

Nano Nagle College

Bí Cineálta Policy

2025

Table Of Contents:

1. Introduction
2. Scope
3. Applications
4. Statement of Commitment
5. Defining Bullying
6. Development of our Bí Cineálta Policy to prevent and address bullying behaviour
7. Preventing Bullying Behaviour
8. Examples of Bullying Behaviour
9. Bullying As A Criminal Behaviour
10. Personnel
11. Education and Prevention Strategies
12. Addressing Bullying Behaviour
13. Record Keeping
14. Programme of Support
15. Supervision and Monitoring of Students
16. Prevention of Harassment
17. Ratification
18. Accessibility
19. Appendix 1-6

1. Introduction:

Nano Nagle College is dedicated to developing each student as an individual. Our pastoral care throughout the school goes hand in hand with ensuring personal success. All members of staff share a collective responsibility to act to prevent bullying behaviour in our School Community. The School aims to create a 'telling' atmosphere where students safely disclose incidents of bullying behaviour. The aim of this policy is to ensure the School is a safe and secure environment for all. In accordance with the requirements of the Education (Welfare) Act 2000 and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools, the Board of Management of Nano Nagle College has adopted the following policy with and within the framework of the school's overall Code of Behaviour. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to ensuring that policy and practice in the school is guided by the four key principles of Cineáltas:

- Prevention
- Support
- Oversight
- And Community

2. Scope:

The School Bí Cineálta Policy ("the Policy") applies in the following contexts:

- 2.1. The relationships between students and other students.
- 2.2. The relationships between students and staff members.

3. Application:

The Policy applies to the following:

- When students are on the School grounds.
- When students are travelling to and from School.
- When students are on School tours and trips.
- When students are in school uniform.
- When students are engaged in extracurricular activities organised by the School.
- To any bullying behaviour outside School which seriously impacts on a student's participation in School.
- To any behaviour that adversely affects the school reputation or the education of any student in the School.

4. Statement of Commitment:

The Board of Management of Nano Nagle 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. Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992. In doing this, we committed to promote, protect and fulfil the rights of children. Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30)

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.

These procedures related to measures to prevent and address bullying behaviour that occur between students. Allegations of bullying behaviour by students towards school staff will be addressed through the School's Code of Behaviour. Allegations of bullying behaviour by school staff towards students will be addressed by the principal through the disciplinary procedures for staff.

Nano Nagle College is committed to promoting diversity, equity and inclusion (DEI) both within our school community and in the wider community. Nano Nagle College strives to foster a safe and inclusive culture with equality at its heart so that diversity can flourish. We embrace our diversity as a strength, and we work with sincerity to enable all in our community to grow and flourish equally.

We place inclusive principles and practices at our core and are fully committed to understanding the challenges that exist for our community under the nine grounds for discrimination identified under the Equal Status Acts 2000-2018, namely, gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community.¹

We seek to proactively address these, to the best of our abilities, whether this be in respect of recruitment, the curriculum or school culture:

- Through a DEI focus in our policies, practices, and procedure
- Through appropriate training, development and experiences
- Through promoting these principles across the curriculum
- Through a commitment to Global Citizenship Education (GCE)²
- Through the lens of the UN Sustainable Development Goals (SDGs)³

Discrimination, in any form, is not accepted within Nano Nagle College as we aim to be a leading voice for equity, diversity and inclusion in Irish education. The School's commitment to DEI underpins all policies, procedures and practices.

5. Defining Bullying:

Nano Nagle College endorses the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools* where bullying is defined as follows:

- Bullying is targeted behaviour, online or offline, that causes harm.
- The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

A detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.

¹ <https://www.ihrec.ie/guides-and-tools/human-rights-and-equality-in-the-provision-of-good-and-services/what-does-the-law-say/equal-status-acts/>

² <https://www.worldwiseschools.ie/wp-content/uploads/2021/05/Teacher-Guidebook.pdf>

³ <https://sdgs.un.org/goals>

The harm can be:

- Physical (e.g.: personal injury, damage to or loss of property)
- Social (e.g.: withdrawal, loneliness, exclusion)
- Emotional (e.g.: low self-esteem, depression, anxiety)
- A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Behaviour that is not bullying behaviour:

If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, must be addressed under the School's Code of Behaviour.

