



Gaelscoil Thomáis Dáibhís
Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Glactha ag cruinniú an BB ar an

Síniú an Chathaoirigh..... Dáta.....

Síniú an Phríomh Oide.....Dáta.....

Index

- Page 3 Definition of Bullying
- Page 4 **Section A Development / Review of our Bí Cineálta Policy** to prevent and Address
Bullying behaviour (Stakeholders)
- Page 5 **Section B Preventing Bullying behaviour**
 - Culture and environment - building, staff, children, telling environment, parents
- Page 6 Curriculum – Teaching and learning – children, Coiste na bPáistí, staff, parents
- Page 8 Policy and Planning – children/ Coiste na bPáistí, staff, parents
- Page 9 Relationships and partnerships – children, staff,
- Page 10 Preventing cyberbullying
- Homophobic/ transphobic bullying
- Racist bullying
- Sexist bullying and sexual harassment
- Page 11 Generic preventative Strategies according to class bands.
- Page 11 Supervision and monitoring policies in place to prevent and address bullying.
- Page 12 **Section C Support - Addressing Bullying Behaviour**
- Page 12 Procedures to follow when addressing bullying behaviour including Appendix 3
- Page 14 Approaches to support those who experience, witness and display bullying behaviour
- Page 17 Our programme of support
- Page 19 Oversight - Appendix 5

- Page 21 Appendix 1 Defining Bullying ;examples of Bullying behaviour
- Page 24 Visual on Identifying if bullying behaviour has occurred.
- Page 24 Appendix 2 Student definition of Bullying
- Page 25 Appendix 3 Procedures when one is informed of bullying
- Page 27 Appendix 4 template for recording of bullying including input from children and parents
reviewing progress.
- Page 30 Appendix 5 template updating BOM
- Page 31 Appendix 6 review of Bí Cineálta policy
- Page 34 Appendix 7 Notification to BOM of annual review
- Page 35 Appendix 8 extra resources – Sociogram on bullying and Friendship/ positivity week plan.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Gaelscoil Thomáis Dáibhís, Mala 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.

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God’s image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a part to play in the school community, regardless of difference.

Definition of bullying - Appendix 1

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 and is attached to this policy at Appendix 1

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.

Bullying may be direct or indirect

Direct	Indirect
Physical Verbal Written Extortion	Exclusion Relational Online bullying 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	30/1/25 31/1/25 10/4/2025 ½ lá Bí Cineálta 1/5/25 1 uair P an C.	Ceistneoir ar Fhrithbhulaíocht Training of PO and AP1 Meeting with whole school staff . Class band work during these meetings. Session for ancillary staff/ staff not present on 10/4 was held on 22/5/2025
Students	Aibreán 2025 Meitheamh 2025	Ceistneoir ar line Meeting with Coiste na bPáistí
Parents	Aibreán 2025 5/6/25	Ceistneoir ar line Sent to Coiste na dTuistí
Board of Management	10/6/2025	Meeting with BOM
Wider school community as appropriate, for example, bus drivers	June 2025 and September 2025	Consultation with Bus drivers Ancillary coaches - Skills Dev GAA Rugby
Date policy was approved: 10/6/25		
Date policy was last reviewed: 10/9/2024 Pre Bí Cineálta procedures		

Section B: Preventing Bullying Behaviour Education and prevention techniques

This section sets out the **prevention strategies** that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including **online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.**

In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way.

The school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

Section A Developing prevention strategies in our school through

Culture and environment

Curriculum – learning and teaching

Policy and Planning

Relationships and Partnership

Culture and Environment preventative strategies:

School Building

Maintain a comfortable and safe school premises through -

Adopting safety measures which include:

Walking on the left on the 1-way system in the corridors.

Keeping the main doorways free at all times. Seachain na boscaí bána.

Entering and exiting the school premises through the correct gates.

Observing correct road etiquette at the traffic lights

R 3 – 6 accessing the walkway at the back of the building only at 2.35pm

Observing the sections and white lines in the school yard to ensure yard safety

Using extra cones if necessary for safety

Teachers on duty supervising all areas of the yard during their yard duty.

Staff

School leadership and teaching staff support a school culture and climate that celebrates diversity, equality, inclusion, wellbeing, welcoming all and kindness on a daily basis.

School staff take a consistent approach when addressing bullying behaviour.

Adults model the values of respect, care, integrity and trust in our dealings with children and with colleagues and teach them discretely when necessary. Modelling constitutes a powerful example and source of learning for children.

Children

Develop the Coiste na bPáistí, their voice and role in school governance and their open support for what Cineáltas flag stands for.

Effective Supervision and monitoring of children.

The many activities engaged within the Gaelscoil such as sport, ceol, cór, chess, school concerts; drama; díolachán leabhair..... and through celebrating participation in school activities regardless of winning / losing.

Highlighting school signs which encourage cooperative and inclusive behaviour.

A Telling Environment - encouraging the 'tell' culture in a safe environment.

- ✓ Children may fear telling due to retaliation or being seen as a 'tell tale'.
- ✓ Fear that adults may make the situation worse.
- ✓ Fear that their phone will be taken off them.
- ✓ Fear they will not be believed.
- ✓ Fear that the evidence is not evident e.g relational bullying.

Nevertheless, children will be encouraged by all adults to tell. Acknowledge and allay any fears the child/children may have. Empower children who have witnessed negative behaviour to tell and share what they saw.

Parents

Engage with parents on the topic of bullying through website information and through guest speakers/webinars on bullying/ cyber bullying.....

Develop prevention strategies through our Curriculum – learning and teaching through

Children

Teach specific lessons on bullying and all issues relating to it with the clear message that "telling" is the right thing to do.

Knowing and understanding the impact of bullying

Reflecting and presenting learning about bullying through role play/ story/poster competitions/ signage. Display child designed messages/values around the school.

Implementing the learning from the school SPHE programmes to build connection and self-confidence, empathy and cooperation amongst peers, social and emotional learning.

Develop wellbeing and personal responsibility for their own behaviour and actions through SPHE programmes.

