



# St. Conaire's National School Bunscoil Chonaire Naofa

## **Bí Cineálta Policy to Prevent and Address Bullying Behaviour**

The Board of Management of St. Conaire's 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 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.

## Relationship to School Ethos

Our Mission Statement states that *St. Conaire's N.S. aims to create a happy, secure, and stimulating learning environment in which all children are treated as unique individuals and are given the opportunity to work hard, care for each other, grow in self-esteem and develop as fully as possible their potential as human beings.*

In line with our Mission Statement, the school community strongly believes that respect for all must be promoted.

## Principles of Best Practice

The Board of Management recognises the very serious nature of bullying and the negative impact it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and addressing bullying behaviour. As St. Conaire's Bí Cineálta policy has been reviewed through the lens of the Cineáltas: Action Plan on Bullying, the four key principles of prevention, support, oversight and community are reflected in our practices.

**Prevention:** We work together with all stakeholders to create a school culture that is welcoming and inclusive. We model and demonstrate equality and respect in our interactions with each other. We recognise and support diversity and strive to implement a 'zero tolerance' practice in relation to bullying.

**Support:** We strive to adopt a proactive approach to bullying by building positive relationships, offering preventative programmes, early intervention strategies and supportive structures for our school community. We are committed to a school wide wellbeing programme, recognise the importance of trusted adults, model positive behaviour, offer peer support programmes, safe spaces within the school and curricular support programmes to pupils.

**Oversight:** Our school policy and planning reflect our commitment to alleviate bullying. We are committed to developing teacher skills, resourcing professional development and programmes, encouraging communication, advocating a consistent school wide approach, managing and monitoring data in relation to incidents of bullying.

**Community:** We work in partnership with management, personnel, pupils and parents in relation to bullying. Our responsibilities are defined, communicated and reviewed. There is meaningful engagement with students in relation to 'Our Pupil Charter'. We engage with community supports as part our approach. (Internet safety, libraries, gardaí, translators etc)

## 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 the following;

**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.**

St. Conaire's 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.

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 and emotional harm?
3. Is the behaviour **repeated**?

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

## Types of Bullying

- Physical Aggression
- Damage to property
- Name Calling
- Slagging
- Insulting or offensive gestures
- Invasion of personal space
- Production, display or circulation of written words, pictures or other materials aimed at intimidating another person.
- Offensive graffiti
- Extortion
- Intimidation

### *Cyber:*

- Denigration: Spreading rumours, lies or gossip to hurt a person's reputation
- Harassment: Continually sending vicious or disturbing messages to an individual
- Impersonation: Posting offensive or aggressive messages under another'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
- Abusive communication on social networks  
e.g. Facebook / Ask. f.m. / Twitter / You Tube or through games consoles
- 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 his / her safety.
- Silent telephone / mobile phone call
- Abusive telephone / mobile phone calls
- Abusive text messages
- Abusive e-mail
- Abusive website comments / Blogs / Pictures
- Abusive posts on any form of communication technology

### *Homophobic and Transgender:*

- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation
- Name calling e.g. gay, queer, lesbian... used in a derogatory manner
- Physical intimidation or attack
- Threats

*Race, Nationality and Ethnic Background:*

- Discrimination, prejudice, comments, or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background
- Exclusion based on any of the above

*Relational*

- 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

*Sexual:*

- Unwelcome or inappropriate sexual comments or touching
- Harassment

*Special Educational Needs / Disability:*

- Taunting others because of their disability or learning needs
- Mimicking a person's disability
- Setting others up for ridicule
- Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.

## 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	7.4.25	Presentation to staff on the Bí Cineálta document. Feedback sought regarding anti-bullying and well-being strategies being employed in the school.
Students	29.3.23  21.5.25	Initial meeting with Student Council to discuss pupils promise (Anti-bullying Promise)  Student survey
Parents	3.4.25	Parent survey
Board of Management	9.6.25	Board of Management Meeting
Date policy was approved	8.9.25	
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

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.

St. Conaire's N.S. 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.

