



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Réalt na Mara Girls' 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.

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 follows:

- Bullying is a 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.

Forms of bullying behaviour

Direct Bullying Behaviour

- Physical Bullying Behaviour- Where pain is inflicted on a student or damage is caused to personal property
- Verbal Bullying Behaviour- Continual name calling directed at a student which hurts, insults or humiliates
- Written Bullying Behaviour- Writing insulting remarks about a student in public places, passing around notes about or drawings of a student
- Extortion- Where something is obtained through force or threats

Indirect Bullying Behaviour

- Exclusion- Where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group
- Relational- When a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined

Online Bullying Behaviour

- Sending or sharing nasty messages
- Posting information without consent
- Humiliating other students via fake profiles on a social network
- Excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game

Types of bullying behaviour

- *Disablist bullying behaviour*: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- *Exceptionally able bullying*: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- *Gender identity bullying*: behaviour or language that intends to harm a student because of their perceived or actual gender identity
- *Homophobic/transphobic (LGBTQ+) bullying*: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- *Physical appearance bullying*: behaviour or language that intends to harm a student because of their physical appearance.
- *Racist bullying*: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community.
- *Poverty bullying*: behaviour that intends to humiliate a student because of a lack of resources
- *Religious identity bullying*: behaviour that intends to harm a student because of their religion or religious identity
- *Sexist bullying*: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- *Sexual harassment*: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

Behaviour that is not bullying behaviour

- 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.
- Disagreement between students, or instances where students don't want to be friends or remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.
- 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. These behaviours are not deliberate or planned.

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	February 2025	Staff survey via Google Form
	11th April 2025	In- person Cineáltas workshop
	7th May 2025	ISL Team Consultation
	13th May 2025	Staff Consultation (Teachers)
	15th May 2025	Staff Consultation (SNAs)
Students	February 2025	Student survey via Google Forms
Parents	February 2025	Parent survey via Google Forms
	May 2025	Draft policy emailed to members of Parents Association
Board of Management	May 2025	CPSMA training for members of Board of Management
	May 2025	Draft policy emailed to members of Board of Management
Wider school community as appropriate, for example, bus drivers	11th April 2025	Wider school community (bus escorts, bus drivers) invited to attend Cineáltas workshop in school
Date policy was approved: 10 th June 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:

Prevention Strategy 1 - Culture and Environment

- In our school, a positive culture of mutual respect, care, integrity and trust is developed and maintained by students and teachers.
- A telling environment is established where children have ample opportunities to report incidents of bullying behaviour to a trusted adult within the school- through note boxes in the classroom, through SPHE lessons and through private conversations with school personnel.
- Students throughout the school are reminded and encouraged to tell a trusted adult within the school if they ever experience or witness bullying behaviour. School staff develop positive relationships with pupils in order for this relationship of trust to exist.
- Spaces within our school are safe, well lit, bright and colourful. The school is decorated with the children's own artwork, school work, positive posters and signage as well as educational displays. Calm corners and sensory spaces exist throughout the school. These are private places children can retreat to when feeling overwhelmed or emotional.
- Children are supervised by school staff throughout the day.

Prevention Strategy 2- Curriculum (Teaching and Learning)

- Collaborative and respectful teaching and learning occurs in our school. Children have opportunities to work with other children regularly in pairwork and groupwork. Through this, they learn how to communicate with each other respectfully, and resolve conflicts that arise with the help of the class teachers and SNAs. A sense of personal responsibility is established for the pupils' own behaviour and actions.
- Children in our school are encouraged to develop a sense of self worth and belonging through curricular and extracurricular activities. These activities enable children to develop a sense of diversity and inclusion.
- Children are taught in line with the Social Personal and Health Education (SPHE) curriculum as well as other programmes such as Flourish (an RSE resource for use in Catholic Schools), Walk Tall and FUSE Anti-Bullying and Online Safety Programme. These curricula and resources enable our pupils to develop their social and emotional skills throughout their time in Réalt na Mara GNS.
- Children experience regular interactions with pupils with additional needs through classroom integration, assemblies and whole school events . This promotes a culture of acceptance and understanding.
- An appreciation of diversity is instilled in our pupils through a range of assemblies and in the recognition of pupil achievement across all curricular and extracurricular areas.