Develop social and emotional learning through the multitude of activities/ approaches/optional programmes in the school: Ceolchoirm na Nollag; Chess; Cycling; Spórt na Cathrach; Sciath na Scol; Cor Fhéile na Scol; Cór agus Ceolfhoireann, Gaeilgeoir na seachtaine maraon le Cátaí Glasa agus Córas na bPointe; DUF/ UDL; Can do positivity; Seesaw, Snámh, ICT, Drama, Tionól, Support from SNAs; Differentiation in the classroom; Learning support from SET; Social groups with SET; Céim sa Léamh and Meitheal Mata.....the list is not exhaustive.

Engaging with guest speakers/ workshops on bullying, and on psychoeducational nuggets (NEPS) which inform on how the mind works.

Engage with NEPS on transition to secondary school and the stresses that may bring – GUSU programme.

Engage with Fí na Folláine (whole school) and with Friends for Life (some classes) which help with being positive and with managing relationships and conflict.

Coiste na bPáistí

who promote Seachtain an Chineáltais, Anti-bullying week and Internet Safety Day annually.

Promoting cooperative yard and board games during sos time and during PE class/ other times to foster respect and cooperation between class groups.

Staff

Teachers ensuring that diversity and inclusivity is embedded in resources they create and use in their teaching.

Facilitating teachers with CPD to upskill with knowledge and strategies as to how to deal with bullying (e.g. Emotion Coaching, RP, Cyber-bullying on line, Friends for life)

Using RP as a strategy to deal with conflict. This is a shared commitment to an approach that seeks to repair and restore interpersonal relationships.

Engaging with co-curricular learning :

Using resources from the Cyberbullying programmes such as Be Safe Be Webwise, Think before you click, Let's fight it together, Barnados and Child Net resources if necessary.

Engaging with the resources on

<https://www.gov.ie/en/publication/a4148-resources-for-primary-schools/> which help with strategies to deal with all types of bullying including cyber, homophobic/transphobic and racist bullying e.g. Stand up Programme, The Trust pack/ Skylight trust.....

Facilitating the Garda schools programme delivered by the Community Garda covering the areas of Personal safety and cyber-bullying.

Using additional programmes when needed such as Fuse programme for R 4/5

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

Friends for life; Hot to cool; Zones of regulation; The 5 point scale,

Zippy's friends and other relevant SPHE programmes Cool School Programme; A Friend in Deed, Mind me Mind.

Modelling and teaching respectful language and behaviour explicitly to pupils.

Organising an annual/ bi-annual internet safety talk for students, teachers and parents given by an outside agency such as Ger Bric, Bully4U, Barnados, Dr Maureen Griffin, Zeeko, etc.

The explicit teaching to pupils about using social media appropriately and social media etiquette (Netiquette) using the following programmes www.webwise.ie and www.tacklebullying.ie

Explicitly teaching about types of bullying to children with special educational difficulties during children's learning support time.

Explicitly teaching social skills to children with special educational needs during SEN time.

Focusing on the school theme of the month Anti-bullying each November and Beannachtaí agus Béasaí each September.

Highlighting values of respect, honesty, care, trust, inclusion, diversity, equality, wellbeing, bravery and the Golden Rule (on a poster in all classes) treat others as you would like to be treated yourself.

Parents

Engaging parental support through asking for their signature on home/ school sheets from programmes covered in school such as Bí Sábháilte/ Fun Friends/Weaving Wellbeing/Zippy's Friends.

<https://www.gov.ie/en/publication/a4148-resources-for-primary-schools/>

Engaging parental understanding of what constitutes bullying through a video snippet sent home.

https://www.youtube.com/watch?v=FXmuzHU_wzg

<https://www.youtube.com/watch?v=-bbmAx4Xd8>

Faigh físeán Éireannach c.f Ceann ó Bí Sábháilte.

Developing prevention strategies through Policy and Planning

Children

Include and facilitate Coiste na bPáistí and Coiste na dTuistí in school governance. Facilitate 2 meetings termly with Coiste na bPáistí to organize school initiatives aiding a positive culture and preventing negative behaviour in the school.

Use Coiste na bPáistí to promote good behaviour, kindness and student voice through Seachtain an Chineáltais, Tráth na gCeist/ Céilí during Seachtain na Gaeilge amongst other initiatives.

Engage with our Coiste na bPáistí to develop helpful posters as Gaeilge to promote the values of respect, kindness, friendship, welcome, inclusion, respect for diversity, equality and integrity as an alternative to Antibullying posters.

Staff

Teaching the school SPHE plan of Misneach, Fí na Folláine, Bí Sábháilte (Stay safe), I nGrá Dé and RSE Programmes.

Using other policies/ initiatives that support the implementation of the Bí Cineálta policy are: Code of behaviour, AUP, Supervision policy, Special Education policy, Healthy eating policy, Seachtain an Chineáltais.

Engaging with the 'steps' to decide whether behaviour is bullying or not. Use Appendix 1.

Documenting bullying on the template. Appendix 3.

Inclusion of definition and action plan if bullying is outlined to pupils when covering this topic in Bí Sábháilte.

Clear communication of the **Code of Behaviour/ AUP/ What constitutes Bullying** to students on a termly basis. Powerpoints to be matched to class bands.

Using **SSE** in future to focus on Bullying as part of Wellbeing initiatives in school if necessary.

Encouraging teacher CPD and dissemination of learning in Teach Meets.

New Staff members are guided through the Bí Cineálta policy by a senior member of staff.

Bí Cineálta will be made available to the Dept. of Education and Skills and the schools' patron if requested.

The Information for pupils and parents at the end of the policy is designed to give members of the school Community ideas around responding to bullying.

The Gaelscoil regularly runs specific events to promote positive behaviour (e.g. Anti - Bullying poster Competition, Cineáltas tree, Healthy eating, supporting various charities.

Parents

Uploading the Antibullying policy on the school website including references to other programme and initiatives which fosters a collaborative and shared responsibility in preventing and addressing bullying behaviour.

Parents are asked in September to read our Cód Iompair, AUP and our Bí Cineálta policy.

Developing Prevention Strategies through Relationships and Partnerships: through

Children

fostering good friendships, talent development and confidence through active participation of students in student life e.g. promoting cooperative games taught and practiced in PE and during sos times. Promoting involvement in cór/ ceolfhoireann/Scór/ sports teams/ chess club/debates with other schools..... all of which build trust, respect and resilience.