The Board of Management of St. Conaire's N.S. recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and addressing bullying behaviour:

### **Culture and Environment**

- Create and promote a school culture and environment where bullying behaviour is not accepted and a consistent approach to addressing this behaviour is maintained.
- A positive and inclusive school culture and environment which
  - is welcoming of difference and diversity and is based on inclusivity.
  - Is a 'telling' environment which encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment

- promotes and models respectful relationships across the school community
- Effective leadership that sets high standards and expectations
- A school-wide approach where each member of staff takes a consistent approach to effective observation and addressing of bullying behaviour
- Students promoting kindness and inclusion in peer groups i.e. social groups
- Parents as active partners in their child's education, fostering an environment where bullying is not tolerated through promoting empathy and respect
- A 'trusted adult' who reassures and supports students they have done the right thing by reporting bullying behaviour
- Creating safe, visible physical spaces in school

In St. Conaire's, N.S., strategies we use to promote a positive, safe and inclusive environment include the following, which is not an exhaustive list:

- After-school activities
- School trips
- Parents Association
- Well-being Committee
- Digital Learning Team
- Student Council
- Modelling positive behaviour
- Buddy reading
- 6<sup>th</sup> Class minders
- Calm Corners
- School Assemblies
- Movement room
- Availability for check-ins and chatting to all students
- Well-being Week
- Positive relationships with all staff
- Restorative Practices
- Social groups
- Shout Out Board
- Internet Safety Day
- Science Week
- Seachtain na Gaeilge
- Supervision on yard
- Golden Expectations

### Curriculum (Teaching and Learning)

- A shared understanding of what bullying is, its impact and bullying as a form of unacceptable behaviour.
- Implementation of education and prevention strategies (including awareness raising measures) that-
  - build empathy, respect and resilience in pupils
  - promote inclusion and diversity
  - explicitly address the issues of cyber-bullying and identity-based bullying including homophobic, transphobic, racist, sexist bullying and sexual harassment as appropriate.
  - provide teaching and learning in SPHE that equips students with skills to build positive relationships, resolve conflicts and recognise and deal with bullying behaviour
- SPHE Curricular Programmes to include:
  - Stay Safe
  - RSE
  - Walk Tall
  - Weaving Wellbeing
  - Lust for Life
  - Zones of Regulation
  - Circle of Security
  - Grow in Love
  - Friends for Life
  - Welcome to Wellbeing
  - Restorative Practices
  - HTML Heroes/Digitown/Digiducks
  - Altogether Now Programme (Senior Classes)
- SPHE methodologies to include -e.g.
  - Group work/ Collaboration
  - Role - play, acting out scenarios
  - Extra - curricular activities to develop positive self - worth
  - Circle Time
  - Co-operative games
- Other Curricular Programmes include Junior Achievement, Reading Buddies, Young Entrepreneur, Lego Technology and Minecraft: Education Edition

## **Policy and Planning**

- Bí Cineálta Policy developed, communicated, implemented and reviewed in consultation with all partners
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the Bí Cineálta Policy
- Student Friendly Bí Cineálta Policy
- Code of Behaviour
- Well-being Policy
- Inclusion Policy
- Incredible Years
- Circle of Security
- Child Safeguarding Statement and Risk Assessment
- Acceptable Use Policy
- Supervision Policy
- Digital Devices Policy
- SPHE & RSE Policy
- SEN Policy
- Wellbeing interwoven into all policies others
- Health and Safety Policy Statement
- Effective supervision and monitoring of pupils (both within school and on yard, unstructured activities, trips, swimming etc)
- Teacher Professional Learning and other such relevant supports for staff

## **Relationships and Partnerships**

- Strong interpersonal connections supported through a range of formal and informal structures such as Student Council, Parents' Association, focus groups etc.
- Student and parent/guardian active participation i.e. Parents Association and Student Council
- Workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying e.g. presentation on Internet Safety given by guest speaker
- Promoting acts of kindness and activities that build empathy, respect and resilience e.g. Well Being Week, Golden Expectations
- Teaching problem solving skills
- Critical Thinking Skills
- Promoting self-awareness and awareness of others
- Encouraging peer tutoring and buddying etc.

In St. Conaire's N.S. these relationships and partnerships are allowed to grow through formal and informal approaches. These include the following:

- Restorative Circles
- Social Groups
- Peer Minders
- Informal conversations among staff
- Student voice
- Links with local clubs
- Links with the local business community
- Well-being Week
- Supports from visiting play therapist
- Seeking feedback from students, parents and staff through various surveys
- Parents Association
- Social outings
- School events e.g. school walk, cake sale etc
- Inclusive events – Gaa blitz, ice-cream van, trips to the beach and cinema etc
- Outside agencies – link with SET
- Structured yard games
- Meitheal meetings
- Seesaw
- Grandparents Day
- Infant induction
- Parent/teacher meetings
- IEPs
- Transition meetings – preschool/junior infants, sixth class/secondary school
- July provision
- Easter Camp
- Junior Achievement

**Preventing cyber bullying behaviour:**

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

St. Conaire's N.S. strives to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments.

Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- implementing the SPHE curriculum
- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online
- holding an Internet Safety Day to reinforce awareness around appropriate online behaviour

### **Preventing homophobic/ transphobic bullying behaviour:**

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

Strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list:

- maintaining an inclusive physical environment such as by displaying relevant posters
- encouraging peer support such as peer mentoring and empathy building activities
- challenging gender stereotypes
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- encouraging students to speak up when they witness homophobic behaviour
- teaching of *Altogether Now* programme in Senior Classes.

### **Preventing racist bullying behaviour**

As our school becomes more culturally diverse, we strive to prevent potential racist bullying behaviour.

Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:

- fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment
- having the cultural diversity of the school visible and on display
- conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- encouraging peer support such as peer mentoring and empathy building activities
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- inviting speakers from diverse ethnic backgrounds
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

### **Preventing sexual harassment:**

St. Conaire’s N.S. promotes a zero-tolerance approach to sexual harassment. It strives to support this through a focus on education, awareness and clear enforceable policies.

Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include the following, which is not an exhaustive list:

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

St. Conaire's N.S. has the following supervision and monitoring policies in place to prevent and address bullying behaviour

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

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

- Teachers, along with SNAs, under the direction of the yard duty teacher, provide yard supervision and wet day supervision inside the school
- Classes are assigned designated areas on the yard to ensure age-appropriate interactions and ease of monitoring and observing of behaviour
- Children are accompanied by at least one teacher, SNAs and vetted parents/guardians, as relevant and necessary, on all trips, outings, swimming etc.
- Supervising personnel are deployed at strategic positions on buses, walks, trips etc to ensure adequate supervision and monitoring of interactions.
- If patterns of inappropriate behaviour are detected these are investigated and documented.
- If there are reported incidents or issues between children that warrant closer monitoring on yard and trips this is notified to relevant staff.

**A report on supervision and incidents of bullying behaviour is given at each BOM meeting**

## Section C: Addressing Bullying Behaviour

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

- The **class teacher will oversee recording** of bullying reports for students in their class. Procedures and guidelines to investigate and address bullying behaviour will be adhered to during this process. All information will be recorded in relevant recording of bullying behaviour form (Appendix B). **Within 20 days** the class teacher will monitor steps taken to address the bullying behaviour and determine if this behaviour has ceased. If not, alternative measures will be taken.
- Class teacher will liaise with assistant principal during process.
- All staff will be vigilant of bullying behaviour.
- Assistant Principal (Bí Cineálta Policy co-ordinator) is available to provide guidance and supports, if needed, to assist class teacher in addressing concerns.
- All staff working with children experiencing bullying behaviour will form a professional network of support.
- Code of Behaviour Team will oversee the review process annually.

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

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

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

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

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

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

What is not bullying behaviour?

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

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

#### **Where bullying behaviour has occurred**

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

#### **Follow up where bullying behaviour has occurred**

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

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

**Recording Bullying Behaviour:** See template **Appendix B** which includes all the required details/fields.

- All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented.
- Completed Recording Bullying Behaviour Forms will be kept in Student Continuum and second copy provided to assistant principal.
- If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools* (Section 2.4)

### **Complaint Process**

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

St. Conaire's N.S. 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 who experience, witness and display bullying behaviour, in addition to supports referenced in the steps above, may include but is not limited to the following:

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.

**Supporting Bullied pupils:**

- Ending the bullying behaviour
- Fostering respect for bullied pupils and all pupils
- Fostering greater empathy towards and support for bullied pupils
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes
- Devising appropriate 'check in' mechanisms
- Discreet lessons may be taught as appropriate
- Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding)
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Discussing how the pupils can inform their parents of the situation if they haven't already done so
- Where relevant and available, a referral for appropriate supports as offered through e.g. The Family Resource Centre may be made.