Prevention Strategy 3- Policy and Planning

- Our school policies are reviewed regularly to ensure they are up to date with best practice and regulation. Policies are discussed amongst the In School Leadership Team members, and by staff members at staff meetings. Policies are ratified at Board of Management meetings.
- The Acceptable Use Policy, Supervision Policy, Special Education Policy, Code of Behaviour and Working Together 2024 all support the implementation of the Bí Cinealta policy.
- Effective leadership is a key component of implementing our Bí Cineálta Policy with Principal (DLP), Deputy Principal (DDL) and all middle leadership focused on supporting the implementation of this policy.
- Teachers review their long and short term planning to best address the needs of their pupils alongside adhering to the Whole School SPHE Plan.

Prevention Strategy 4- Relationships and Partnerships

- Our school works closely with local organisations to foster a sense of belonging to the local community. Links are made with organisations such as local sports teams, dance groups, the swimming pool, the new library, Laytown/ Bettystown Tidy Towns and the local Credit Union to name but a few. Tours are arranged for pupils to explore and make connections with places in their locality, developing a sense of appreciation for and understanding of them.
- Interpersonal connections are supported formally and informally in our school. We have a strong sense of student voice with our Student Council and Wellbeing Committee. Students are encouraged to develop friendships with pupils in other classes, in school sports teams and in after-school clubs. Parents are represented by parents in the Parents' Association.

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

- **Arrival:** The school opens to receive pupils at 08:50. Each class lines up in a designated area of the yard. The yard is supervised by the principal, deputy principal or teachers with AP1/ AP2 posts and SNAs.
On wet mornings the students are allowed into the classrooms as they arrive. 6th Class students will go to their assigned 'Wet Day' classrooms to monitor the younger pupils from Junior Infants to Fifth Class. The assigned teacher who is on morning duty will also supervise classes by walking the corridors and checking the classrooms. SNAs support pupils with SEN.
- **Break times:** Teachers and SNAs are visible on yards during break times. On wet days, students will be supervised indoors by the teachers and SNAs on duty. The principal, deputy principal and the teachers with AP1 posts (if principal/ deputy principal is absent) will also supervise the classes. 6th Class students will be assigned classrooms where they can play with the children and organise games.
- **Dismissal:** Teachers supervise orderly dismissal and ensure children left waiting are adequately supervised. SNAs support pupils with SEN.
- **Visitors:** Visitors to the school are supervised at all times. They are not left alone with students.

Section C: Addressing Bullying Behaviour

The teachers with responsibility for addressing bullying behaviour are as follows:

- Class teachers are responsible for addressing and recording bullying behaviour for students in their class.
- SNAs will report any suspicions of bullying behaviour to class teachers.
- Class teachers will be supported by the following teachers from the management team when dealing with bullying behaviour:
 - Junior Infants-1st Class: Ms Trench (AP1 post holder)
 - 2nd-4th Class: Mrs McCartan (Deputy Principal)
 - 5th-6th Class and Cuan na Réaltaí: Mrs Roulstone (AP1 post holder)
- AP2 post holders may also support class teachers.
- The principal will inform the Board of Management of incidents of bullying behaviour using the Bullying Behaviour Update and Child Protection Oversight Form if required. This Bullying Behaviour 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.

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:

Determining if bullying behaviour has occurred

- Class teachers, SNAs and other school personnel will monitor the behaviour of the students in their care throughout the year.
- Class teachers from 2nd-6th Class will have a 'Tell the Teacher' box in their classroom. Pupils will be encouraged to use these boxes to confidentially let their teacher know about any issues they have or possible instances of bullying behaviour that have occurred. Pupils will be encouraged to write their name, the date and briefly outline any problem or issue that they are having on a post-it and then put it into the 'Tell the Teacher' box. Teachers can then have individual conferences with children who have issues of concern.
- Class teachers from Senior Infants and 1st Class will have happy and sad face templates that the children can write their name on the back of and put into their 'Tell the Teacher' box. Teachers can then have individual conferences with those children.
- Class teachers from Junior Infants will have laminated happy and sad faces that a child can give to their teacher if they want to tell them something. Teachers can then have individual conferences with those children.
- Class teachers from 1st - 3rd will complete an age appropriate, easy to follow Bí Cineálta check in with their pupils once a year in November to allow them to confidentially report any suspicions of bullying behaviour.
- Class teachers from 4th-6th will complete a Bí Cineálta check in on Google Forms with the pupils in their class in November, to allow them to confidentially report any suspicions of bullying

behaviour. Teachers can print the results summary of this form and place it in their assessment folders.