Fostering confidence through Circle time and Peer mentoring as in shared reading initiatives.

Staff

Being clear on school rules. Revision using PP at beginning of the year/term if necessary.

Modelling good staff relationships with children exhibiting respect and friendship.

Active Listening to children and their news

Developing strong interpersonal connections with local clubs such as GAA, rugby, local nursing homes, Irish dancing and music teachers.

Inviting outside speakers/ agencies to the school to speak on bullying, age appropriately, to benefit children, teachers, parents

Our partnership with NEPS which facilitate

1 – 1 skills upskilling with our NEPS EWP for some of our students.

the following programmes – Friends for Life; Psychoeducational nuggets;

Get Up Stand Up; Getting the Balance right with Staff.

Encouraging CPD on bullying and prevention strategies in relation to all types of bullying.

ISM who support class teachers in implementing the Anti-bullying policy which involves communication with children, parents and teachers, documenting same and uploading to Aladdin.

School staff who model correct behaviour and supervise classrooms, corridors, school yards, tours and extracurricular activities and the use of technology within the school.

School staff who encourage non-teaching and ancillary staff to be vigilant and report negative behaviour and issues to relevant teachers.

The PO and Deputy PO who are in regular contact with bus drivers to ensure that any bullying behaviour on buses is reported to them.

Preventing Cyber bullying

Gaelscoil Thomáis Dáibhís will endeavour to prevent cyber bullying by:

Implementing the digital media literacy curriculum – Webwise to teach digital citizenship and respectful netiquette.

Teaching the lessons on cyber bullying from the SPHE programme.

Highlighting the AUP to students and parents

Hosting an Internet Safety Day to reinforce awareness around appropriate online behaviour (AP1)

Organizing online safety events for parents who are responsible for overseeing their children's activities online

Note Role of parents:

The digital age of consent in Ireland is 16 and pupils between 13 and 16 need parental consent to sign up to social media services.

Most media services have a minimum age requirement of 13. Therefore, children under 13 should not have a social media account.

Parents are advised to monitor children's use of technology including smart phones and gaming consoles.

Preventing homophobic bullying through

All students have a right to feel safe and supported in school. Possible initiatives would include posters, empathy building activities, facilitating workshops and seminars to raise awareness of the impact of homophobic bullying behaviour
Encouraging students to speak up when they witness homophobic behaviour.

Preventing racist bullying behaviour through:

Welcoming cultural diversity through a map of cultures attending the school at the fáiltiú.

Build empathy through the various initiatives and activities in the Gaelscoil.

Facilitating cultural visits to classes from parents of other cultures

Facilitating an annual multi-cultural day / 3rd language day between classes.

Encouraging bystanders to report when they witness racist behaviour.

Asking that the annual/ bi-annual workshop on bullying refers to all types of bullying including racism.

Ensuring that reading material and teacher resources represent students and adults from different national, ethnic and cultural backgrounds.

Preventing sexist bullying behaviour and sexual harassment through:

Gender equality being the aim in a supportive and respectful environment.

Ensuring that staff model respectful behaviour and treat students equally irrespective of their sex.

Ensuring that all students have equal opportunities to engage in activities irrespective of their sex.

Celebrating diversity and contributions of all students daily.

Encouraging parents to reinforce values of respect at home.

Promoting positive role models and challenging stereotypes.

Generic Preventative Strategies according to class bands - from meeting.

Naíonáin Catch them being good. Praise good behaviour. Set good example. Monitor relationships in the classroom and in the yard to prevent situations developing. Liaise with parents as to what strategies work for good behaviour.	Rang 1 agus 2 Adopt a Listening ear. Listen to both sides. Encourage walking in the classroom and around the school to prevent 'accidents.' Connect with the previous year's teacher to learn about the child and what worked for them.
Rang 3 agus 4 Clár OSPS Rainbow moments (Fí na Folláine) Scéalta soisialta. Fisiciúlacht – rith; súgradh Whole class/ group discussion on relationships/ issues with a view to sorting them out. Sense of humour. Seating plan in the classroom.	Rang 5 agus 6 Adopt a listening ear. Listen to both sides. Parental monitoring/supervision of children's phones Advise reduction of time spent on technology.

Section B Preventing bullying behaviour.

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

A Supervision policy is in place to support the prevention and dealing with bullying behaviour.

Before school supervision on the yard and in classrooms is in place.

Supervision of yards (no hidden areas) during sos time.

Frequent conferring between SNAs, supervising teachers and class teachers re relationships and activities in the yards.

Adequate supervision on school trips, at assemblies, at sporting/ cultural events, during school organized extra-curricular activities.

A mix of organized activities is on offer to accommodate student preferences and interests.

AUP Policy

Children are always supervised closely when online. In the event of something unpleasant/ offensive appears on screen, the AUP asks that children turn off the monitor on the computer immediately and to tell the supervising teacher.

SPHE programmes explicitly teach prevention strategies.

Stad/Imigh/Inis

Seas suas go hard.

Ná bí mar féachadóir, bí mar chosantóir, all of which prevent and aid early intervention in dealing with bullying behaviour.

Explain to children the contents of the Bí Cineálta policy (child friendly as designed by Coiste na bPáistí) and the consequences of engaging in bullying behaviour can help to prevent and address bullying behaviour.

Ensuring that job share partner/ substitute teacher is informed of any alleged /ongoing/confirmed case of bullying to ensure monitoring and addressing of bullying behaviour

Attending the Staff meeting at the beginning of the year where the **code of behaviour; antibullying Policy; Cyber-etiquette, safety and positive behaviour initiatives** are outlined with a timeline in place for the school year helps to prevent and address bullying behaviour

Harassment policy – The school takes all such steps that are reasonably practicable to prevent sexual harassment of pupils or staff or the harassment of pupils or staff on any of the 9 grounds specifies -gender, Civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Consistent investigation, recording and follow up of bullying behaviour is embedded in Gaelscoil practice of addressing bullying.

