



Bí Cineálta Policy to Prevent and Address Bullying Behaviour



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The Board of Management of Balbriggan Community College has adopted the following policy to prevent and address bullying behaviour.

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

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students, and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.

Each school is required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Positive 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	10/04/25	Survey ½ Day closure - using Guidance document and resources Powerpoints Familiarisation with Bí Cineálta Procedures publication Group activities around scenarios etc. Q&A Collation of all activities in the school that promote belonging and inclusion Further discussion and review of policy at next staff meeting on 07/05/25
Students	29/05/25	Focus Group
Parents	28/04/25	Survey (145 responses)
Board of Management	30/05/25	Focus Group
Wider school community as appropriate, for example, bus drivers	29/05/25	Focus Group held with members of local GAA club
Date policy was approved:		
Date policy was last reviewed:		



Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

The Board of Management of Balbriggan Community College recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

Culture and Environment

- Balbriggan Community College is committed to Restorative Practice and is currently in the midst of undertaking an RP licence with Connect RP. All staff have undertaken RP CPD and we are continuously embedding RP into our day to day interactions across the whole school community. This promotes and models respectful relationships across the school community.
- A positive and inclusive school culture and environment which is welcoming of difference and diversity and is based on inclusivity in line with our Ethos/Core Values.
- Is a 'telling' environment which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
- Sets high standards and expectations.
- A school-wide approach where each member of staff takes a consistent approach to effective observation and addressing of bullying behaviour.
- Promoting kindness and inclusion in peer groups.
- Active partners in their child's education, fostering an environment where bullying is not tolerated through promoting empathy and respect.
- A 'trusted adult' who reassures and supports students they have done the right thing by reporting bullying behaviour.
- Creating safe, visible physical spaces in school.

Curriculum - Teaching and Learning

- A shared understanding of what bullying is, its impact, and bullying as a form of unacceptable behaviour.
- Implementation of education and prevention strategies, including awareness raising measures that:
 - Build empathy, respect, and resilience in pupils.
 - Promote inclusion and diversity.
 - Explicitly address the issues of cyber-bullying and identity-based bullying including homophobic, transphobic, racist, sexist bullying, and sexual harassment as



appropriate.

- Provide teaching and learning in SPHE that equips students with skills to build positive relationships, resolve conflicts, and recognise and deal with bullying behaviour.
- SPHE Curricular Programmes to include:
 - Online safety, digital citizenship, cyber bullying, RSE, Restorative Practice, healthy and unhealthy relationships, communication, help seeking, etc.
- SPHE methodologies to include:
 - Group work/Collaboration.
 - Role-play, acting out scenarios, case studies.
 - Extra-curricular activities to develop positive self-worth.
 - Co-operative games (particularly in P.E).
- NCCA CSPE
- ETBI Patrons curriculum IMBV

Policy and Planning

- BÍ Cineálta Policy developed, communicated, implemented, and reviewed in consultation with all partners.
- Consistent recording, investigation, and follow-up of bullying behaviour (including use of established intervention strategies).
- On-going evaluation of the effectiveness of the BÍ Cineálta Policy.
- Student Friendly BÍ Cineálta Policy.
- Code of Positive Behaviour.
- Child Safeguarding Statement.
- Acceptable Use Policy.
- Supervision Strategy within Staff Handbook.
- SPHE & RSE Policy.
- AEN Policy.
- Wellbeing Statement and Framework for Practice.
- Health and Safety Policy Statement
- DEIS Policy
- Effective supervision and monitoring of pupils (both within school and on yard, unstructured activities, trips, etc).
- Teacher Professional Learning and other such relevant supports for staff.