- Class teachers will keep handwritten notes using children's initials in their assessment folders detailing any conversations they have had individually with pupils throughout the year, and also detailing disagreements that occur between pupils throughout the year.
- When there is a suspicion of bullying behaviour, class teachers will investigate this by speaking directly to the child/ children involved in a private setting outside the classroom. Based on the information gathered from those discussions, teachers will then consult their 'Is it Bullying?' infographic that is on the wall of their classroom and use their best judgement to determine whether bullying behaviour has occurred.
- At the end of year handover meetings between teachers, teachers will verbally pass on information deemed relevant about minor disagreements between children and shred their notes. Notes containing details of any serious or regular disagreements between children will be passed on to the next class teacher at the end of year handover meeting. If a Recording Bullying Behaviour Template has been filled out during the year by a class teacher, they will inform next year's teacher about this. The template will be available for the next year's teacher to view on Aladdin in the documents section.

Approaches taken to address bullying behaviour

- Parents/ guardians of a child who has demonstrated bullying behaviour will be contacted by their child's class teacher.
- Parents/ guardians of a child experiencing bullying behaviour will be contacted by their child's class teacher.

Child experiencing bullying behaviour

- When speaking to a child who has been experiencing bullying behaviour, teachers will listen to them carefully, note down their views and experiences or ask them to write down their account.
- Teachers will acknowledge what the pupil has experienced and label the behaviour, support the student emotionally and consult them for advice on how they would like the situation to be addressed. Class teachers could use leading questions such as;
 'What would you like to happen next?'
 'What can I do to help you feel better?'
- Class teachers will support and encourage the pupil in preparation for a restorative conversation with the pupil who demonstrated the bullying behaviour.

Child demonstrating bullying behaviour

- When speaking to a child who has been demonstrating bullying behaviour, teachers will take a restorative approach to this individual conversation such as by;
 - First providing the child with a compliment about a recent achievement/ observation in school
 - Then addressing the behaviour that occurred and asking the child- 'Recently I heard that _____. Could you please explain to me what happened or what is going on?'
 - Teachers will listen to the child carefully, note down their views and experiences or ask them to write down their account of what happened,
 - The class teacher then can ask the child questions such as ;
 'How would your mam/ dad/ best friend feel if someone did/ said that to her/ him?'
 'Would you want your mam/ dad/ best friend to feel like that?'
 'Why/ why not?'
 'What have you learned from this?'
 - The class teacher can then consult the student for advice on how they can address the situation by asking them
 'What could you do to help make the situation better?'
 - The class teacher can then ask the child;
 'Could you apologise to _____ and promise to not do that again?'
 - Ask the child to sign Good Behaviour Promise Form 1 that says;

‘I promise to always treat others respectfully and with kindness’.

- The class teacher will also sign the form before placing it in an envelope and sending it home with the child to be co-signed by their parent/guardian.
- Teacher can then organise a private apology between the children involved. Apologies could take the form of
‘I apologise for _____. I understand that it was wrong of me and that the behaviour was hurtful. I did / said it because I felt _____ at the time. I promise that it will not happen again.’

Group of children involved

- If a group of children are involved, each child will be spoken to individually at first and then afterwards as a group.
- Where a group meeting is needed, each student will be asked to orally explain their account of what happened to the other students in the group. It may be helpful to ask the students involved to write down their account of the incident beforehand. The students who are not speaking must actively listen to the other children's accounts before filling in their promise forms and issuing apologies where necessary.
- Once again, the class teacher will sign the promise form, place it in an envelope and send it home with the individual children involved for it to be co-signed by their parent/guardian.

Supporting students

- Following individual or group meetings, students will be supported by school personnel in the following ways;
 - Access to calm corners
 - Close monitoring of pupils by informed school personnel in class and in the yard
 - Informal conversations will take place between school personnel and pupils as a way to check in, and to build and maintain personal relationships.
 - Private conversations will be held with the pupil who has experienced bullying behaviour to support them, praise them and boost their confidence
 - Whole class SPHE lessons on topics/skills deemed useful/ necessary.

