The word *Bí Cineálta* itself means 'Be Kind'.



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Video clips and ebooks for children on Internet Safety:

The following resources are available to download for free on YouTube



DigiDuck's Big Decision

<https://www.youtube.com/watch?v=rQuplLoYsEE>



Chicken Clickin'

<https://www.youtube.com/watch?v=FSasSWwi5Tk>



Clicker the Cat

<https://www.youtube.com/watch?v=9tIK8z5cM0Q&t=1s>



Pause and Think Online - Song

https://www.youtube.com/watch?v=X_duZ-1LApg



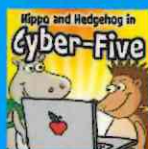
Make Cyberspace a Safer Place

<https://www.youtube.com/watch?v=UzwFqHDn4Aw>



Safe Online - Internet Safety Song

<https://www.youtube.com/watch?v=22dr8xM9t8U>



Cyber Five Internet Safety Game

https://www.youtube.com/watch?app=desktop&v=CO6PFFAr6sU&ab_channel=MasterfulGames



The Present - CGI Awarded Short Film

<https://www.youtube.com/watch?v=3XA0bB79oGc&t=66s>



We are All Digital Citizens

<https://www.youtube.com/watch?v=NOpQEa5zUZU>

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— ACTS OF — KINDNESS — FOR KIDS —

1. Hold a door open for someone
2. Do a chore at home without being asked
3. Feed the birds
4. Turn off the tap when brushing your teeth
5. Give a compliment to a friend
6. Tell a joke
7. Make a handmade gift for someone
8. Praise someone when they are trying their best
9. Share something with your siblings/family
10. Say thank you to someone who helps you
11. Write a nice letter to someone
12. Help someone before they ask
13. Start a gratitude journal
14. Walk a neighbour's dog if they cannot do it themselves
15. Walk or cycle to school
16. Write a list of things you admire about your friend/family member and give it to them
17. Recommend a good book/movie/game to someone
18. Help someone with their work
19. Draw somebody a picture
20. Set the table for dinner
21. Help to tidy the classroom
22. Tell someone why they are special to you
23. Call someone you know to say hello
24. Greet everyone you see
25. Read a book to someone
26. Make a kindness stone and leave it somewhere people can see it
27. Teach someone something new
28. Smile at everyone
29. Make someone else's bed at home
30. Help to prepare dinner
31. Send a note to your neighbour
32. Make a video message for someone you know
33. Make a music playlist to share with friends and family
34. Write positive messages to display in your window
35. Pick up litter if you see it in your school yard or near your home.
36. Let someone ahead of you in a queue
37. Leave a secret message for somebody
38. Donate old toys to a charity shop
39. Donate old clothes to a charity shop
40. Make a Get Well card for someone
41. Say sorry if you have done something wrong
42. Ask a sibling/family member to pick a programme to watch together
43. Encourage someone when they are finding something difficult
44. Help to make the school lunches
45. Stand up for a friend
46. Comfort a classmate when they are hurt
47. Draw a picture or write a note for your teacher thanking them
48. Ask someone who is alone to play with you
49. Offer to partner with someone who doesn't have a partner
50. Hand in a lost item that you found
51. Ask a friend to choose a game to play in the yard
52. Write a thank you note for your coach
53. Recycle your rubbish
54. Give a hug to a family member
55. Bake something nice for someone
56. Leave a happy note in a library book
57. Collect spare change and donate it to a charity
58. Make someone laugh
59. Help another person to move or carry something
60. Be kind to yourself - Remind yourself of your talents
61. Ask a family member/friend "How are you?"
62. Look at old family photos with your family
63. Give yourself a hug
64. Make a wish for someone you love and a wish for yourself
65. Think about a time somebody showed you kindness - tell them how it made you feel
66. Write a positive acrostic poem about someone in your class and give it to them
67. Tell someone you are happy to see them
68. Give the principal a compliment
69. Be ready to start before the teacher asks.
70. Say please and thank you