



Red Hill School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Red Hill School 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.

Definition of bullying

- 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 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.

The harm can be:

- Physical (eg: personal injury, damage to or loss of property)
 - Social: (eg: withdrawal, loneliness, exclusion)
 - Emotional: (eg: 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.

Types of Bullying:

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be: Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats

Bullying can be: Indirect:

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

Online bullying behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.

- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

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 | September/ October 2024 | Staff Meeting – staff provided with the opportunity to discuss the new Bi Cinealta action plan and stemming from this discussion, how best to implement new procedures. |
| | January 2025 | Principal (EBR) and class teacher (MC) participated in Bí Cineálta training in Limerick Education Centre. |
| | March 2025 | Half-Day closure Bí Cineálta training day. Whole school discussion took place on bullying prevention methods and recording procedures. All staff watched the Oide Webinar. |
| Students | May 2025 | Students will participate in lessons and create Bí Cineálta posters to be used in our child friendly policy. |
| Parents | May 2025 | The parent’s association will read and discuss any further information to be included in our school’s Bí Cineálta policy. |
| Board of Management | June 2025 | Review new policy draft – leading to consultation and final ratification after amendments made where necessary. |

Date policy was approved:17/06/2025

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.

Culture and Environment:

We strive to :

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility
- Incorporate artwork and signs to promote our school values – creation of a child friendly policy promoting rights – equality, inclusion and respect.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Create a positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;

Ways in which we work to achieve these goals are as follows:

- Wellbeing / Active week activities such as Random acts of Kindness, fun group activities with positive interactions etc
- Child Friendly Bí Cineálta Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell and how to be a friend.
- Parents receive information at times regarding useful information on Anti Bullying.

Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.

- Effective supervision and monitoring of pupils.
- Child friendly policy as well as Bí Cineálta notice board to promote kindness and build responsibility amongst pupils.

Curriculum (teaching and learning)

We strive to :

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.

Ways in which we work to achieve this:

- Teach SPHE and RSE content which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and Extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events.
- Implementation of education and prevention strategies (including awareness raising measures) that
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the Bí Cineálta policy.
- Use of visual supports to promote kindness.

Policy and planning

The aim of Red Hill School's Bi Cinealta policy is:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour while also creating a child friendly policy promoting "How to be a friend".
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti-bullying behaviour.
- To encourage all staff to participate in continuous professional development around this area.

-The Acceptable Use Policy, Supervision Policy and Code of Behaviour will all work in conjunction and support the implementation of the Bi Cinealta policy.

-Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all middle management focused on supporting the implementation of this policy.

Relationships and Partnerships

- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association, whole school events such as the Christmas Fair, student achievement celebrations, our various student committees and groups.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Encouraging peer mentoring and peer support through modelling behaviour and skill acquisition.

- Supporting active participation of students in school life and also active participation of parents in school life through open lines of communication and an informed parents association.
- Promoting acts of kindness and a positive whole school atmosphere encouraged.

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

Preventing Cyber Bullying, Homophobic/Transphobic bullying, Racist bullying, Preventing sexual harassment. In addition to above mentioned strategies, the school has the following in place to prevent and address bullying:

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all of our pupils through both curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on student's lives and the need to respond to it-prevention and intervention.
- A review of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
- Professional development with specific focus on the training of the relevant teachers.
- School-wide awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and all extra-curricular activities. SNAs, ancillary staff, student placements will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Student mentoring where appropriate will be encouraged.
- Development of a Bí Cineálta child friendly policy for the school to be displayed in classrooms and common areas of the school.
- The school's Bí Cineálta policy is engaged with students and all parents/guardians are given a copy as part of the Code of Behaviour on Enrolment.
- The implementation of a dedicated notice board in the school and in classrooms on the promotion of friendship and bullying prevention.
- Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- All children and staff will be reminded of the school's Acceptable Use Policy which outlines the necessary steps to ensure that access to technology both within the school

and in remote learning/distance learning scenarios are strictly monitored, as is the pupils' use of mobile phones.

- The use of mobile phones in school by students is strictly prohibited.

Section C: Addressing Bullying Behaviour

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

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour.
- The DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.
- Deputy Principal

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

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

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

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:

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 as follows:

- The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
- The school's procedures must be consistent with the following approach.
- Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour:

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned and to individual student profiles. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of **what, where, when, who and why**. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaging in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- ***It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;***

Follow up and recording:

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

- *Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.*
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the **Ombudsman for Children**.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal pre-determination that bullying has occurred:

- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- **The relevant teacher must inform the principal of all incidents being investigated**

Formal Stage 1- determination that bullying has occurred:

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2

The relevant teacher must use the recording template at **Appendices** to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Recording template is available in the forms folder at reception.