Bullying behaviour repeated

- If bullying behaviour is suspected or reported for a second time, class teachers will investigate this by speaking directly to the child involved in a private setting outside the classroom. If a group of children are involved, each child will be spoken to individually at first and then afterwards as a group. (see steps outlined above)
- Teachers will inform the parents of the children involved through a meeting or phone call.
- Class teachers will consult with the deputy principal and/or relevant AP1 post holder in the school.
- The child demonstrating the bullying behaviour will have an opportunity to sign the Good Behaviour Promise Form 2 along with their class teacher. However, this time, the promise form will be co-signed by the deputy principal (DDL) OR relevant AP1 post holder in the school and then sent home in an envelope for parents/ guardians to sign. Sanctions may be necessary at this stage. School personnel involved shall consult the school's Code of Behaviour.
- If bullying behaviour is suspected or reported for a third time, teachers will once again inform the parents of the children involved about what has occurred through a meeting or phone call. The school principal (DLP) and/or deputy principal (DDL) will also be informed by the class teacher. An in-person meeting between the student, parent/guardian, teacher and school principal (DLP) or deputy principal (DDL) will be held in the school. Follow-up actions and sanctions will be agreed upon.
- Following that meeting, the child will have an opportunity to sign the Good Behaviour Promise Form 3, along with their class teacher, their parent/ guardian and the School Principal. Sanctions may also be necessary at this stage. School personnel involved shall consult the school's Code of Behaviour for appropriate sanctions.

Recording Bullying Behaviour

- When any instance of bullying behaviour is found to have occurred, teachers must fill in a Recording Bullying Behaviour Template. This template requires teachers to note the date upon which bullying behaviour was reported, the class/classes, student/ students and school staff involved. This document logs where and when the bullying behaviour occurred, the form of bullying and type of bullying reported as well as the date of initial engagement with students and their views. The document also includes the date of a teacher's initial engagement with parents/ guardians of pupils involved and their views.
- Once filled in, the Recording Bullying Behaviour Template will be uploaded to Aladdin under the documents section. In the document, students, parents and school staff must only be referred to using the initials of their first and surnames.

Reviewing progress

- The teacher involved must review the progress made in addressing bullying behaviour within 20 school days from the initial date of engagement with pupils and update the Recording Bullying Behaviour Template as appropriate.
- If the bullying behaviour has ceased, the class teacher and relevant parties should continue to monitor the children involved.
- If the bullying behaviour has not ceased, the class teacher and parties involved may review strategies, seek external support if appropriate and review within an agreed timeframe.

Parental concerns

- If a parent/ guardian has a suspicion that their child is witnessing or experiencing bullying behaviour they should contact their child's class teacher.
- Parents/ guardians may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents/ guardians 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 parents' requests, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

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

- Provide opportunities to participate in activities designed to raise their self esteem, to develop their friendship and social skills and thereby build resilience (as per SPHE programmes).
- Encourage friendship and small- group team building exercises focused on affected students.
- Close monitoring of pupils on yard in the weeks following a Record of Bullying Behaviour Template being opened for specific pupils.
- Workshops being made available throughout the year in particular the senior classes.
- Follow up meetings with students on an ongoing basis following any suspicions of bullying behaviour.
- Learning strategies within the school to allow for the enhancement of the pupil's self-worth- e.g. positive affirmations.
- Conferencing with pupils who display bullying behaviour to help them learn other ways of meeting their needs without violating the rights of others.
- Pupils who witness bullying behaviour will be encouraged to report their suspicions through the 'Tell the Teacher' box and to discuss their concerns with teachers and SNAs.
- We will raise pupils' awareness and understanding of the definition of bullying, the forms and types of bullying behaviours, and the causes and effects of bullying behaviours, taking into particular account the needs of pupils with disabilities or SEN.
- Approaches to decreasing the likelihood of bullying behaviours towards pupils with SEN will include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post primary and cultivating a positive school culture which has respect for all and helping one another as central.