Section C: Addressing Bullying Behaviour

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

Class Teacher; Principal/ Deputy Principal. Any teacher may act as a relevant teacher if circumstances warrant it.

When bullying behaviour occurs, the school will:

- > ensure that the student experiencing bullying behaviour is heard and reassured.
- > listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- > seek to ensure the privacy of those involved
- > conduct all conversations with sensitivity considering the age and ability of those involved
- > speak with the person who is purported to have engaged in bullying behaviour on another/ group
- > take action in a timely manner
- > inform parents of those involved

Procedures to be taken to address bullying behaviour and to review progress Appendix 3

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)

Gathering information

1. The teacher is required to take **dated written notes** from the person making the complaint of bullying behaviour. If a parent is making the complaint, take notes and tell them you will revert back to them within an agreed period of time.
If a child is making the complaint, ensure that they are ok and assure them that the issue will be dealt

with.

Note that there will be a progress review within 20 days of the date on which the complaint was made.

2. Discuss the complaint with the PO and Leas PO and follow their advice. Refer to the definition of bullying at Appendix 1. It is the class teacher taking the complaint that accepts responsibility for opening and following the process. He/she knows the child/children best.
3. Interview the child/children on whom the bullying was done singly/ independently of each other. Who? What? Where? When? and Why? questions are to be answered. Children can answer the questions orally or if preferred, the child/ children can write an account of the incident. Clearly **dated written** notes are required.
4. Interview singly the child/children that have been accused of bullying. Again, answer the questions Who? What? Where? When? Why? The child / children can write the answers to the questions if they prefer. **Again, dated written notes are required.**
5. Thereafter, the pair/group should be met with as a pair/group to cross check the information received. Ask the same questions of each individual in front of the others in the group. Students may need to be supported after this group meeting. **Dated notes required.**
6. Reflect on the information received and discuss same with PO/Deputy PO. Decide on whether the poor behaviour/ relationship/ incident is in the category of relational tension/poor behaviour or if it meets with the definition of bullying.
7. If the poor relationship/tension/behaviour/incident is not considered to be bullying, do not fill in the template. Follow the guidelines in the Cód Iompair – steps 1 - 3 for dealing with inappropriate behaviour. Upload the notes on the event on the children's Aladdin accounts. Explain to the child/ children/ parents the reason that the behaviour does not fall under the title of bullying behaviour. Listen to them and allow them to be part of the decision about how to deal with the poor behaviour.
8. If it is not a Bullying incident organise a group meeting with all children concerned and use the RP questions if liked to resolve the conflict between all children. Otherwise, conduct the group discussion addressing what happened, with a view to moving forward from the incident and hurt caused.
.....
9. If the decision made is that the behaviour constitutes Bullying, fill in the recording template – Template to record Bullying behaviour **Appendix 4**
10. Ask parents for their input into the actions that should be taken to deal with the bullying behaviour. Note each date that you are in contact with the parents.
11. Ask the children concerned about the actions that should be taken to deal with the bullying behaviour. Note each date that you are in contact with the children re this.
12. Monitor the behaviour and check in regularly with the children. Check in with parents if this will be supportive. Again, note this down.
13. If the bullying behaviour stops and the relationship improves, then begin closure using RP questions/review discussion with the children. Practice the RP questions aiming for agreement and good relationships going forward. The person asking these questions should have training completed and the children should give their consent to use

these questions.

1. What happened?
 2. What were you thinking of at the time?
 3. What have you thought about it since?
 4. Who has been affected and in what way?
 5. How could things have been done differently?
 6. What do you think needs to happen next?
- Golden Rule – treat others as you would like to be treated

Attach the answers to the template.

14. If the RP questions are not used, bring the children together and facilitate a positive conversation between them aiming for a good result and good relations. Record what is said during the conversation. Date this.
15. Check in on the children regularly to ensure that good relations are being kept. Check in with parents if this is felt to be necessary and keep them informed of the ongoing monitoring of the relationship. Reflect on your handling of the situation and write this into the reflection box.

Note in the Reflection box.
Check in with children to ensure that the bullying behaviour has finished.
Check in with parents to ensure that the bullying behaviour has finished.
Note the dates contact was made and the date that bullying behaviour was finished.
Note any contact made with an external agency.
16. Ensure that all written documents are attached to the template and uploaded and attached to the Continuum of support on Aladdin if a child has a Support file
Note on the Log of Actions that the template plus docs are attached.
These notes will be only be accessible by the PO and class teacher.
17. 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.
18. All notes are to be dated. Give the hard copy of template + notes to the PO for secure storage.

Approaches to support those who experience, witness and display 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) **NO BLAME APPROACH**. Every effort will be made to ensure that all involved (including pupils, parents/guardians) understand this approach.

Reporting bullying behaviour:

Pupils or parents may bring the bullying incident to any teacher in the school.

All reports including anonymous reports of bullying will be investigated and dealt with by the relevant teacher.

Teaching and non-teaching staff such as secretary, cleaning and caretaking staff, SNAs, bus drivers must report any incidents of bullying behaviour witnessed by them or mentioned to them by the relevant teacher.

Style of approach

Parents/ Guardians and Pupils are required to cooperate with any investigation and to assist the school in resolving any issues and restoring the relationships of the parties involved.

Incidents should be investigated outside of the classroom to ensure privacy of all involved.

All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils not directly involved can also provide very useful information in this way.

Consider the age and ability of all involved.

Listen to the student(s) being bullied as to how to address the situation.

Take action in a timely manner.

Where bullying is determined to have occurred, the parents/guardians of the parties involved should be contacted at an early stage to explain the actions being taken (ref school policy). The school can ask parents to reinforce and support the actions being taken by the school to support pupils.

Where the relevant teacher has determined that a pupil has been engaging in bullying behaviour, it should be made clear to the pupil that he/she is in breach of the anti-bullying policy and every effort should be made to ensure that the pupil sees the situation and the impact of the bullying behaviour from the perspective of the pupil being bullied.

Where disciplinary sanctions are required, this is a private matter between the school, the pupil and the parents/guardians of that pupil.

Once the bullying behaviour has been resolved, follow up meetings with the children concerned may be convened using the RP questions to restore the relationship.