Relationships and Partnerships

- Strong interpersonal connections supported through a range of formal and informal structures such as Student Council, Clubs, Student Support team, Parents' Association, Student Leadership Team and focus groups etc.
- DEIS Partnership with Parents and Others Plan.
- Student and parent/guardian active participation.
- Workshops and seminars for students, school staff, and parents to raise awareness of the impact of bullying.
- Promoting acts of kindness and activities that build empathy, respect, and resilience e.g. Random Acts of Kindness Day, Well Being Week, Stand Up week,
- MultiCultural Day
- Teaching problem-solving skills.
- Critical Thinking Skills.
- Promoting self-awareness and awareness of others.
- Encouraging peer tutoring and buddying.

Preventing Cyber Bullying Behaviour

Technology and social media have provided many positive opportunities for entertainment, social engagement, and education. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

Balbriggan Community College strives to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments.

Strategies to prevent cyberbullying behaviour include:

- Implementing the SPHE curriculum.
- Implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship.
- Having regular conversations with students about developing respectful and kind relationships online.
- Developing and communicating an acceptable use policy for technology.
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Positive Behaviour.
- Promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online.
- Holding an Internet safety day to reinforce awareness around appropriate online behaviour.
- Taking part in Safer Internet Week, and inviting Garda into talks with students re online safety.



(Note: 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. Children between 13 and 16 must have parental permission to sign up to social media services. Most social media platforms have a minimum age requirement and for the majority of these, it is 13 years old. Therefore, children under the age of 13 should not have a social media account).

Preventing Homophobic/Transphobic Bullying Behaviour

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

Strategies to prevent homophobic and transphobic bullying behaviour include:

- Maintaining an inclusive physical environment such as by displaying relevant posters etc.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Challenging gender stereotypes.
- Conducting workshops and seminars for students, school staff, and parents to raise awareness of the impact of homophobic bullying behaviour.
- Encouraging students to speak up when they witness homophobic behaviour.

Preventing Racist Bullying Behaviour

Strategies to prevent racist bullying behaviour include:

- Fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment.
- Having the cultural diversity of the school visible and on display.
- MultiCultural Day to create awareness of the diversity within our school community.
- Conducting workshops and seminars for students, school staff, and parents to raise awareness of racism.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Encouraging bystanders to report when they witness racist behaviour.
- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents.
- Providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents.
- Inviting speakers from diverse ethnic backgrounds.
- Ensuring that library reading material and textbooks represent appropriate lived



experiences of students and adults from different national, ethnic, and cultural backgrounds.

Preventing Sexist Bullying Behaviour

Strategies to prevent sexist bullying behaviour 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 contribution of all students.
- Encouraging parents to reinforce these values of respect at home.

Preventing Sexual Harassment

Balbriggan Community College promotes a zero-tolerance approach to sexual harassment. It strives to support this through a focus on education, awareness, and clear enforceable policies. Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include:

- Promoting positive role models within the school community.
- Using the SPHE specification for Junior and Senior Cycle to teach about healthy relationships and how to treat each other with respect and kindness.
- Challenging gender stereotypes that can contribute to sexual harassment.
- Encouraging bystanders to report when they witness sexual harassment.

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):

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

The relevant supervision and monitoring policies and procedures are as follows:

- Supervision and Substitution Rota
- Children are accompanied by at least one teacher/SNAs, as relevant and necessary, on all trips and outings.
- If patterns of inappropriate behaviour are detected these are investigated and documented, as relevant on VShare
- Form Tutors and Year Heads have weekly Year team meetings.



- Weekly SST meetings take place which include the relevant personnel for each year group.
- If there are reported incidents or issues between children that warrant closer monitoring this is notified to relevant staff and through SST meetings.
- A report on supervision and incidents of bullying behaviour is given at each BOM meeting

Section C: Addressing Bullying Behaviour

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

This will involve all staff, led by the Senior Management Team (SMT) in conjunction with the relevant Student Support Team (SST).

When bullying behaviour occurs, the school will:

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



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

Identifying if bullying behaviour has occurred:

Core Definition of Bullying: Bullying is defined as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. (The detailed definition is provided in Chapter 2 of the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*)

Bullying Behaviour that occurs when students are not under the care or 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 should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

General Principles:

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

Requests to take no action:

A student who reports bullying behaviour may ask a member of staff not to do anything and just “look out” for them due to not wanting to be identified as having told someone about the bullying behaviour. They might feel that telling someone might make things more difficult for them.