- Some students with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Basic Considerations:

- a. Every case of bullying is unique and different.
- b. Nano Nagle College reserves the right at all times to protect the students in its care from bullying behaviour.
- c. Parents and Guardians should inform the School of episodes which they suspect to be bullying which have come to their attention through their students or through other parents and guardians or through social or personal media and have a negative impact on a student's participation in School.
- d. Investigations of alleged bullying can take a considerable amount of time.
- e. Investigations and resolutions of bullying behaviour must follow the process as outlined in Section 12 of this Policy.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the School's Code of Behaviour.

Additional information on different types of bullying is set out in **Section 2** of the *Bí Cineálta Procedures to prevent and address bullying behaviour*.⁴

⁴ <https://www.gov.ie/en/press-release/a5c8d-minister-foley-announces-publication-of-the-bi-cinealta-procedures-to-prevent-and-address-bullying-behaviour/>

6. Development 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	April 2025	Stage 1: Overview of Bí Cineálta procedures
Students	April 2025	Students from focus groups from Junior and Senior Cycle were consulted on the student-friendly policy.
Parents and Guardians	April 2025	Bi Cineálta overview shared with Parents Association
Board of Management	June 2025	Review and ratification
Date policy was approved:		
Date policy was last reviewed:		

7. Preventing Bullying Behaviour:

Supervision and Monitoring.

Nano Nagle College has an obligation to provide, to the best of its ability, a safe environment for all our students. We believe students need a certain amount of personal freedom to encourage and foster independence and responsibility and furthermore it is impossible to supervise and monitor all students at all times. We expect that all students adhere to a standard of acceptable and respectful behaviour, whether in the presence of a member of staff, or not.

Most cases of bullying happen outside of class time. We are fortunate to have strong staff presence outside class time as many teachers are involved in afternoon and extra- curricular activities, additionally we have a boarding staff, and we have staff members who reside on the campus, however constant, incessant supervision and monitoring of all students at all times is neither possible nor desirable.

8. Examples of Bullying Behaviour:

General behaviours which apply to all	<ul style="list-style-type: none">• Harassment based on any of the nine grounds in equality legislation – e.g., sexual harassment, homophobic, biphobic and transphobic bullying, racist bullying, racist and ethnic identity-based bullying etc.• Physical aggression.• Damage to property.• Name calling.• Slagging.• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person.• Offensive graffiti.• Extortion.• Intimidation.• Insulting or offensive gestures.• The “look”.• Invasion of personal space.• A combination of any of the types listed.
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Cyber	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person's reputation. • Harassment: Continually sending vicious, mean, or disturbing messages to an individual. • Impersonation: Posting offensive or aggressive messages under another person's name. • Flaming: Using inflammatory or vulgar words to provoke an online fight. • Trickery: Fooling someone into sharing personal information which you then post online. • Outing: Posting or sharing confidential or compromising information or images. • Exclusion: Purposefully excluding someone from an online group. • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for their safety. • Silent telephone / mobile phone calls. • Abusive telephone / mobile phone calls. • Abusive text messages. • Abusive email. • Abusive communication on social networks – e.g. Facebook / Ask.fm / X / You Tube / Snapchat / Instagram / TikTok / BeReal or on games consoles. • Abusive website comments / blogs / images. • Abusive posts on any form of communication technology.
Identity based behaviours	<p>Including any of the nine discriminatory grounds mentioned in Equality Legislation (sexual orientation, gender including transgender, civil status, family status, sexual orientation, gender identity, religion, age, disability, race, and membership of the Traveller community).</p> <p>(Equal Status Acts 2000-2018).</p>
Homophobic, biphobic, gender identity and transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation. • Taunting a person of a different sexual orientation. • Name calling language used in a derogatory

	<p>manner.</p> <ul style="list-style-type: none"> • Physical intimidation or attacks. • Threats.
Race, nationality, ethnic background, and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments, or insults about skin colour, nationality, culture, social class, religious beliefs, ethnic or Traveller background. • Exclusion based on any of the above.
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip. • Isolation and exclusion. • Ignoring. • Excluding from the group. • Taking someone's friends away. • 'bitching'. • Spreading rumours. • Breaking confidence. • Talking loud enough so that the victim can hear. • 'The Look'.
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching. • Harassment. • Sexting – i.e., the sharing of explicit text and images about or of students or other without their permission.
Special Educational Needs; Disability	<ul style="list-style-type: none"> • Name calling. • Taunting others because of their disability or learning needs. • Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability. • Setting others up for ridicule.