Where parents/ guardians are not satisfied with how the school has handled the bullying case in accordance with procedures, the parents/ guardians must be referred to the school's complaints procedures.

If the parents/guardians are still not satisfied after exhausting the school's complaints procedure, the school must advise the parents/guardians of their right to make a complaint to the Ombudsman for children.

Principal, parents and child who is bullying

- ✓ It is made clear to the parents/guardians and the child that the child is in breach of the Anti-Bullying policy.
- ✓ Assurance is given that this is a private matter between the child, his/her parents/guardians and the relevant school personnel.
- ✓ The unacceptable behaviours will be highlighted as well as a clear outline of what is now expected of the child.
- ✓ Every effort will be made to get him/her to see the situation from the perspective of the child who is bullied.
- ✓ Parents/ guardians can discuss ways to reinforce and support the programme of support being afforded to the child.

- ✓ In accordance with the philosophy of Restorative Practice sanctions are unlikely to be imposed at this point, however, there may be exceptions to this.

Principal, parents and the child who is impacted by the bullying behaviour.

- ✓ It is made clear to the parents/guardians along with the child that they have been the victim of bullying behaviour and that they are not to blame.
- ✓ They will be praised for speaking out and for seeking the help of adults.
- ✓ The programme of support to put an end to the bullying will be explained to them.

Actions to be taken for the following 20 days.

- ✓ Monitoring of the relationship will take place for 20 days. This will be written to aid memory and to help with assessment and intervention.
- ✓ At the end of the 20 days, the following point must be considered.
Has the bullying ceased?
Have the issues been resolved as far as is practicable?
Has the relationship been restored as far as is practicable?
Any feedback from the parties involved? CT; Child; Parents/Guardians; Principal/ Deputy Principal.

If the issue of bullying has not been solved within the 20 days of being first notified

- ✓ The BOM will be informed and following a BOM meeting, the next steps will be decided. They may include:

Sanctions being implemented to encourage good behaviour and to support esteem of the victim.

A period of suspension may be decided upon following consultation with parents/guardians in the best interests of the child. The period of time will be reported in writing to the Chair of the BOM. The parents/guardians will be assured that this is a private matter between the child/ children being disciplined, their parents/guardians and the relevant school personnel.

If parents/guardians are unhappy with how the school has dealt with a bullying case, the parents/guardians must be referred to the School's complaints procedures.

If the parents/guardians are still unsatisfied having exhausted the School's complaints procedure, the school can then advise them to make a complaint to the Ombudsman for children.

Resolution/ Follow Up

- ✓ Follow up meetings/check ins with the relevant parties may take place at an appropriate time to discuss any issues that may have happened after the first week to identify any additional supports required.
- ✓ RP sessions can be arranged separately or with a group if facilitated by a Level 1 practitioner of RP. These can be very therapeutic.
- ✓ The pupil (s) who have engaged in the bullying and who reform are not blamed. They are affirmed for their good behaviour and change of mindset. They are given a clean sheet.
- ✓ A child/ children impacted by the bullying behaviour may write about their experience of bullying and how it impacted upon them. This may be cathartic and helpful as well for the other party exhibiting

bullying behaviour.

- ✓ Once it has been determined that the bullying behaviour has ceased and that both parties are reconciled and respectful of each other, regular check ins will still take place for a period of time to ensure the wellbeing and comfort of all.
- ✓ Dated notes are to be kept of all meetings, interventions and conversations and these will be uploaded to the childrens' accounts on Aladdin attached directly to the Continuum of Support of one is present. The log of Actions will also be updated.

Section C - Our programme of support.

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):

Appendix 8 extra resources Sample Bullying sociogram Sample Friendship/ Positive week plan.

- ✓ Monitor closely the relationship between students. This may involve close supervision in the classroom, on the yard and/or on trips.
- ✓ When a child wants to open up about being bullied, offer an opportunity as early as possible to talk about the experience to an adult of their choosing.
This go to person is usually the Class Teacher or another teacher who reports back to the CT. Parents will speak with CT only.
- ✓ Indicate clearly that the targeted pupil(s) are not at fault.

If you are bullied:

Tell yourself that bullying is wrong and that you do not deserve to be bullied.

If you can, stand tall and use STAD, IMIGH agus INIS. Go and tell a reliable adult.

Do not fight back.

Try and not be on your own in places where bullying might happen.

Know the difference between TELLING and TELLING on X.

Belong to a group of friends. It helps.

After you have been bullied

Don't blame yourself for what has happened

Tell a teacher/ another adult in your school as soon as you can.

Tell your family

If you are too scared to tell an adult, ask a friend to go with you

Keep on telling until someone listens.

If the bullying has happened by text message or on the Internet, take a screen shot and show it to an adult.

When you are telling an adult about being bullied be clear about:

Who?

What?

Where?

When? How often has it happened?

Why? How did it start in the first place?

What have you done already about the bullying?

For pupils who witness bullying :

Tell a teacher or staff member what is happening. Be an upstander, not a bystander.

Do not allow someone to be deliberately left out of a group

Do not smile or laugh in a mean way if someone is being bullied

Encourage people who are bullied to join with group games etc

If you can, tell the bully to stop what they are doing.

Know the difference between TELLING and TELLING ON.

- ✓ Address the emotional needs of the pupil(s) through checking in regularly through emotional coaching, role plays, Bí Slán programme, WWW programme and other co-curricular programmes as seen fit.
- ✓ Encourage bullied pupils to participate in activities that develop friendships and social skills - group work in class and extra-curricular group activities during or after school.
Parents may wish the child to enrol in such activities after school.

- ✓ Enable bullied pupils to write an impact statement if they wish.
- ✓ Discuss with parents, options for further supports / counselling by liaising with appropriate agencies such as NEPS, HSE, Le Chéile, private therapies, family counselling.
- ✓ Offer check in and continued support to the bullied child/ children for as long as they feel they need it.

Advice for parents.

- ✓ Remember that we are a telling school.
- ✓ The teachers are willing to speak with you but a good time to talk must be organized.
- ✓ Understand what bullying is. Read the definition on Appendix 1.
- ✓ Remember there will always be conflicts between children. However, bullying is different to normal conflicts.
- ✓ Check in with your child and provide opportunities for 1 – 1 chats.
- ✓ Support bullying awareness campaigns in the school.
- ✓ Respect your child and teach them to respect others.
- ✓ Notice changes in your child's behaviour which may indicate upset.