Where this occurs:

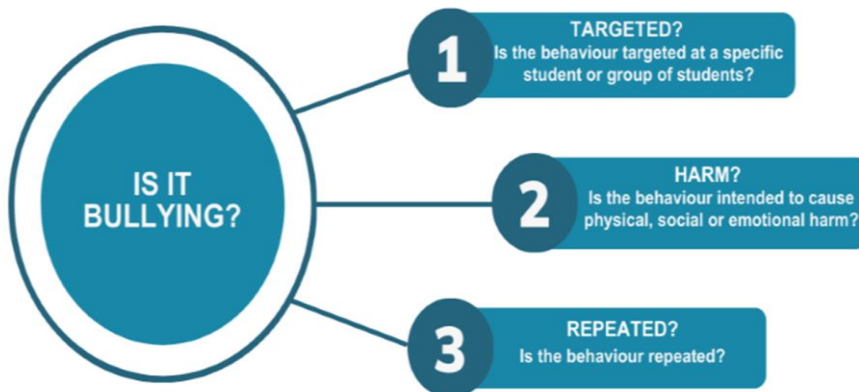
- it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the behaviour.
- It must be made clear to the pupil that other parties may need to be informed for their welfare.



- Parents may also make the school aware of bullying behaviour and specifically request that no action is to be taken by the school. Parents should put this in writing to the school.
- The school will consider each such request on a case-by-case basis while reserving the right, if determined that based on the circumstances, it is appropriate to address the bullying behaviour through the Bí Cineálta procedures and/or the Code of Behaviour where appropriate.

To determine whether the behaviour reported is bullying behaviour the following questions will be considered:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?



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

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

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

What is not bullying behaviour?

- A once off instance of negative behaviour
- Disagreement between students
- Instances where students don't want to remain friends
- Non-deliberate behaviours of students with special educational needs (Bí Cineálta Section 2.2)

Cyberbullying

- Bullying behaviour including cyberbullying behaviour, which has occurred outside of school can often continue in school.
- Where a student engages in cyberbullying behaviour when in school, the school must address the bullying behaviour
- Where a student experiences cyberbullying behaviour in school, the school must



address the bullying behaviour.

- In the case of cyberbullying, although the hurtful message may have been sent outside of school hours, the student may view the message while in school. Where this happens, the school must address the bullying behaviour

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- if a group of students is involved, each student should be engaged with individually at first
- thereafter, all students involved should be met as a group
- at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each student should be supported as appropriate, following the group meeting
- it may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

- parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents (Appendix B)
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

Follow up where bullying behaviour has occurred

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher should document the review with students (Appendix B) and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- the date that it has been determined that the bullying behaviour has ceased



should also be recorded

- any engagement with external services/supports should also be noted
- ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Positive Behaviour.
- If disciplinary sanctions are considered, it must be made clear to all (pupils and parents/guardians) that this is a private matter (under GDPR) between the student being disciplined, his/her parents/guardians and the school

Recording Bullying Behaviour:

See template **Appendix B** which includes all the required details/fields.

- 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 2.4)

Complaint Process

- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, they should be referred to the school's complaints procedures
- if a student and/or parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

What additional supports are available?

PSS, NEPS, Oide, Webwise, National Parents Council, DCU Anti Bullying Center, Tusla, Webwise



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):

Supports:

The school's programme of support for working with pupils who experience, witness and display bullying behaviour, in addition to supports referenced in the steps above, may include but is not limited to the following:

- Listening
- Showing empathy
- Reassuring the student
- Asking them to let you know if the bullying behaviour occurs in school
- Devising appropriate 'check in' mechanisms – check and connect
- Discussing how the pupils can inform their parents of the situation if they haven't already done so
- Discreet lessons may be taught as appropriate
- Pupils who have been bullied, witness or engage in bullying behaviour will be supported by the school, within the limits of resources available in the school, through the provision of opportunities to participate in activities designed to raise self-esteem, to develop friendships and social skills and thereby build resilience and a sense of self-worth whenever this is needed.
- Where relevant and available, a referral for appropriate supports as offered through e.g. Art Therapy, Rainbows, Friends for Life etc.