9. Bullying as Criminal Behaviour:

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years. Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful

Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images.

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

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

If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

10. Personnel:

The relevant teacher(s) and members of who investigate and deal with bullying are as follows:

- All Subject Teachers
- Class Teachers
- Year Heads
- Guidance Counsellor
- Pastoral Support
- Deputy Principal
- Principal

11. Education and Prevention Strategies:

This section sets out the education and 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.

These are the four areas that we considered when we developed our measures to prevent bullying behaviour.

Culture and Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school personnel experience a sense of belonging and feel safe, connected and supported. Relationships between all members of the school community should be based on respect, care, integrity and trust

How we create this culture and environment:

- a. Open communication between all stakeholders in the school and a whole school approach in creating and maintaining an open and inclusive School which values and respects every student.
- b. Standards and expectations in relation to preventing and addressing bullying behaviour set by school leaders through whole school assemblies, parent and guardian evenings and all interactions with students.
- c. Consistent approaches taken to addressing bullying behaviour.
- d. Students promoting kindness, respect and inclusion through their daily interactions.
- e. Parents and guardians helping to foster an environment where bullying behaviour is not tolerated by promoting empathy and respect.
- f. By creating a “Sharing Environment”, we encourage a culture of telling with particular emphasis on the importance of bystanders. It is made clear to all students that when they report incidents of bullying, they are not considered to be ‘telling tales,’ but are behaving responsibly.
- g. By creating safe physical spaces throughout the school.
- h. Ensuring expectations and values are clearly conveyed on corridors and in rooms through posters and artwork which are jointly created and developed with student.

Curriculum (Teaching and Learning)

We promote an approach to teaching and learning that is both collaborative and respectful in Nano Nagle College. Students are given regular opportunities to work in small groups with their peers, which helps to build a sense of connection, belonging and empathy among students.

Subject and Programme Provision

- The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. We have a wide array of subjects at both Junior and Senior Cycle and offer (TY, LC & LCA) at Senior Cycle. We provide opportunities for students to develop a sense of self-worth through both curricular and a wide variety of co-curricular and extra-curricular programmes through our strategic focus on diversity, equity and inclusion.

Subject content

- The updated SPHE specifications aim to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The RSE strand of the specification also provides space for students to examine and consider relationships and human

sexuality which can foster an understanding of diversity which may help to reduce gender and identity-based bullying as well as sexism and sexual harassment.

- As well as this, diversity, equity and inclusion are underpinned in all subject areas. All personnel in Nano Nagle College aim to encourage respect and understanding of different beliefs, perspectives and ways of living. This is delivered in a cross curricular way through assemblies, SPHE, CSPE, Wellbeing and many other subjects. In CSPE, there is a focus on the interdependence of people in communities, at local as well as national and international levels.
- History and, at Senior Cycle, Politics and Society is used to raise awareness of racism and colonialism. By examining historical and contemporary examples of racial discrimination and colonial legacies, students can develop an understanding of the root causes of bias and prejudice. Resources and materials are also available to support incorporating Traveller culture and history across many areas of the curriculum with a unit of work created by a member of our English department and shared with the NCCA.

Supports for Parents and Guardians

- Equipping parents and guardians with the skills and information on bullying and online safety is vital to successfully supporting our students

Policy and Planning

The wellbeing of the school community is at the heart of school policies and plans. This policy clearly details how we try to prevent and address bullying behaviour. We use many of the resources and practices as recommended in the Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools.

There are a range of other policies such as The Acceptable Use Policy, Supervision Policy, Code of Behaviour, SEN Policy, Child Safeguarding Statement, RSE policy and the SSE Wellbeing in Education Policy that support implementation of the School's Bí Cineálta policy.