What if you child is involved in bullying?

- ✓ If your child tells you they have witnessed a bullying incident, find out what happened and let the school know.
- ✓ If your child is upset over something that happened to them, try to determine whether there was genuine bullying involved. You can approach the teacher and get their perspective.
- ✓ Be aware of the signs and symptoms of bullying and watch for signs your child may be being bullied.
- ✓ If you are worried that your child is being bullied, ask him/her directly. Give your child a chance to vent his/her feelings about being bullied. **But remember to stay calm and listen to your child.**
- ✓ Take bullying seriously and find out the facts when told about an incident of bullying. Keep a written diary of all incidents. Don't agree to keep the bullying a secret.
- ✓ Empower your child with the skills to deal with bullies. Help children practice strategies such as saying no strongly, walking with confidence and keeping away from bullies.
- ✓ If the bullying is happening on the way to or from school arrange to meet your child and walk with them.
- ✓ If your child has been identified as displaying bullying behaviour, stay calm and don't panic. Try to find out the reasons why.

Support those who display bullying practices through

- ✓ Monitoring and checking in on relationships on an ongoing basis.
- ✓ Giving a 'clean sheet' to pupils who cease to bully.
- ✓ Offering an immediate opportunity to talk about the experience to an adult of their choosing. This go to person may be the Class Teacher or another teacher who reports back to the CT. Parents will speak with CT only.
- ✓ Address the emotional needs of the pupil(s) through checking in regularly, coaching, role plays, Assertiveness training, Bí Slán programme, FUSE programme, conflict resolution using RP.
- ✓ Encourage pupils who bully to participate in activities that develop friendships and social skills - group work in class and extra-curricular group activities during or after school. Parents may wish the child to enrol in such activities after school.
- ✓ Encourage teachers and parents to challenge and correct the bullying behaviour while supporting the child.
- ✓ Referral to Code of Behaviour for sanctions if bullying behaviour has not ceased.
- ✓ See Appendix 6 for advice for students, bystanders and parents regarding prevention strategies and

Appendix 5 for help with dealing with bullying behaviour.

Adult bullying of children

- ✓ Complaints against a teacher are handled under the remit of the agreed INTO/ CPSMA Parental Complaints procedure a copy of which is on the school website.

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*.

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

Section D: Oversight – Appendix 5

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**.

These statistics are noted on the minutes of the BOM meeting.

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.

Where relevant, the verbal report will also include any serious incidents of bullying which have had a serious impact on a student.

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

If additional support is needed from the BOM

If an urgent review of the Bí Cineálta policy is needed in advance of the annual review.

This update does not contain personal or identifying information that could identify the students involved.

See Chapter 7 of the Bí Cineálta procedures.

The minutes of the BOM meeting will note if the Board has considered the verbal update and document when the Board has decided that an urgent review of the school's Bí Cineálta policy is required.

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 1 Defining Bullying

Bullying is 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 2 people or groups of people in society.

Examples of bullying behaviour. The list is not exhaustive.

Repeated aggressive behaviour/attitude/body language, for example:	<ul style="list-style-type: none">→ Shouting and uncontrolled anger→ Personal insults→ Verbal abuse→ Offensive language directed at an individual,→ Continually shouting or dismissing others→ Public verbal attacks/criticism→ Domineering behaviour→ Open aggression→ Offensive gestures and unwanted physical contact
Intimidation, either physical, psychological or emotional, for example:	<ul style="list-style-type: none">→ Treating in a dictatorial manner→ Ridicule→ Persistent teasing, mocking or taunting→ Deliberate staring with the intent to discomfort→ Persistent rudeness in behaviour and attitude toward a particular individual→ Asking inappropriate questions/making inappropriate comments re. personal life/family→ Asking inappropriate questions/making inappropriate comments re. social life or schoolwork
Interference with property, for example	<ul style="list-style-type: none">→ Stealing/damaging books or equipment→ Stealing/damaging clothing or other property→ Demanding money with menaces→ Persistently moving, hiding or interfering with property→ Marking/defacing property
Undermining/Public or Private Humiliation, for example	<ul style="list-style-type: none">→ Condescending tone→ Deliberately withholding significant information and resources→ Writing of anonymous notes→ Malicious, disparaging or demeaning comments→ Malicious tricks/derogatory joke,→ Knowingly spreading rumours→ Belittling others' efforts, their enthusiasm or their new idea,→ Derogatory or offensive nicknames (name-calling)→ Disrespectfully mimicking a particular individual in his/her absence

	<ul style="list-style-type: none"> → Deliberately refusing to address issues focusing instead on the person
Ostracising or isolating, for example	<ul style="list-style-type: none"> → Deliberately marginalising an individual → Deliberately preventing a person from joining a group → Deliberately preventing from joining in an activity, schoolwork-related or recreational → Blaming a pupil for things s/he did not do
Cyber Bullying Cyber bullying is deliberately hurting someone's feelings using information and communication technology such as	<ul style="list-style-type: none"> → E-mails → Mobile Phone (calls, texts, pictures, videos) → Instant Messaging → Social network sites (eg Facebook, Instagram, Snapchat, Tick Tock, Twitter, You Tube etc) → Chat rooms → Blogs → Games consoles → (Please see our Acceptable Use Policy)