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

- Oide – providing TPL pg.47
- Webwise – online safety awareness raising and education initiative for pupils and parents pg.47
- National Parents Council – online and in person courses to support parents to prevent and address bullying pg. 48
- DCU Anti bullying centre- FUSE programme that can be used to promote a positive school culture and assist in preventing and addressing bullying behaviours. Pg.48
- Tusla – for cases where it is considered that bullying behaviour becomes a child protection concern. Pg.48

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



Section D: Oversight

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

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

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

Signed: _____ Date: _____
(Chairperson of board of management)

Signed: _____ Date: _____
(Principal)



APPENDICES:

Appendix A: Student Friendly Version

Appendix B: Bullying Behaviour Incident Report Form

Appendix C: Practical tips for building a positive school culture and climate

Appendix D: Guide to providing bullying behaviour update

Appendix E: Review of the Bí Cineálta policy

Appendix F: Notification regarding the BOM's annual review of the Bí Cineálta policy

Appendix G: Overview of the Bí Cineálta procedures for preventing and addressing bullying behaviour



APPENDIX A – STUDENT FRIENDLY VERSION:

BE KIND

Bí Cineálta!

PROUDLY A RESTORATIVE PRACTICE SCHOOL



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

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





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

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

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

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

We will ask you what you think.

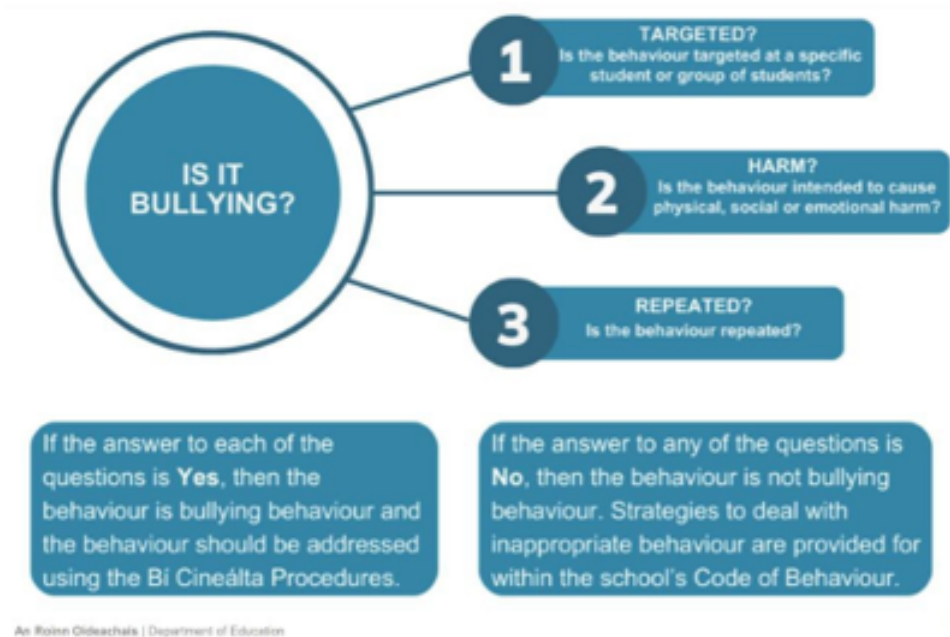



Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.



