Bí Cineálta Anti-Bullying Policy
Our Lady of the Wayside NS



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Introduction

The Board of Management of Our Lady of the Wayside N.S. 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.

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

Definition of Bullying:

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.

The core elements of the definition are further described below:

Targeted behaviour

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example. withdrawal, loneliness, exclusion) and/or emotional (for example, low self esteem, depression, anxiety) and can have a serious and longterm negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

Repeated behaviour

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

Imbalance of power

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Types of Bullying Behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

Disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need

Exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents

Gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity

Homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community

Physical appearance bullying: behaviour or language that intends to harm a student because of their physical appearance. Students who "look different" can be mocked or criticised about the shape, size or appearance of their body

Racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism13 as "a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin"

Poverty bullying: behaviour that intends to humiliate a student because of a lack of resources

Religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity

Sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex

Sexual harassment: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

Important Note

We understand and respect that based on experiences, different parties may have different opinions in relation to bullying and how a matter is handled.

A one off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

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

Bullying is not accidental or reckless behaviour.

If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

The Importance of Language

At all stages in the discussions/process, the terms 'unkind' and 'hurtful' may be utilized, especially with younger children. The emphasis is on the behaviour the child may have experienced/engaged in.

We will talk to children using terms such as:

- Experiencing unkind, hurtful or bullying behaviour
- Engaging in unkind, hurtful or bullying behaviour

We would seek and request that the term labelling a child as a 'bully' is not used and we would ask for parental support with this. These are all children involved and the wellbeing of all children must be considered.

However, the term bullying behaviour will be confirmed with all adults and children involved when the relevant teacher is communicating their findings (See Where bullying behaviour had occurred below).

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	February 2025 February 2025 3rd March 2025 25th March 2025 12th May 2025 5th October 2026	Leadership team consultation. Staff Survey Bí Cineálta In-School Consultation Day Bí Cineálta – Leadership Team Focus Meeting Full Staff Consultation Meeting Leadership team consultation.
Students	February 2025 May/June 2025 October 2026	Pupil Survey 1st to 6th classes Student Friendly Version Pupil Consultation – View Crew
Parents	February 2025 May 2025 October 2026	Parent Questionnaire. Draft Policy shared with full Parent body. Parents Survey
Board of Management	April 2025 May 2025 June 2025 October 2026	Policy shared with BOM for feedback. Revised draft shared with BOM. Final policy ratified by BOM Sub group meeting and BOM Meeting
Wider School Community	May 2025	Policy shared for feedback/approval: • After-school facilitators/teachers • Poppins Breakfast and Afternoon Club Staff. • Principal contacted/compared draft policies with eight other primary schools.
Date Policy was approved: 10th June 2025		
Date policy was last reviewed: 19th October 2026		

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):

Preventing Bullying Behaviour through Culture and Environment:

- Teachers influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives and positive, inclusive talk and modelling respectful practices.
- A "telling environment" is promoted. Telling a trusted adult is actively encouraged and facilitated.
- Trusted adult identified for all students. In most cases this is the class teacher, but for more vulnerable pupils this may be an SET or an SNA.
- Pupils are provided with a space to voice their concerns and suggest changes or initiatives through the Student Council. The principal regularly checks in with the student council to consult or provide feedback.
- Respectful behaviour is reinforced in the start of year meetings with teachers and parents.
- Respectful behaviour is at the core of class rules which are established at the beginning of the year in every classroom.
- Consistently tackle the use of discriminatory or derogatory language in the school – this included homophobic and racist language and language that is belittling of pupils with additional needs and/or differences.
- Whole School involvement in Kindness Week Annually.
- Celebrating and discussing neurodiversity – facilitating children with neurodifferences to talk about themselves where appropriate/desired.
- Create safe physical spaces in the school environment – improving visibility of teachers supervising at breaktimes, appropriate supervision practices etc.