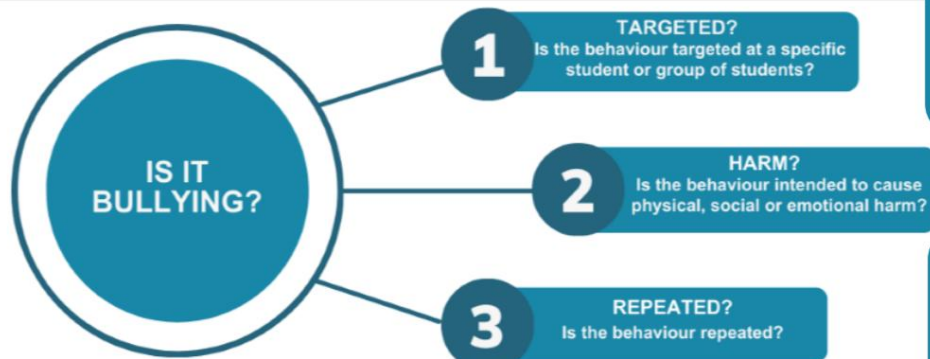
General behaviours which apply to all types of bullying	<ul style="list-style-type: none"> ✓ Harassment based on any of the 9 grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc ✓ Physical aggression ✓ Damage to property ✓ Name calling ✓ Teasing, mocking or taunting ✓ The production, display or circulation of written words, pictures or other materials aimed at intimidating another person ✓ Offensive graffiti ✓ Extortion ✓ Intimidation ✓ Insulting or offensive gestures ✓ The 'look' ✓ Invasion of personal space ✓ A combination of any of the types listed.
Cyber	<ul style="list-style-type: none"> ✓ Denigration – spreading rumours, lies or gossip to hurt a person's reputation ✓ Harassment – continually sending vicious, mean or disturbing messages to an individual ✓ Impersonation – posting offensive or aggressive messages under another person's name ✓ Flaming – Using inflammatory or vulgar words to provoke an online fight ✓ Trickery- Fooling someone into sharing personal information which you then post online ✓ Outing – Posting or sharing confidential or compromising information or images ✓ Exclusion – purposefully excluding someone from a online group ✓ Cyberstalking – ongoing harassment and denigration that causes a person considerable fear for his/her safety

	<ul style="list-style-type: none"> ✓ Silent telephone/mobile phone calls ✓ Abusive text messages ✓ Abusive email ✓ Abusive communication on social networks e.g. Snapchat/TicToc/Facebook/Instagram ✓ Twitter/YouTube or on games consoles ✓ Abusive website comments/blogs/pictures ✓ Abusive posts on any form of communication technology
<p>Identity-based behaviours Including any of the 9 discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community)</p>	
Homophobic and Transgender	<ul style="list-style-type: none"> ✓ Spreading rumours about a person's sexual orientation ✓ Taunting a person of a different sexual orientation ✓ Name calling e.g. Gay queer, lesbian...used in a derogatory manner ✓ Physical intimidation or attacks ✓ Threats
Race, nationality, ethnic background and membership of the Traveller Community	<ul style="list-style-type: none"> ✓ Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background ✓ Exclusion on the basis of any of the above.
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> ✓ Malicious gossip ✓ Isolation / exclusion ✓ Ignoring ✓ Excluding from the group ✓ Taking someone's friends away ✓ Spreading rumours ✓ Breaking confidence ✓ Talking loudly enough so that the victim can hear ✓ The 'look' ✓ Use of terminology such as 'nerd' in a derogatory way.
Sexual	<ul style="list-style-type: none"> ✓ Unwelcome or inappropriate sexual comments or touching ✓ Harassment
Special Educational Needs Disability	<ul style="list-style-type: none"> ✓ Name calling ✓ Taunting others because of their disability or learning needs. ✓ Taking advantage of some pupils' vulnerabilities and limited capacity to recognize and defend themselves against bullying. ✓ Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. ✓ Mimicking a person's disability ✓ Setting others up for ridicule.

Identifying if Bullying Behaviour has Occurred?



Oide



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

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

Section 6.1, Bí Cineálta

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí

Supporting the Professional
Learning of School Leaders

Appendix 2 Student Definition of Bullying

Attached at the end of this policy.

Appendix 3 Procedures when one is informed of bullying

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)

Gathering information

1. The teacher is required to take **dated written notes** from the person making the complaint of bullying behaviour. If a parent is making the complaint, take notes and tell them you will revert back to them within an agreed period of time. If a child is making the complaint, ensure that they are ok and assure them that the issue will be dealt with. Note that there will be a progress review within 20 days of the date on which the complaint was made.
2. Discuss the complaint with the PO and Leas PO and follow their advice. Refer to the definition of bullying at Appendix 1. It is the class teacher taking the complaint that accepts responsibility for opening and following the process. He/she knows the child/children best.
3. Interview the child/children on whom the bullying was done singly/ independently of each other. Who? What? Where? When? and Why? questions are to be answered. Children can answer the questions orally or if preferred, the child/ children can write an account of the incident. Clearly **dated written notes** are required.
4. Interview singly the child/children that have been accused of bullying. Again, answer the questions Who? What? Where? When? Why? The child / children can write the answers to the questions if they prefer. **Again, dated written notes are required.**
5. Thereafter, the pair/group should be met with as a pair/group to cross check the information received. Ask the same questions of each individual in front of the others in the group. Students may need to be supported after this group meeting. **Dated notes required.**
6. Reflect on the information received and discuss same with PO/Deputy PO. Decide on whether the poor behaviour/ relationship/ incident is in the category of relational tension/poor behaviour or if it meets with the definition of bullying.
7. If the poor relationship/tension/behaviour/incident is not considered to be bullying, do not fill in the template. Follow the guidelines in the Cód Iompair – steps 1 - 3 for dealing with inappropriate behaviour. Upload the notes on the event on the children's Aladdin accounts. Explain to the child/ children/ parents the reason that the behaviour does not fall under the title of bullying behaviour. Listen to them and allow them to be part of the decision about how to deal with the poor behaviour.
8. If it is not a Bullying incident organise a group meeting with all children concerned and use the RP questions if liked to resolve the conflict between all children. Otherwise, conduct the group discussion addressing what happened, with a view to moving forward from the incident and hurt caused.
.....
9. If the decision made is that the behaviour constitutes Bullying, fill in the recording template –
Template to record Bullying behaviour **Appendix 4**
10. Ask parents for their input into the actions that should be taken to deal with the bullying behaviour. Note each date that you are in contact with the parents.
11. Ask the children concerned about the actions that should be taken to deal with the bullying behaviour. Note each date that you are in contact with the children re this.