APPENDIX B – BULLYING BEHAVIOUR INCIDENT FORM:

Template for Recording Bullying Behaviour



If the bullying allegation meets the criteria for the definition of Bullying as per the Bí Cineálta procedures, (including online bullying) this template could be used

1. Name of pupil experiencing bullying behaviour

Name _____ Class _____

2. Name(s) & classes of pupil(s) engaged in bullying behaviour

3. Form(s) of Bullying: (2.5)

Physical, Verbal, Written, Extortion, Exclusion, Relational, Online, (Please circle)

Other (please state) _____

4. Type of Bullying: (2.7)

Disablist, exceptionally able, gender-identity, homophobic/transphobic, physical appearance, racist, poverty, religious identity, sexist bullying, sexual harassment (Please circle) Other (Please state)

5. Location of incident(s) _____

6. Date of incident(s) _____

7. Name of person(s) who reported the concern _____



8. Brief description of bullying behaviour and its impact:

9. Date of initial engagement with pupil(s) harmed and pupil(s) engaging in harm.

10. Names of, and date of initial engagement with parent(s) of student(s) experiencing the bullying behaviour

11. Name of, and date of initial engagement with parent(s) of student(s) displaying bullying behaviours

11. Details of actions taken:

12. Views of pupils and parents regarding actions to be taken

13. Date of Review to determine if bullying behaviour has ceased _____

14. Details of Engagement with external supports (if any)

Signed: _____ (Teacher) Date: _____



APPENDIX C – PRACTICAL TIPS FOR BUILDING A POSITIVE SCHOOL CULTURE AND CLIMATE:

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media. Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision and supervision on school trips and visits.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. (i) Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. (ii) Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.



APPENDIX D – GUIDE TO PROVIDING BULLYING BEHAVIOUR UPDATE:

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

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

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- > the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc
- > the strategies used to address the bullying behaviour
- > any wider strategies to prevent and address bullying behaviour
- > if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- > if a parent has informed the school that a student has left the school because of reported bullying behaviour
- > if any additional support is needed from the board of management
- > if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.



APPENDIX E – REVIEW OF THE BI CINEALTA 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: _____



APPENDIX F – NOTIFICATION REGARDING THE BOM’S ANNUAL REVIEW OF THE BI CINEALTA 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: _____

Signed: _____

(Chairperson of Board of management)

(Principal)

Date: _____

Date: _____



APPENDIX G – OVERVIEW OF THE BÍ CINEÁLTA PROCEDURES FOR PREVENTING AND ADDRESSING BULLYING BEHAVIOUR:

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

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



Chapter 4	Appendix A BÍ Cineálta Policy	This template document must be used as a basis for each school's BÍ Cineálta Policy.
	Student-Friendly BÍ Cineálta Policy	Every school must develop a student-friendly version of its BÍ Cineálta policy and display it where students and the school community can see it.
	Appendix B Student-Friendly BÍ Cineálta Policy	This template document can be used by schools as a basis for their student-friendly policy.
Chapter 5	Preventing Bullying Behaviour	<p>Prevention measures are linked to the four areas of Wellbeing Promotion.</p> <p>Importance of fostering a "telling environment" in schools and the role of the trusted adult.</p> <p>Prevention strategies must be provided relating to specific types of bullying behaviour including cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment, as appropriate.</p>
Chapter 6	Appendix C Guide to Addressing Bullying Behaviour	Guide can be used to address bullying behaviour.
	Remit of the school in addressing bullying behaviour	A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their BÍ Cineálta policy.
	Requests to take no action	Guidance for schools on how requests by students and parents to "take no action" should be addressed.
	Engagement with students involved in bullying behaviour and their parents	<p>Schools must engage with students who have experienced bullying behaviour to decide the actions to be taken to address the incident of bullying behaviour.</p> <p>Schools must also engage with their parents.</p> <p>Schools must engage with students who have displayed bullying behaviour as well as their parents when deciding actions to be taken.</p> <p>Schools must engage with all involved when reviewing progress and determining whether bullying behaviour has ceased.</p>
	Recording Incidents of Bullying Behaviour	All incidents of bullying behaviour must be recorded by the teacher addressing the behaviour.



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