- We will use the elements of the SPHE curriculum which makes specific provision for exploring bullying behaviours as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe programme is a personal safety skills programme which seeks to enhance children's self protection skills including their ability to recognise and deal with experiencing and witnessing behaviours.
- We will use all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In English there is a wide variety of literature available which will be used to stimulate discussion. Similarly in Geography and History references to colonisation, exploitation and dictatorships could be used to illustrate the negative aspect of power. The work will be extended into many other areas such as Art, Drama, Religious Education and Physical Education.
- Good supervisory and monitoring measures will be put in place to prevent and deal with bullying behaviour.
- The Board of Management will make appropriate arrangements to ensure that temporary and substitute staff have sufficient awareness of the school's Code of Behaviour and its Bí Cineálta Policy.
- Consistent investigation, follow up and recording of bullying behaviours.
- Student Bí Cineálta check-ins will take place once a year in November. These surveys will help pupils to confidentially report any suspicions of bullying behaviours and identify any 'hot spots' or 'hot times' for bullying behaviours. Appropriate steps will then be taken to ensure there is adequate supervision at all times.

Individual Class Teachers will use some of the following systems;

- Praising appropriate behaviours- the 'catch them being good' strategy
- Proximal praise
- Star Charts
- Traffic Lights
- Table Points System
- Golden Time
- Student of the Week
- Class Dojos
- Group Reward Systems
- Individual Behaviour Profiles

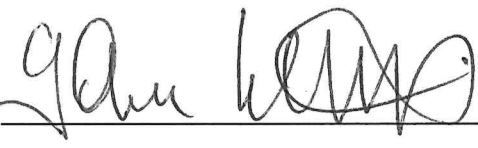
All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern 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.

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: 

(Chairperson of Board of Management)

Date: 10/6/2025

Signed: Kate Mc Cloughan

(Principal)

Date: 10/6/2025

Appendix

Appendix A - Student-Friendly Bí Cineálta Policy (Junior Classes)

Appendix B - Student-Friendly Bí Cineálta Policy (Senior Classes)

Appendix C - 1st- 3rd Class Bí Cineálta Survey

Appendix D - 4th- 6th Class Bí Cineálta Survey Questions for Google Forms

Appendix E - Is it Bullying Infographic

Appendix F - Recording Bullying Behaviour Template

Appendix G - Good Behaviour Promise Templates

Appendix H - Bullying Behaviour Update for Board of Management

Appendix I - Template for recording documents provided to the Board of Management as part of the Child Protection Oversight Report (CPOR)

Appendix J - Template for Review of Bí Cineálta Policy

Appendix K - Parental Complaints Procedure



Bí Cineálta!



Kind hands



Kind feet

I am kind



Kind words





Bí Cineálta!

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

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

Get help!

Tell
someone!

Please tell
someone if you
think that you are
being bullied or
someone else is
being bullied

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

- Talk with the student
- Ask the student what they want to happen
- Work out a plan together
- Talk to their parents
- Talk to the other student(s) involved
- Talk with the other students' parents



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



Bí Cineálta Survey - Réalt na Mara GNS

1st - 3rd Class



1. What is your name?

2. What month is it?

September October November December January February March April May June

3. You feel happy and safe in school.

True False

4. You feel happy and safe in your classroom.

True False

5. You feel happy and safe on the yard.

True False

6. You feel happy and safe in the PE Hall.

True False

7. You feel happy and safe in the toilets.

True False

8. You feel happy and safe in the corridors.

True False

9. You feel happy and safe in the library.

True False

10. I am kind to other children in school.

True False

11. Other children are kind to me in school.

True False

12. Everyone in this class is kind to each other in school.

True False

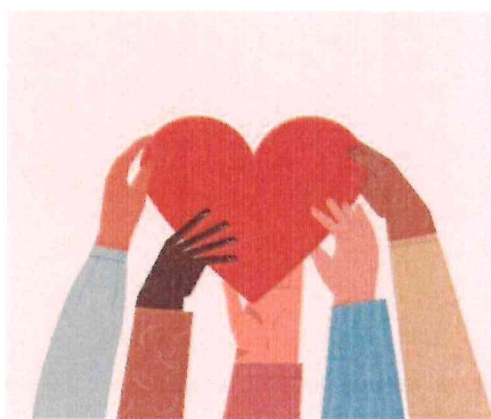
13. Everyone has someone to play with at playtime.