12. Monitor the behaviour and check in regularly with the children. Check in with parents if this will be supportive. Again, note this down.
13. If the bullying behaviour stops and the relationship improves, then begin closure using RP questions/review discussion with the children.
Practice the RP questions aiming for agreement and good relationships going forward. The person asking these questions should have training completed and the children should have given their consent to use these questions.
 1. What happened?
 2. What were you thinking of at the time?
 3. What have you thought about it since?
 4. Who has been affected and in what way?
 5. How could things have been done differently?
 6. What do you think needs to happen next?Attach the answers to the template.
14. If the RP questions are not used, bring the children together and facilitate a positive conversation between them aiming for a good result and good relations. Record what is said during the conversation.
15. Check in on the children regularly to ensure that good relations are being kept. Check in with parents if this is felt to be necessary and keep them informed of the ongoing monitoring of the relationship. Reflect on your handling of the situation and write this into the reflection box.

Note in the Reflection box.
Check in with children to ensure that the bullying behaviour has finished.
Check in with parents to ensure that the bullying behaviour has finished.
Note the dates contact was made and the date that bullying behaviour was finished.
Note any contact made with an external agency.
16. Ensure that all written documents are attached to the template and uploaded and attached to the Continuum of support on Aladdin if a child has a Support file. Note on the Log of Actions that the template plus docs are attached. These notes will be only be accessible by the PO and class teacher.
17. 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.
18. All notes are to be dated. Give the hard copy of template + notes to the PO for secure storage.

Appendix 4 Template for recording of bullying, including input from children and parents and reviewing progress.

Dáta ag oscailt na teimpléide/ Date of opening this template:

Nótaigh gach uair na dátaí a dhéantar teagmháil le daoine ainmnithe sa teimpléid seo.
Please note each time the dates of contact with people named in this template.

1. Ainm an pháiste agus rang/ Name of pupil being bullied and class group

Ainm _____ Rang _____

2. Ainm(neacha) agus rang(anna) na bpáiste i mbun iompar bulaíochta
Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Foinse na buairte :

Source of bullying concern/report
(tick relevant box(es))*

Páiste fein /Pupil concerned	<input type="checkbox"/>
Páiste eile / Other Pupil	<input type="checkbox"/>
Tuismitheoir / Parent	<input type="checkbox"/>
Múinteoir / Teacher	<input type="checkbox"/>
Eile / Other	<input type="checkbox"/>

4. Áit a tharla :

Location of incidents (tick relevant box(es))*

Clós / Playground	<input type="checkbox"/>
Seomra ranga / Classroom	<input type="checkbox"/>
Siúltán / Corridor	<input type="checkbox"/>
Leithrisí / Toilets	<input type="checkbox"/>
Bus scoile / School Bus	<input type="checkbox"/>
Eile / Other	<input type="checkbox"/>

5.

Ainm an duine ag déanamh na tuairisce

Name of person(s) who is reporting the bullying concern

--

6. Cineál bulaíochta

Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Personal Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Relational e.g. Malicious Gossip	<input type="checkbox"/>
Verbal Bullying behaviour e.g Name Calling	<input type="checkbox"/>	Extortion	<input type="checkbox"/>
Written Bullying behaviour	<input type="checkbox"/>	Other (please Specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Gender identity	Disability/SEN related	Physical appearance	Membership of Traveller community	Poverty
Homophobic/Transphobic	Exceptionally able related	Religious identity	Racist	Other (Specify)

8. Cur síos gairid ar an iompar bulaíochta/ Brief Description of bullying behaviour and its impact.

Ceangail taifead scríofa an pháiste/ na bpáiste leia an dteimpléad. Attach the written answers of the interview with the child with this template

9. Sonraí na gníomhthartha/ Details of actions taken

Nótaigh ionchur an tuismitheora, an pháiste agus an mhúinteora. Noe input/opinions of the parent, the child and the teacher in this box.

10. Tuairisc/ Machnamh an pháiste/an tuismitheora agus an mhúinteora ar an eachtra / eachtraí agus ar an láimhseáil.

Páiste:

Tuismitheoir:

Múinteoir:

Síniú / Signed

_____ (Múinteoir ábhartha / Relevant teacher)

Dáta/ Date

Date submitted to Príomh Oide/Principal _____ Síniú/Signature of Principal _____

*** Note:** The categories listed in the tables 3, 4, 6 & 7 are suggested and schools may add to or amend these to suit their own circumstances.

Caithfear **cóip crua** den teimpléad seo a thabhairt don PO agus é a uaslódáil ar Aladdin ceangailte leis an gCTF má ta ceann ag an bpáiste. Caithfear í a nótail sa 'Log of Actions' ar an gContanam freisin.

Appendix 5 Template updating BOM

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 6 Review of Bí Cineálta Policy

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

Bí Cineálta Policy Review

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

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

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

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

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

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*?

☐ Yes ☐ No

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?

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: _____

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 8 Extra Resources

Sample bullying sociogram

- Are you happy with the atmosphere in your classroom?
- Who are your friends?
- Are you being bullied in any way? Take details and assure the pupil the problem will be addressed.
- Is there anyone in class having a hard time or being picked on?
- Is there anyone being left out or ignored?
- Is there anyone spreading rumours, gossip, using notes, phone calls, text messages, or emails to make others feel bad about themselves?
- Is anyone being unfair to others?
- Is there a group of pupils making life difficult for others?
- Are pupils from other classes giving anyone in this class a hard time?
- Can you give examples?
- Who do you think is causing the problem?

Friendship / Positivity week plan.

- Monday –
 - Try a mood buster
 - Dance
 - Share a joke
 - Cuddle a pet
 - Try a tongue twister
 - Spend time with your buddy
- Tuesday
 - Show a friendly face
 - Smile
 - Show respect to everyone you meet
 - Give someone a compliment
 - Invite someone to join a game
- Wednesday
 - Be thankful
 - Make a list of things you are thankful for
 - Thank anyone who helps you today
 - Write, decorate and send a thank you note to someone.
- Thursday
 - Give your head some space
 - Slow down
 - Take 5 min quiet time
 - Listen to some classical music
 - Go for a nature walk
 - Try some yoga
 - View a nature programme
- Friday
 - Celebrate
 - Look back on the highlights of the week/term/ year so far
 - Write / draw your 5 happy moments
 - Share these with your friends