Preventing Bullying Behaviour through the Curriculum (Teaching and Learning):

- The SPHE curriculum makes specific provision for exploring bullying as well as the interrelated areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
- Celebrating and educating around Neurodiversity- Topic covered on a whole school basis using combination of self-reproduced resources and stories/resources. Terminology including Autistic, ADD, Dyslexia, Dyscalculia, Tourette Syndrome etc explicitly referenced from 1st class up.
- The *Stay Safe Programme* is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. This content is shown in Cuntas Míosúil.
- RSE aims to provide opportunities for children to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.
- Focus on cyberbully during Internet Safety Week every year, incorporating Cyber Bullying packs from Webwise and Prim-Ed, with potential talks for pupils and parents.
- The following menu of programmes may be utilized throughout the school to prevent bullying behaviour:
    - *Show Racism the Red Card* (Irish Immigrant Council of Ireland)

- *FUSE Anti Bullying Programme* (4th, 5th, 6th classes) (DCU Anti – Bullying Centre)
- *HTML Heros Online Safety Programme* (1st, 2nd) (Webswise.ie)
- *HTML Heros An Introduction to the Internet* (3rd, 4th) (Webswise.ie)
- *MySelfie and the Wider World* (6th) (Webswise.ie)
- *Sticks and Stones* (2nd, 3rd, 4th, 5th, 6th)
- PDST Anti-Bullying Support materials
- *Walk Tall* Programme
- *Different Families, Same Love Competition* (INTO)
- *Coco's Law Explained (5th, 6th Class) delivered by the Principal/Deputy Principal.*
- *Yellow Flag Programme – Equality and Diversity*
- *Gardaí lead programmes/talks.*

Please note the above list in not-exhaustive and other programmes/events may be utilized.

Preventing Bullying Behaviour through Policy and Planning:

- Teacher and SNA Professional Learning related to emotional and behavioural wellbeing, Bí Cineálta and restorative practice in encouraged and facilitated.
- There is an Acceptable Use Policy in place and all members of the school community are required to sign up to it.
- Dignity in the Workplace policy to protect staff from inappropriate behaviours.
- Child Friendly Bi Cinealtas Policy on display and ensuring pupils are familiar with it.

Preventing Bullying Behaviour through Relationships and Partnerships:

- Teacher – Pupil Chats – We recognise that the relationship between a pupil and their class teacher is of great importance. We endeavour to normalise 1:1 teacher/pupil chats across all class levels.
- *'Múinteoir Mail'Box* in all classrooms. Whole school approach to facilitate direct communication between pupil and teacher.
- We proactively develop positive relationships and strong communication links with parents using a variety of resources: Parents' Association, Class Dojo, Aladdin, open-door practices, school gate, in-class volunteers…etc
- Restorative Practice: All members of staff will be offered training in Restorative practices, and these inform our approach when resolving social, emotional or behavioural incidences.
- Host or facilitate the Parents' Association to host workshops/seminars for parents/school staff to raise awareness on the impact of bullying behaviour (eg/. FUSE Quiz for Parents, National parent Council or external speakers.)
- School Buddy System

Strategies to prevent Cyberbullying Behaviour may include:

- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online*
- celebrating Internet safety day to reinforce awareness around appropriate online behaviour

Digital Age of Consent

The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. For the purposes of data collection, students between the age of 13 and 16 years old must have parental permission to signup to social media services where companies use the legal basis of consent to collect process and store users' data. Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old. **Therefore, technically, children under the age of 13 should not have a social media account.** It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

Strategies to prevent homophobic/transphobic bullying behaviour may include:

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school.

- maintaining an inclusive physical environment such as by displaying relevant posters
- encouraging peer support such as peer mentoring and empathy building activities
- challenging gender stereotypes
- encouraging students to speak up when they witness homophobic behaviour

Strategies to prevent racist bullying behaviour may include:

- having the cultural diversity of the school visible and on display
- conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Strategies to prevent sexist bullying behaviour may include:

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- ensuring all students have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contributions of all students
- organising awareness campaigns, workshops and presentations on gender equality and respect
- encouraging parents to reinforce these values of respect at home

Strategies to prevent sexual harassment may include:

- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment.

Supervision and Monitoring

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):

Playground/Yard Supervision: Teaching staff are organised to supervise yard times via a rota system and SNA's are with specific pupils.

Wet Weather Supervision: If pupils remain in at breaktime, teachers supervise specific classes/area and SNA's are with specific pupils.

Morning Supervision: Pupils are not permitted to enter the school grounds/premesis until invited to do so by the supervising teacher(s)/Principal. The yard is supervised by members of the school leadship Team in the mornings. If due to very poor weather they are permitted to enter the school building, the leadership team will supervise.

Supervision of Sports Teams: A teacher will be in attendance for training/matches/travel by bus etc.