True False

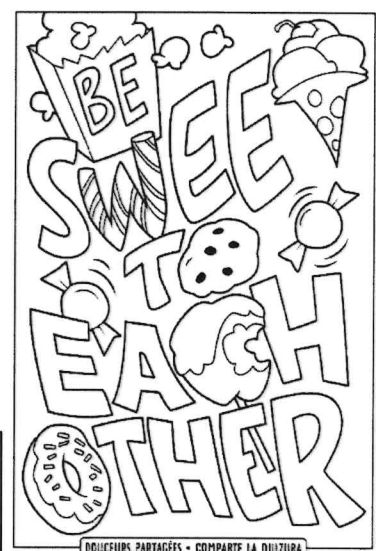
14. If you have a problem, there is an adult in school you can talk to. True False



BON JUSQU'AU FOND • DE BUEN CORAZÓN



Draw a picture on the back of this page about how you were kind to someone this week.

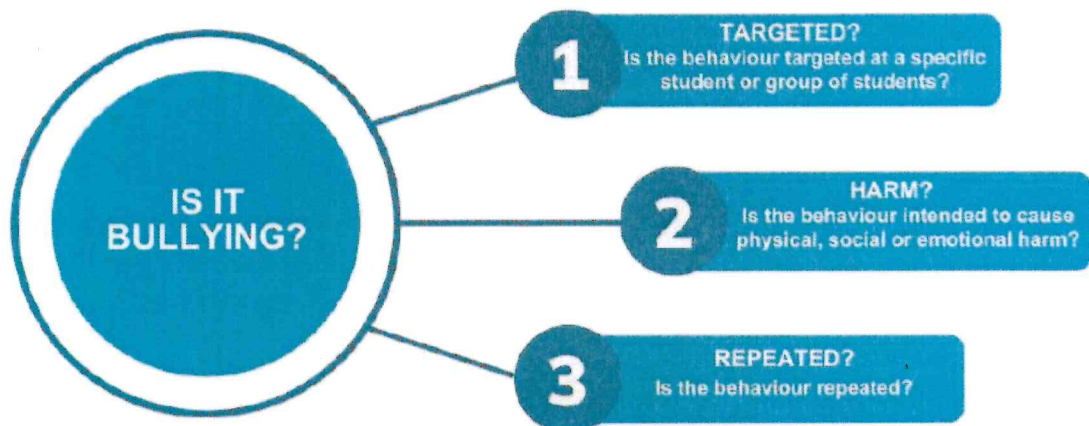


DOUCEURS PARTAGÉES • COMPARTÉ LA DULZURA

Bí Cineálta Survey- Réalt na Mara GNS**4th - 6th Class**

1.	What is your name?
2.	What class are you in?
3.	What month is it?
4.	Do you feel happy and safe in school?
5.	Do you feel happy and safe in your classroom?
6.	Do you feel happy and safe in the yard?
7.	Do you feel happy and safe in the PE Hall?
8.	Do you feel happy and safe in the toilets?
9.	Do you feel happy and safe in the corridors?
10.	Do you feel happy and safe in the library?
11.	Is there anyone in your class being picked on in the classroom?
12.	Is there anyone in your class being picked on in the yard?
13.	Is there anyone in your class being left out or ignored on purpose?
14.	Is there anyone spreading rumours or gossip about anyone in this class online or offline?
15.	Are pupils from other classes giving anyone in this class a hard time?
16.	Do you know what bullying is?
17.	Explain what bullying is and is not.
18.	Are you being bullied in any way?
19.	Name three adults here at school you could talk to if you were worried about or experiencing bullying behaviour.
20.	Have you witnessed bullying behaviour recently? If yes, where and when did it take place? Who was involved? What was said or done?
21.	Tell the teacher! If there is anything on your mind that you think your teacher should know, please write it here.

Is it Bullying?



If the answer to each of the questions 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 the 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.