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

- NEPS
- Oide
- Webwise
- National Parents Council
- DCU Anti-bullying Centre- FUSE programme
- Tusla – for cases where it is considered that bullying behaviour becomes a child protection concern
- Cyberbullying and Internet Safety Presentations- Parent and pupil seminars.

### **Section D: Oversight**

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*.

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.

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 David Hogan (Chairperson of Board of Management) September 8, 2025

Signed: Peter Walsh (Principal Teacher), September 8, 2025

## Appendix A: Student Friendly Bí Cineálta Policy



We the pupils of St. Conaire's N.S. agree to join together to prevent bullying in our school.

We believe that everybody should enjoy school equally, feel safe, secure and accepted regardless of colour, race, gender, popularity, athletic ability, intelligence, religion and nationality.

By signing this promise, we the pupils agree that:

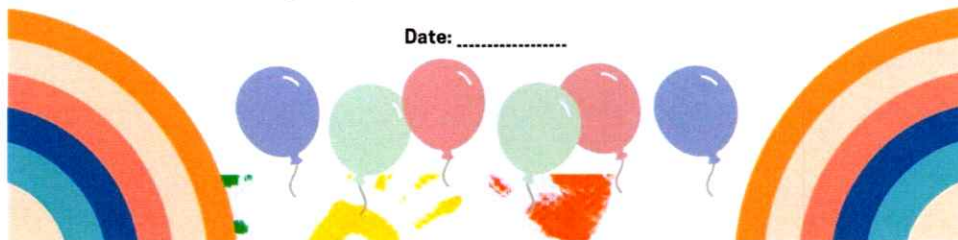
1. I will treat others with **RESPECT** and **KINDNESS**
2. I will have the **COURAGE** not to be a bystander.
3. It is my **RESPONSIBILITY** to help others being bullied.
4. I will **TALK** to teachers and parents about concerns and issues regarding bullying.

**I PROMISE TO BE A BUDDY, NOT A BULLY**

Signed by (Child) .....

Signed by (Parent/Guardian) .....

Date: .....



## Appendix B: Template for recording bullying behaviour



### Recording Bullying Behaviour

1. Name of pupil experiencing bullying behaviour

Name: \_\_\_\_\_ Class: \_\_\_\_\_

2. Name of pupil(s) displaying bullying behaviour

\_\_\_\_\_  
\_\_\_\_\_

3. Form of bullying

Physical	
Verbal	
Written	
Extortion	
Exclusion	
Relational	
Online	

4. Type of bullying

Disablist	
Exceptionally able	
Gender identity	
Homophobic/transphobic	
Physical appearance	
Racist	
Poverty	
Religious	
sexist	
Sexual harassment	

5. Location of incidents: \_\_\_\_\_

6. Date of initial engagement with student/parent: \_\_\_\_\_

7. Actions being taken and views of students/parents regarding the actions to be taken to address bullying behaviour

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Date of review with students/parents to determine has bullying behaviour ceased:

\_\_\_\_\_

9. Engagement with external services (if any)

\_\_\_\_\_

## Appendix C: Guide to Providing Bullying Behaviour Update for Board of Management

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

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

## Appendix D: Review of the Bí Cineálta Policy

The Board of Management (the Board) must undertake an annual 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. 8 / 9 / 2025
2. Where in the school is the student friendly Bí Cineálta policy displayed?  
In Main Corridor
3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? 29 / 9 / 2025
4. How has the student friendly policy been communicated to students?  
At Assembly
5. How has the Bí Cineálta policy and student friendly policy been communicated to parents  
On School Website
6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*?  
☒ Yes ☐ No
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?  
☒ Yes ☐ No

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?

☒ Yes ☐ No

9. Has the Board discussed how the school is addressing all reports of bullying behaviour?

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Meeting with Parents Association

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

Policy has been updated & a new pupil charter will be displayed from October 2025

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

See #14 above

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

No

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: David Hogan, Chairperson

Date: September 8, 2025

Signed: Peter Walsh, Principal

Date: September 8, 2025

Date of next review: September 2026

## **Appendix E: Notification regarding the board of management's annual review of the school's Bí Cineálta Policy**

The Board of Management of St. Conaire's 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 September 8<sup>th</sup>, 2025.

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: David Hogan                      Date: September 8<sup>th</sup>, 2025

(Chairperson of St. Conaire's N.S. Board of Management)

Signed: Peter Walsh                      Date: September 8<sup>th</sup>, 2025

(Principal of St. Conaire's N.S.)