- Child Safeguarding Statement and Risk Assessment
- Bí Cineálta Policy
- School Buddy Policy
- Health and Safety Statement
- Protected Disclosures Policy
- SPHE Whole School Plan
- Code of Behaviour
- Acceptable Use Policy
- Complaints Procedure
- Acceptable Use Policy
- Yard Duty Rotas

Inclusion and Wellbeing awareness will be incorporated into all school policies going forward.

Section C: Addressing Bullying Behaviour

Staff Responsibilities for Addressing Bullying Behaviour

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

All staff are responsible for the safety of pupils.

Board of Management:

- Ensure Anti-bullying report is made at each at every BOM meeting.
- Respond to on-going behaviours in line with the school code of behaviour.
- Ensure Bí Cinealtas Policy is reviewed in line with necessary timeframes.
- Act in accordance with the Code of Behaviour if required.

Principal/Deputy Principal:

- Provide support for staff, parents and pupils in dealing with any incidences of bullying behaviour.

- Arrange cover/private phone area for the relevant teacher if requested.
- Remind relevant teacher of Employee Assistance Scheme.
- Act in accordance with the Code of Behaviour if required.

The Management Team:

- Conducts the initial annual reviews the policy.
- Assist staff with any queries in relation to record keeping.

Teaching Staff

- Model positive behaviour.
- Proactively address bullying and respectful behaviours (see preventative strategies above)
- The teacher with responsibility for addressing bulling behaviour is the CLASS TEACHER.
- Investigate and record incidents of bullying behaviour.

SNAs:

- Model positive behaviour.
- Assist teachers in monitoring pupils and activities on the yard and around the school
- Report any witnessed behaviours of concern to a teacher or member of the management team.

Administrative and Ancillary Staff:

- Report any witnessed behaviours of concern to the principal.

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 bullying behaviour occurs, the school will:

- 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 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 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 primary aims in addressing reports of bullying behaviour are:

- to stop the bullying behaviour
- to restore, as far as practicable, the relationships of the children involved

All members of the school community have access to the Bí Cineálta policy and should know what to do if they experience or witness bullying behavior.

When a report of alleged bullying is made, the relevant teacher will endeavor to begin the process within

two school days from the date the allegation is made. It is recognised that the parties involved need to be present and if this is not the case, it may take longer than 2 days to begin the process.

When identifying if bullying behaviour has occurred the teacher should consider the following:

- 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 also be helpful to record or ask the students involved to write down their account of the incident.

We will talk to children using terms such as:

- Experiencing unkind, hurtful or bullying behaviour
- Engaging in unkind, hurtful or bullying behaviour

It is important for school staff to be fair and consistent in their approach to address bullying behaviour.

To determine whether the behaviour reported is bullying behaviour the teacher school consider the following questions:

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

If the answer to each of the questions above is **YES**, then the behaviour is bullying behaviour.

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.

It the answer to any of these questions is **NO**, then the behaviour is **not** bullying behaviour.

Following the group meeting, the teacher may take some time to consider what has been said and review his/her information prior to making a decision. It may be that some children involved in the group will NOT be deemed to have been engaging in BULLYING BEHAVIOUR but others are.

Principles to be adhered to when addressing bullying behaviour

The following principles must be adhered to when addressing bullying behaviour:

- ensure that the student experiencing bullying behaviour feels listened to and reassured
- seek to ensure the privacy of those involved. It may be considered appropriate to 'split' a class across other classes to allow the relevant teacher time to talk to children and parents.
- 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 at an early stage and work with parents throughout the process.

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, 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.**

The Principal is informed and may act in accordance with the Code of Behaviour.

Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.

It is important that the student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured.

School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

We would seek and request that the term labelling a child as a 'bully' is not used and we would ask for parental support with this. These are all children involved and the wellbeing of all children must be considered.

When the teacher is satisfied that bullying behaviour **has** taken place, the following steps are used:

1. The parents/guardians of all children involved are contacted without delay and informed about what has happened. Parents are told directly if their child's behaviour has been determined to fall under bullying behaviour.

2. Taking all the information gathered into account, the teacher, in consultation with the pupils and parents, will decide on a strategy/plan. The goal is to stop the bullying behaviour and to restore the relationships as far as practicable for the children involved.

3. All children will be supported to restore relationships, as far as is practicable.

4. The teacher will continue to observe to ensure that the bullying behaviour has ceased and to monitor with the strategy/plan.