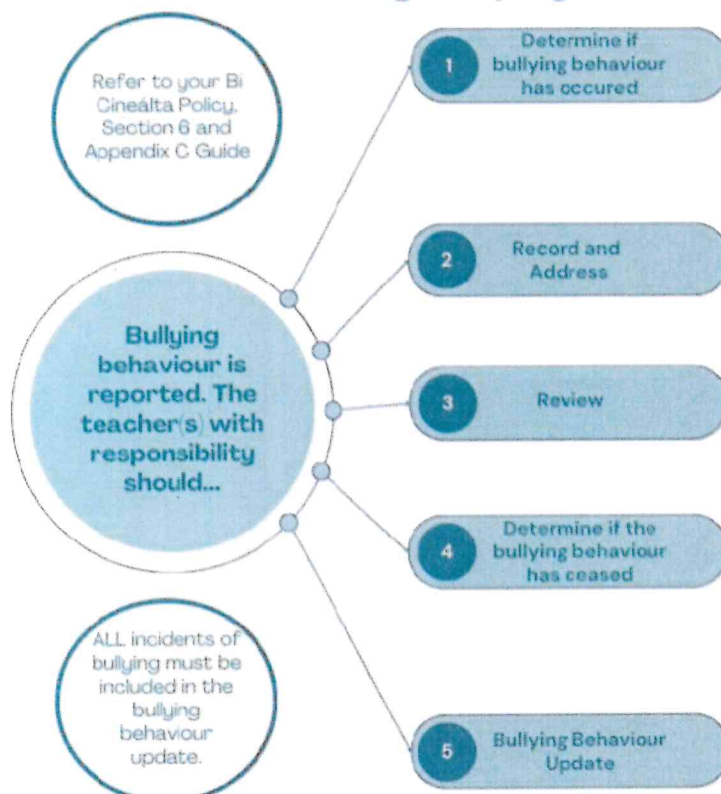


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For all your School Improvement
Needs: Quality Improvement
Support and Training

Supporting the Professional
Learning of School Leaders
and Teachers

Bí Cineálta: Addressing Bullying Behaviour



Teacher(s) investigate as per school policy. Record as per Section 6.5.

If the behaviour **IS NOT** bullying, deal with in line with your Code of Behaviour.

If the behaviour **IS BULLYING**, proceed to Step 2.

Record as per Bí Cineálta policy and Section 6.5, Bí Cineálta.

Inform parent(s) of parties involved at an early stage.

Complete agreed actions, as per your Bí Cineálta policy, monitor and evaluate.

No more than **20 school days after initial engagement**, review with student(s) and parent(s).

If bullying has ceased, continue to monitor.

If bullying has **not** ceased, review strategies, seek external support if appropriate, and review within the agreed timeframe.

Principal must include all bullying behaviour in their update to the board.

Principal provides verbal update to the board.

Review policy, if needed.



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For all your School Improvement
Needs: Quality Improvement
Support and Training

Supporting the Professional
Learning of School Leaders
and Teachers

Recording Bullying Behaviour Template



To determine whether the behaviour reported is bullying behaviour 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 all of the 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 the above 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.

Recording Bullying Behaviour Template

Date Bullying Behaviour Reported	___/___/____
Source of Bullying Concern	• Pupil experiencing bullying behaviour • Pupil witnessing bullying behaviour • Pupil displaying bullying behaviour • Other Pupil • Parent/ Guardian • Teacher • SNA • Other
Class or Classes Involved	
Initials of Children Involved	
Initials of School Staff Involved	
Where did the Bullying Behaviour Occur?	• Classroom • Corridor • Playground • Toilets • School Bus • Other - Specify
When did the Bullying Behaviour Occur?	

Form of Bullying Reported	Direct Bullying Behaviour - Physical Bullying Behaviour- Where pain is inflicted on a student or damage is caused to personal property - Verbal Bullying Behaviour- Continual name- calling directed at a student which hurts, insults or humiliates - Written Bullying Behaviour- Writing insulting remarks about a student in public places, passing around notes about or drawings of a student - Extortion- Where something is obtained through force or threats Indirect Bullying Behaviour - Exclusion- Where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group - Relational- When a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined Online Bullying Behaviour - Sending or sharing nasty messages - Posting information without consent - Humiliating other students via fake profiles on a social network - Excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game
Type of Bullying Reported	- Disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need - Exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents - gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity - homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community - physical appearance bullying: behaviour or language that intends to harm a student because of their physical appearance. - Racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. - Poverty bullying: behaviour that intends to humiliate a student because of a lack of resources - Religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity - Sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex - Sexual harassment: any form of unwanted verbal, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student
Date of Initial Engagement with Students	

Views of Students Involved	
Date of Initial Engagement with Parents/ Guardians	
Views of Parents/ Guardians Involved	
Actions Agreed	
Date for Review (less than 20 days)	
Date Bullying Behaviour has Ceased	
Referral to External Services	Yes/ No

Bí Cineálta
Good Behaviour Promise Form 1
Réalt na Mara GNS



I promise to always treat others respectfully
and with kindness.