Student and Parent and Guardian Voice

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

Staff Development and Voice

- All school personnel are also consulted in the development of Policy and Procedures in the school. We have developed a strong culture of continuous professional development with school personnel engaging in professional learning courses that support the School in preventing and addressing bullying behaviour. School personnel often share their experiences and examples of best practice at meetings, via email or through collaborative working groups.

Relationships and Partnerships

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

Student Council

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

School Clubs

- As part of our diversity, equity and inclusion strategic pillar, we aim to develop and enhance the number of co-curricular clubs and extra-curricular clubs in the School to ensure that all students can feel a connection and sense of belonging in our School. LGBTQA+ club, Lunchtime Clubs are examples of some of the clubs that foster a sense of connection and belonging.

Parent Teacher Association

- Our Parent Teacher Association (PTA) plays an active role in the development of our School. The main focus of their regular meetings is how we can make our school a better more positive place for all students. Student Support Teams
- We have a variety of student support teams in the school. This includes Principal, Deputy Principal, Year Head, SENCO, HSCL and Guidance Counsellor with a Pastoral responsibility for each year group. They meet on a weekly basis.
- We also have an AEN anchor for each year group who works with school senior management and SEN Team of teachers, and SNAs to support students.
- Our Guidance Team also meet on a regularly basis to discuss school wide issues and supports across year groups

Open Door Policy and Positive relationships with staff

- Our Principal and Deputy Principal lead an open-door policy for all students in the school. We aim to develop positive relationships with all students and try to develop a culture where students can approach any member of staff to discuss any issue which is affecting them in school, including any bullying behaviours. We endeavour to become a 'Restorative Practice' School with restorative approaches central to how we develop and restore relationships and treat everyone with respect.

Awareness Initiatives

- Some of our regular assemblies and guest speakers focus on topics relevant to bullying and its prevention, specifically where we look at relationships, friendships, and respect.
- Everyone participates in anti-bullying initiatives which take place on an annual basis and cover many topics including the importance of friendships and how to be a good friend.
- Promotion of mental health through Jigsaw: Feel-Good Friday's and Belong To
- DEI events throughout the year that foster a sense of connection and belonging- European Week Against Racism, Black History Month, Stand Up Week, International Day, and more.

Note: this is not an exhaustive list but encompasses a range of areas in which the School is committed to preventing and addressing bullying behaviour.

12. Addressing Bullying Behaviour

The School's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the School for dealing with cases of bullying behaviour are underpinned by a restorative approach, and are as follows (see Section 6.8 of the *Bí Cineálta Procedures for Primary and Post-Primary Schools*):

- a. Incident comes to the attention of any staff member
- b. The incident is then referred to the relevant personnel – teacher, year head, guidance counsellor, HSCL, Deputy Principal, and Principal of school.
- c. In dealing with an allegation of bullying the teacher/staff member will exercise their professional judgement to determine whether bullying has occurred and how best to resolve the situation
- d. Investigation to be carried out, including the interviewing, and taking of statements from those involved and from witnesses and bystanders.
- e. All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned

- f. Parents and guardians to be contacted and if necessary, requested to meet in School with the relevant personnel
- g. Parents and guardians, and students are required to cooperate with any investigation and assist the School in resolving any issues and restoring as far as is practicable the relationships of the parties involved.
- h. In cases where it has been determined that bullying has occurred it should be made clear to the student who engaged in bullying behaviour how they are in breach of the School's Bí Cineálta Policy and efforts will be made to get them see the situation from the perspective of the student being bullied
- i. Following investigation: meeting to discuss findings and to agree proposed actions (including disciplinary and support actions required for parties involved)
- j. Principal of School/Deputy Principal to ratify proposed actions
- k. Parents and guardians and students informed of actions
- l. Where disciplinary sanctions are required, this is a private matter between any student being disciplined, their parents and guardians and the School
- m. Bullying Incident Report Form, if applicable, to be stored in Disciplinary File
- n. The School will, always, endeavour to comply with current legislation.

13. Record Keeping:

The relevant teacher must keep a record of their investigation. The relevant teacher must use the recording template (Appendix 2) to record bullying behaviour in the following circumstances:

- a. in cases where they consider that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they have determined that bullying has taken place
and/or,
- b. If the bullying behaviour is of sufficient gravity to be recorded immediately, e.g., serious assault.

In the circumstances of (a) and (b) above the recording template at Appendix 2 must be completed in full and a copy retained by the relevant teacher and a copy provided to the Principal of School/Deputy Principal. The recording template can be completed in written or e-format.

13.1 Requests to take no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, school staff will show empathy to the student, will deal with the matter sensitively and speak with the student to work out together what steps

can be taken to address the matter and how their parents and guardians will be informed of the situation.

It is important that the student who has experienced bullying behaviour feels safe.

Parents and guardians may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents and guardians will be asked to put this request in writing to the school.

However, while acknowledging the parent's and guardian's request, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

The incident will be recorded by the School and presented to the Board of Management as part of the bullying behaviour update.

NOTE

In an investigation the rights of all students will be respected, and a fair hearing will be awarded to all students. Investigations into alleged incidents of bullying are thorough and take time.

The aim is to ensure that both the alleged bully and alleged victim can establish a mutually respectful relationship.

14. Programme of Support:

The School's programme of support for working with students affected by bullying is to ensure that both the victim of bullying behaviour and the person/persons responsible for the offending behaviour will be offered ongoing informal or formal support from within the School. Nano Nagle College supports restorative practices.

The informal supports offered in the school may be check-ins with class teachers, year head or other relevant member of staff. Formal supports offered in School may be in the form of monitoring, internal counselling and/or referral to an external counselling agency, a psychologist, psychotherapist, or other agencies, if deemed more appropriate and agreed to by parents and guardians.

15. Supervision and Monitoring of Students

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.

16. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

17. Ratification

This policy was adopted by the Board of Management on _____

18. Accessibility

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. A copy of this policy will be made available to the Department of Education on request

Signed: _____
(Chairperson of Board of Management)

Date: _____

Signed: _____
(Principal)

Date: _____

Appendix 1: Practical tips for creating an inclusive environment in which bullying behaviour are prevented

The School takes a restorative approach in fostering a safe and inclusive environment. 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.

- a. Model respectful behaviour to all members of the school community always.
- b. Explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- c. Display key respect messages in classrooms, in assembly areas and around the school.
- d. Involve students in the development of these messages.
- e. Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- f. Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of students with a disability or SEN. Give constructive feedback to students 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.
- g. Explicitly teach students about the appropriate use of social media.
- h. Positively encourage students to comply with the school rules on mobile phone and internet use.
- i. Follow up and follow through with students who ignore the rules.
- j. Actively involve parents and guardians and/or the Parent Teacher Association in awareness raising campaigns around social media.
- k. Actively promote the right of every member of the school community to be safe and secure in school.
- l. Highlight and explicitly teach school rules in student friendly language in the classroom and in common areas.
- m. All staff can actively watch out for signs of bullying behaviour.
- n. Ensure there is adequate recreation space/school yard/outdoor supervision.

School staff can get students to help them to identify bullying “hot spots” and “hot times” for bullying in the school

- Hot spots tend to be in the recreation areas, outdoor areas, changing rooms, corridors, and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when students are in the recreation areas, outdoor areas or moving classrooms.

Appendix 2: Template for Reporting Bullying Behaviour

1. Details of the Student Being Bullied:

- Name: _____
- Class Group: _____

2. Details of Student(s) Engaged in Bullying Behaviour:

- Name(s):

- Class(es):

3. Source of Bullying Concern/Report (Tick all that apply)

- ☐ Student Concerned
- ☐ Other Student
- ☐ Parent/Guardian
- ☐ Teacher
- ☐ Other: _____

4. Location of Incidents (Tick all that apply)

- ☐ Recreation Areas
- ☐ Classroom
- ☐ Corridor
- ☐ Toilets
- ☐ School Bus
- ☐ Other: _____