5. The teacher will review the situation in no more than twenty school days with the parents and children (further detail below).

6. Appropriate sanctions may be applied in accordance with the Code of Behaviour.

7. Psychological support via either Direct Casework or Indirect Casework through the National Educational Psychological Service may be requested or other supports/referrals considered.

Given the complexity of bullying behaviour it is generally acknowledged that that no one approach works in all situations.

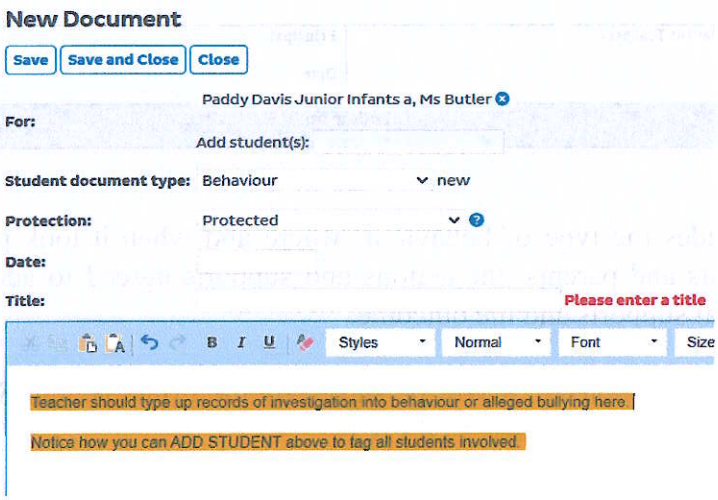
Recording Bullying Behaviour

All investigations into behavioural incidents and alleged bullying will be recorded on Aladdin regardless of whether bullying behavior was determined or not.

The relevant teacher, may initially make handwritten notes but must enter (scan or type up) all details of their investigations onto a blank Aladdin Document **within one week**.

Teachers should 'Add document' and the document type will be 'Behaviour'.

- Change Protection type to 'Protected'.



- Teacher should note that all pupils mentioned in their notes should be 'tagged' in the document using the 'Add Student(s)' field. If a teacher is unsure how to do any of the above, clarification should be sought from the Leadership Team.

When it has been determined by the relevant teacher that bullying behavior has occurred, a **BLUE PAGE 'Template for Recording Bullying Behaviour'** should be requested from the Principal and completed by the relevant teacher. Note at this point, the 'Follow Up section cannot yet be completed.

Template for Recording Bullying Behaviour									
Name:					Class:				
Name(s) and class(es) of pupil(s) engaged in bullying behaviour									
Name(s)					Class(es)				
Source of bullying concern/report (tick relevant box(es))*									
Pupil concerned	☐	Other pupil	☐	Parent	☐	Teacher	☐	Other	☐
Name of person(s) who reported the bullying concern									
Type of Bullying Behaviour (tick relevant box(es)) *									
Disablist	☐			Physical Appearance	☐				
Exceptionally able	☐			Racist	☐				
Gender Identity	☐			Poverty	☐				
Homophobic/Transphobic	☐			Sexist	☐				
				Sexual Harassment	☐				
How the bullying occurred (tick relevant box(es))									
1. Direct Bullying behaviour (tick one of the boxes below)									
Physical ☐		Verbal ☐		Written ☐		Extortion ☐			
2. Indirect Bullying behaviour (tick one of the boxes below)									
Exclusion ☐				Relational ☐					
3. Online ☐									
Description of bullying behaviour and its impact including									
Details of conversations you with relevant parties									
Details of actions taken									
Signed: (Relevant Teacher) Date:					Principal: Date:				
Follow up									

The BLUE PAGE includes 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, engagement with external supports and the outcome.

When the BLUE PAGE is completed, it will be signed by the Principal and Scanned to Aladdin. They BLUE PAGES remain in the PRINCIPAL's OFFICE.

At each Board of Management meeting, the Principal will provide a report to the Board of Management setting out:

- The overall number of bullying cases reported (i.e. the number of the BLUE PAGES bullying recording templates) received by the Principal since the previous Board Meeting.
- Confirmation that all these cases have been, or are being dealt with in accordance with the school's anti-bullying policy.

Determining if Bullying Behaviour has Ceased/Follow up where bullying has occurred

The teacher must engage with the students and parents involved 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
- the relationship between the students involved.

Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for supports to take effect. In some cases, relationships may never be restored to how they were before the bullying behaviour occurred.