In Red Hill School records of bullying incidents will be kept in a locked press in each classroom and should only be accessed by relevant personnel and submitted to the Principals office at the end of each academic year.

Established intervention strategies

- Teacher interviews with all pupils
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews- where personnel are appropriately trained
- Restorative conferencing- where personnel are appropriately trained
- Implementing questionnaires
- Peer mediation where suitable training has been given
- Support pupils through the stay safe curriculum and drama for role play situations

The school will use the following approaches to support those who experience, witness and display bullying behaviour:

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

All 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 e.g.

- SPHE Lessons
- Stay Safe Programme
- Buddy / Peer mentoring system
- Group work such as circle time
- This is not an exhaustive list.

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

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Supervision and Monitoring of Pupils:

The board of management confirms that appropriate supervision and monitoring policies are in place to both prevent and deal with bullying behaviour. Policy is in place to facilitate early intervention where possible. There are agreed supervision and monitoring practices (Supervision Policy / Acceptable Use Policy).

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 pupils or staff, or the harassment of pupils 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.

This policy has been made available to school personnel for input, published on the school website and is readily accessible to parents and pupils.

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: Mr. Val Real **Date:** 17/06/2025

(Chairperson of board of management)

Signed: Elaine Benson Ryan **Date:** 17/06/2025

(Principal)

OVERVIEW OF BÍ CINEÁLTA PROCEURES OF RED HILL SCHOOL

A clear and precise account of the incident will be recorded and given to the Principal

(See Appendix-Template for recording Bullying Behaviour)



Class teachers will monitor the situation and if it persists the Class teacher will advise the Principal. The Principal will investigate situations which persist.



Principal will inform Parents.



The School's Code of Behaviour Policy and in consultation with all parties concerned will be applied.

These may include:

- Reasoning with the pupil
- Use of methods identified for improvement
- Temporary separation from peers or yard during break times if H&S is a concern

Supporting Pupils who have been bullied or engaged in bullying behaviour:

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents or guardians to help change the attitude and behaviour of the child

Positive Steps to reduce the incidence of Bullying Behaviour in Red Hill School:

We will use some or all of the following to help raise awareness of and prevent bullying. As and when appropriate, these may include:

- Writing and implementing a set of school/class rules
- Signing a behaviour contract
- Using SPHE, Circle Time, Art, Drama or Music to reinforce awareness of different types of bullying
- Reading stories about bullying
- Having regular discussions about bullying and why it matters
- Use of NCSE RELATE as school wide approach to support students

Self-Esteem is an important factor in reducing bullying behaviour, through the school's vision and ethos, pupils will be nurtured and supported in order that they reach their full potential, through the provision of positive role models, SPHE and staff/pupil and pupil/pupil interactions.

The school raises awareness of Cyber-bullying through ASD specific resources. Termly plans will identify when/how Cyber-bullying will be directly addressed as appropriate for the pupil cohort. ICT use is closely monitored by staff at all times, pupils are taught how to use ICT safely and when appropriate the issue of Cyber-bullying will be raised through SPHE and associated curricular areas.

Some Potential Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs:

- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated in accordance with school procedures outlined in the policy.



Appendix A -Template for recording bullying behaviour

1. Name of pupil being bullied and class group:

Name _____ Class _____

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

| | |
|--|--|
| | |
| | |
| | |
| | |

| 3. Source of bullying concern/report (tick relevant box(es))* | | | 4. Location of incidents (tick relevant box(es))* | | |
|---|--|--|--|--|--|
| Pupil concerned | | | Playground | | |
| Other Pupil | | | Classroom | | |
| Parent | | | Corridor | | |
| Teacher | | | Toilets | | |
| Other | | | School Bus | | |
| | | | Other | | |

5. Name of person(s) who reported the bullying concern

| |
|--|
| |
|--|

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|--|
| |
|--|

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

| | | | |
|---------------------|--------------------------|------------------|--------------------------|
| Physical Aggression | <input type="checkbox"/> | Cyber-bullying | <input type="checkbox"/> |
| Damage to Property | <input type="checkbox"/> | Intimidation | <input type="checkbox"/> |
| Isolation/Exclusion | <input type="checkbox"/> | Malicious Gossip | <input type="checkbox"/> |
| Name Calling | <input type="checkbox"/> | Other (specify) | <input type="checkbox"/> |

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

| | | | | |
|--------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|
| Homophobic | Disability/SEN related | Racist | Membership of Traveller community | Other (specify) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. Brief Description of bullying behaviour and its impact

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|--|
| |
|--|

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Appendix B – Review of the Bí Cineálta Policy

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: _____ **Date:** _____

(Chairperson of board of management)

Signed: _____ **Date:** _____

(Principal)

Date of next review: _____

Appendix C – 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: _____ **Date:** _____

(Chairperson of board of management)

Signed: _____ **Date:** _____

(Principal)