5. Name of Person Reporting the Concern

- _____

6. Type of Bullying Behaviour (Tick all that apply)

- ☐ Physical Aggression
- ☐ Damage to Property
- ☐ Isolation/Exclusion
- ☐ Name Calling
- ☐ Cyber-bullying

- ☐ Intimidation
- ☐ Malicious Gossip
- ☐ Other: _____

7. Identity-Based Bullying (If applicable, indicate the relevant category)

- ☐ Homophobic
- ☐ Gender based
- ☐ Socio-economic status
- ☐ Disability/SEN-related
- ☐ Religion
- ☐ Racist/Ethnicity
- ☐ Membership of Traveller Community
- ☐ Other: _____

8. Description of the Bullying Behaviour and Its Impact

(Brief description of the behaviour and how it has affected the student.)

9. Actions Taken

(Steps taken to address the situation, including support for the student and any disciplinary measures.)

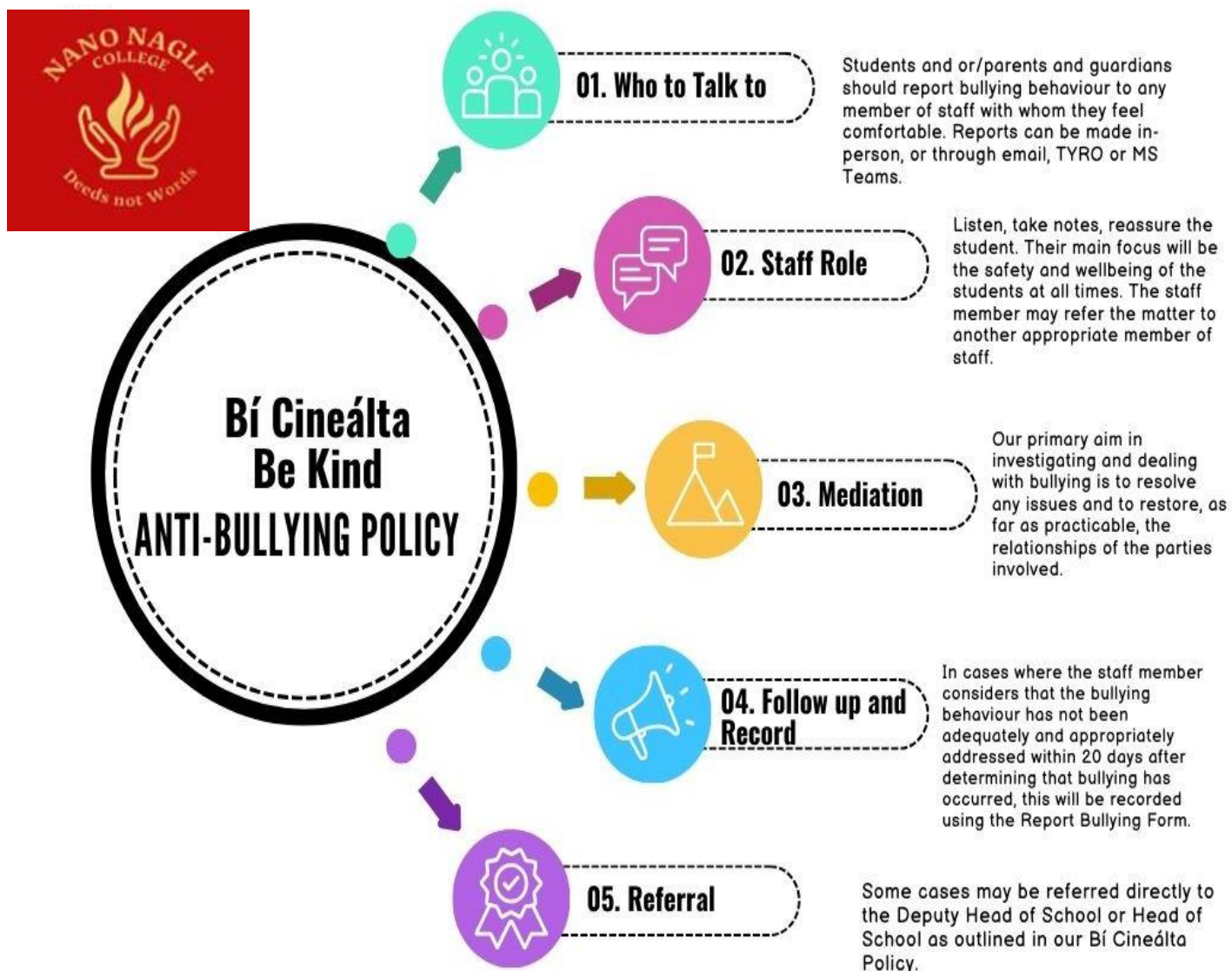
Signatures

- Relevant Staff Member: _____
- Date: _____
- Date Submitted to Year Head/Deputy Principal: _____

Appendix 3: Student Friendly Bí Cineálta Policy

This will be displayed in the school in accordance with the Bí Cineálta *Procedures to prevent and address bullying behaviour*

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



Don't ignore. Don't be a bystander. Take action. Get help. Tell someone.

Appendix 4: Annual Review Checklist for Bí Cineálta Policy

This checklist is to be completed as part of the annual review of the school's Bí Cineálta policy and its implementation.

Section 1: Policy Review Details

- When did the Board adopt the Bí Cineálta policy to prevent and address bullying behaviour?
Date: ____ / ____ / 20____
- Where is the student-friendly Bí Cineálta policy displayed within the school?
Answer: _____
- On what date was the Bí Cineálta policy and the student-friendly policy published on the school website?
Date: ____ / ____ / 20____
- How has the student-friendly policy been communicated to students?
Answer: _____
- How has the Bí Cineálta policy and the student-friendly policy been communicated to and guardians?
Answer: _____

Section 2: Policy Awareness and Implementation

- Have all school staff been made aware of the school's Bí Cineálta policy and its associated procedures?
☐ Yes
☐ No
- Does the Bí Cineálta policy document the strategies used by the school to prevent bullying behaviour?
☐ Yes
☐ No
- Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting in the past year?
☐ Yes
☐ No
- Has the Board discussed how the school is addressing all reports of bullying behaviour?
☐ Yes
☐ No
- Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the Bí Cineálta policy?
☐ Yes
☐ No