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 should consider 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 private matter between the relevant student(s), their parent(s) and the school.**

The teachers 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 this.

Details of this follow up should be recorded on the Blue Page as outlined below - A **COPY** of the original is made but this time the 'Follow Up' will be completed. THIS IS THEN SCANNED TO ALADDIN AND STORED BY THE PRINCPAL.

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.

Requests to take no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. **Parents should put this request in writing to the school** or be facilitated to do so where there are literacy or language barriers. **However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.**

Alleged Bullying behaviour where students are not under the care/responsibility of the school

A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved.

Where the bullying behaviour continues in school, 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 will 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.

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*.

Complaint Process

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school's complaints procedure.

The schools' complaint procedures can be found on the school website under publications.

In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent 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.

The Office of the Ombudsman for Children can be contacted at ococomplaint@oco.ie

Support For those who experience, witness or display bullying behavoiur

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):

A range of appropriate in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience. These may include:

- Social skills groups
- Buddy Programmes
- Group work such as circle time
- Revision of specific Stay Safe lessons with class groups
- Individualised support with a trusted adult (Classroom Support, SET, SNA…etc.)

If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise the same. This may be for the pupil affected by bullying or involved in the bullying behaviour. This may include:

- National Educational Psychological Service.
- Primary Care – Jigsaw
- CAMHS
- GP
- Education Welfare Service – TESS
- TUSLA

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: 19 Oct 2026

(Chairperson of Board of Management)

Signed: Fiona Downes Date 19 October 2026

(Principal)

Appendices:

Appendix A	Student Friendly Policy	
Appendix B	Blue Page – Record of Bullying Behaviour (including section for follow up)	
Appendix C	Guide to Addressing Bullying Behaviour (Appendix C From Procedures)	Standard
Appendix D	Bullying Behaviour Update to the Board of Management	
Appendix E	Review of Bí Cinealtas Policy (Checklist)	Standard
Appendix F	Notification of Annual Review of Bí Cinealtas Policy	Standard

Appendix A: Student Friendly Policy –



Template for Recording Bullying Behaviour

Name:	Class:

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

Name(s)	Class(es)

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

Pupil concerned	☐	Other pupil	☐	Parent	☐	Teacher	☐	Other	☐

Name of person(s) who reported the bullying concern	

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

Disablist	☐	Physical Appearance	☐
Exceptionally able	☐	Racist	☐
Gender Identity	☐	Poverty	☐
Homophobic/Transphobic	☐	Sexist	☐
		Sexual Harassment	☐

How the bullying occurred (tick relevant box(es))

1. Direct Bullying behaviour (tick one of the boxes below)

Physical ☐	Verbal ☐	Written ☐	Extortion ☐

2. Indirect Bullying behaviour (tick one of the boxes below)

Exclusion ☐	Relational ☐

3. Online ☐

Description of bullying behaviour and its impact including

Details of conversations you with relevant parties

Details of actions taken

Signed: (Relevant Teacher) **Date:**	**Principal:** **Date:**

Follow up

Appendix B: Record of Bullying Behaviour (Blue Page)

Notes:

6.5 Recording bullying behaviour All incidents of bullying behaviour should be recorded. The record should document the form (Section 2.5) and type (See Section 2.7) of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents. The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

It should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.

It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased. Any engagement with external services/supports should also be noted.

These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations.

Where a Student Support File exists for a student, schools are encouraged to place a copy of the record on the student's support file. This will assist the school's student support team, where they exist, in providing a consistent and holistic response to support the wellbeing of the students involved. Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated support

Appendix C: Guide to Addressing Bullying Behaviour (From Procedures)

Accessed at: https://assets.gov.ie/static/documents/appendix-c-guide-to-addressing-bullying-behaviour.pdf

Appendix D

Bullying Behaviour Update to the Board of Management

Date of Board Meeting: _____

Date of Previous Board Meeting: _____

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous Board of Management meeting, the following are the figures for this Board Meeting:

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.	

A verbal report was provided where the figures above exceeded 0. Yes____ No _____

Signed:

_____ _____ _____

Chairperson Principal Date

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.

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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 *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? ☐Yes ☐No

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year? ☐Yes ☐No

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

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

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

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

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

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

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

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

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

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

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour? ☐Yes ☐No

Appendix 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)

Signed:

(Principal)

Date:

Date:

Date of next review: