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Appendix A

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Fanore National 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.

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

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

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

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care, in accordance with the Catholic Schedule.
As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable part to play in the school community, regardless of difference.

Definition of bullying

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

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

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	Ongoing throughout the school year. 09/05/2025 20/05/2026	 Half Day Closure
Students	01/05/2025 04/06/2026	Google Form for Students
Parents	23/05/2025 08/06/2026	Google Form for Parents
Board of Management	09/05/2025 19/06/2025 11/06/2026	Review & Adopt Policy
Wider school community as appropriate, for example, bus drivers	N/A	N/A
Date policy was approved:19/06/2025		
Date policy was last reviewed: 11/06/2026		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):
In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way. This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are

given priority and discussed regularly at board of management and staff meetings.
The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.
In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

Culture and Environment: We strive to :

•Create a school environment where students and school staff experience a sense of belonging and feel safe, connected and supported.

•Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour is adopted.

• 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/SPHE* – who to tell.

•Create safe spaces in our school building and yards – visibility.

• 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:

• Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed on the SET room notice board for ease of access also.

• Anti Bullying week activities/Kindness Day.

• Playground helpers – students in higher classes are encouraged to support younger classes on the yard to help with games and positive interactions.

• Child Friendly Anti- Bullying Policy was formed with pupils working in pairs. This policy outlines various ways to tell. They are visible throughout the school.

• 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 (supervision policy).
• Pupil Voice is forefront in our school.

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 behaviour 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 (both classrooms), which can help build a sense of connection, belonging and empathy.
• Acknowledgment of our diverse school population (signage, library material etc.)
• 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 our Bí Cineálta

Policy and Planning

The aim of Fanore NS's Bí Cineálta policy is :

• To raise awareness of bullying behaviour 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.
• 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 behaviour.

The Acceptable Use Policy, Special Education Policy, Wellbeing Policy, Supervision Policy and Code of Behaviour policy all support the implementation of this policy. Effective leadership is a key component with all staff focused on supporting the implementation of this policy.

Relationships and Partnerships

• Interpersonal connections are supported through a range of formal and informal structures.
• 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 behaviour during SPHE lessons.
• Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying behaviour.
• Encouraging peer mentoring and peer support (reading partners/buddy system etc.)
• Supporting active participation of students in school life and active participation of parents in school life also.
• Engaging parents and students in actively contributing to the formation of a Child Friendly Bí Cineálta Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

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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):
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 behaviour: • Staff at all times endeavor to encourage pupils to show respect for each other. • Implementation of the SPHE curriculum. •Implementation of our Wellbeing Initiatives. • Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success. • Acceptable Use Policy includes learning about responsible online behaviour and digital citizenship. • The school's Bí Cineálta policy is discussed regularly with the pupils. • Staff are particularly vigilant in monitoring pupils who are considered at risk of displaying/experiencing bullying behaviour. • All disclosed incidents of bullying behaviour are investigated thoroughly and consistently by following the correct procedure as outlined to staff. • School wide awareness raising on all aspects of bullying behaviour, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities. • Foster a culture where diversity is celebrated and students “see themselves” in the school environment. • Involvement of pupils in contributing to a safe school environment e.g. friendship/ anti-bullying week and other activities that can help to pupils and encourage a culture of peer respect and support. • Ensuring that pupils know who to tell and how to tell. • Refer to appropriate online behaviour when using devices and in SPHE lessons. • Promote online safety events or material for parents. • The listing of supports currently being used in the school and the identification of other supports available to the school e.g. www.tacklebullying.ie, www.antibullyingcentre.ie>fuse, www.webwise.ie • Challenge gender- stereotypes – equal participation of all. Equal recognition.

• Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.

• Ensuring the library has material which reflects our diverse school population from different national, ethnic and cultural backgrounds.

• Modelling of respectful behaviour by staff of all irrespective of sex.

• Ensuring all students have the same opportunities to engage in school activities irrespective of sex.

• Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy – see Code of Behaviour.

Section C: Addressing Bullying Behaviour

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

Class Teachers in consultation with the principal.

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

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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:

To determine whether the behaviour reported is bullying behaviour we will 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.

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

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

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)

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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
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

Requests to take no action:

- Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe
- Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Determining if bullying behaviour has ceased:

- The teacher must engage with the students involved and their parents **again no more than 20 school days** after the initial discussion to review progress following the initial intervention.

- Even though the bullying behaviour may have ceased, ongoing supervision and support may be needed for both the student who has experienced the bullying as well as the student who displayed the behaviour. It can take time for relationships to settle and for supports to take effect.
- 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
- Where 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 Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

Recording Bullying Behaviour

- All incidents of bullying behaviour should be recorded. The record should document the form (Section 2.5) and type (See Section 2.7) of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents.
- These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations.

Compliants 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 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

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 are available to help prevent and address bullying behaviour.

These include the following:

National Educational Psychological Service (NEPS)

The National Educational Psychological Service (NEPS) of the Department of Education provides a comprehensive, school based psychological service to all primary schools to support the wellbeing, academic, social and emotional development of all students.

Oide

Oide is the Department of Education's support service for schools, and it supports professional learning for primary school leaders and teachers.

Webwise

Webwise promotes safer, better internet use through awareness raising and education initiatives targeting teachers, students and parents.

National Parents Council

The National Parents Council (NPC) is the representative organisation for parents of children in primary education. The NPC delivers online and in person courses to support parents of primary students to prevent and address bullying behaviour.

Dublin City University (DCU) Anti Bullying Centre

The Anti Bullying Centre offers a range of modules as part of its FUSE programme for the entire school community that can be used to help to promote a positive school culture and assist in preventing and addressing bullying behaviours.

Tusla

Schools should contact Tusla directly for advice in cases where it is considered that bullying behaviour is a child protection concern.

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*.

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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)

Signed copy is kept on file in school

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Appendix B: Fanore National School template for recording bullying behaviour

Fanore National School template for recording bullying behaviour

Core definition of Bullying Behaviour

Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

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))

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es))

Outside/Yard	
Classroom	
Corridor	
Toilets	
School Bus	
Online	
Other	

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

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

Physical		Exclusion	
Verbal		Relational	
Written		Online	
Extortion		Other (specify)	

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

Gender/sexist		Homophobic/transphobic	
Disability/AEN		Physical appearance	
Racist/religion		Poverty	
Membership of traveller community		Other (specify)	

8. Brief description of bullying behaviour and its impact

9. Details of discussion with student

10. Details of discussion with parent

Signed: _____(Relevant Teacher) Date: _____

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Submitted to:	**Tick here:**	**Date:**
Deputy principal		
Principal		

Follow up:
Actions taken:

Outcome of review after 20 school days:

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Appendix D: Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of Fanore National School.

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.

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Appendix E: Review of the Bí Cineálta Policy

Review of the Bí Cineálta Policy

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

Bí Cineálta Policy Review

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

   _____/_____/20_____

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

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

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

   _____
   _____
   _____

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

   _____
   _____

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

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

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? Y/N

9. Has the board discussed how the school is addressing all reports of bullying behaviour? Y/N

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? Y/N

11. Have the prevention strategies in the Bí Cineálta policy been implemented? Y/N

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? Y/N

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

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? Y/N

_____
_____
_____

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? Y/N

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? Y/N

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? Y/N

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Appendix F:

Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

The Board of Management of Fanore National School 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: _____

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