- Have the prevention strategies in the Bí Cineálta policy been implemented?
☐ Yes
☐ No

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

Section 3: Consultation and Feedback

- How have parents and guardians, students and school staff been consulted during the review of the Bí Cineálta policy?

☐ Yes

☐ No

- Outline any aspects of the policy or its implementation identified as needing improvement:

Answer:

- If improvements are required, describe how these will be addressed and specify whether an action plan with timeframes has been developed:

Answer:

- Does the student-friendly policy need updating? If so, why?

Answer:

Section 4: Additional Considerations

- Does the school refer parents and guardians to the complaints' procedures for concerns about how bullying behaviour has been addressed?

☐ Yes

☐ No

- Has a parent or guardian informed the school that a student left due to reported bullying behaviour?

☐ Yes

☐ No

- Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school addressed a bullying incident?

☐ Yes

☐ No

Signed: _____

(Chairperson of Board of Management)

Date: _____

Signed: _____

(Principal)

Date: _____

Appendix 5: Guide to Providing Bullying Behaviour Update for the Board of Management

(replace below with our adapted template)

Template for Providing Bullying Behaviour Update

Template for providing Bullying Behaviour Update for Board of Management Meeting of _____

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.	

Note: 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 bullying behaviour have occurred which have had a serious adverse impact on a student
- If a parent or guardian has informed the school that a student has left the school because of reported bullying behaviour
- If any additional support is needed from the board of management
- If the school's Bí Cineálta policy requires urgent review in advance of the annual review

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

Appendix 6: Notification regarding the Board of Management's annual review of the Bí Cineálta Policy to prevent and address bullying behaviour

The Board of Managements annual review of the school's *Bí Cineálta Policy to prevent and address bullying behaviour* and its implementation was. completed at the Board meeting of

This review was conducted in accordance with the checklist set out in Appendix E of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools*

Signed: Paula Sweeney
(Chairperson of Board of Management)

Date: 10/06/25

Signed: Adrian Kelly
(Principal)

Date: 10/6/25