Signed student:

Date:

Signed teacher:

Date:

Signed parent/ guardian:

Date:



Bí Cineálta
Good Behaviour Promise Form 2
Réalt na Mara GNS



I promise to always treat others respectfully
and with kindness.

Signed student:

Date:

Signed teacher:

Date:

Signed parent/ guardian:

Date:

Signed deputy principal/ AP1 post holder:

Date:



Bí Cineálta
Good Behaviour Promise Form 3
Réalt na Mara GNS



I promise to always treat others respectfully
and with kindness.

Signed student:

Date:

Signed teacher:

Date:

Signed parent/ guardian:

Date:

Signed principal:

Date:



Bullying Behaviour Update

Board of Management of Réalt na Mara GNS



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.

**Template for recording documents provided to the Board of Management
as part of the Child Protection Oversight Report (CPOR)**

Documents in respect of case: _____ [insert unique
identifier for case here]

Date of board of management meeting: _____

In each box under, specify each document provided to the board of management in accordance with sections 9.5.2, 9.6.2 and 9.7.2 inclusive of the procedures, as appropriate, by indicating the nature and date of each record/note/report.

1. Copies of records and notes pertaining to how the allegation and/or concern came to be known to the DLP. (You may wish to use [Optional Template A – Part A](#))

2. Copies of any records and notes pertaining to the seeking of Tusla advice in relation to the allegation and/ or concern and to the advice given. (You may wish to use [Optional Template A – Part B](#))

3. Copies of any reports submitted to Tusla (by the DLP or any member of school personnel). (Example: Copy of the Tusla Report Form submitted to Tusla on [dd/mm/year] by [name of person])

4. Copies of any other records of communications with Tusla, An Garda Síochána or any other party in relation to the allegation and/or concern (including any acknowledgement of receipt of the report by Tusla). (Example: Copy of the acknowledgement of receipt of a report by Tusla dated [dd/mm/year]).

5. Copies of any statement provided to a member of school personnel under section 5.3.8 of the procedures. (You may wish to use [Optional Template B](#))

6. Copies of any notification issued under section 5.6 of the procedures. You may wish to use [Optional Template D](#). (see Note A overleaf)

Note A:

Regarding **6 above** this notification applies only to cases where a parent of a pupil in the school made an allegation of abuse against a member of school personnel.

- This template (Optional Template F), is intended to assist principals of recognised schools in recording the documents provided by the principal to the board as part of the Principal's Child Protection Oversight Report (CPOR).
- The Department has also published an [FAQ](#) document as an aid to principals in preparing a CPOR available [here](#).
- This template must be completed in accordance with the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)* and in particular sections 9.5 to 9.7 inclusive of chapter 9 of the procedures.
- The reference to procedures in this template is the *Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)*.

Important note: This template shall not include the names of any employee, any children or any other parties referred to in the documentation but shall record the matter by reference to the unique code or serial number assigned by the DLP to the case/parties concerned. See '[Guidance Note on the use of unique codes or serial numbers](#)' for further information.

I certify that this template accurately records the documents provided to the board of management as part of the Principal's Child Protection Oversight Report (CPOR) at the board meeting on _____ [dd/mm/year].

Signed: _____

Date: _____

School Principal

Signed: _____

Date: _____

Chairperson Board of Management



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.

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?

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

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

6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*? Yes / No

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

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

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

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

Yes / No

17. Does the school refer parents to the complaint procedures if they have a complaint about how the school has addressed the bullying behaviour? Yes / No

18. Has a parent informed the school that a student has left the school due to a 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

Parental Complaints Procedure



The parental complaints procedure is designed to provide an open and clearly defined process to facilitate parents/ legal guardians in raising concerns about their own child/ children in an agreed, fair and transparent manner.

The procedure is a staged procedure where every effort is made to resolve matters at the earliest possible stage. This procedure set out, in four stages, the process to be followed in progressing a complaint and the specific timescale to be followed.

Formal Stage 1: Discussion

1.1 Parent/guardian meets teacher: A parent/legal guardian who wishes to make a complaint in respect of their own child, should, seek an appointment with the teacher concerned with a view to resolving the complaint. Further meetings with the teacher can be convened as appropriate.

1.2 Parent/guardian meets Principal: Where the parent/legal guardian is unable to resolve the complaint with the teacher, they should seek an appointment with the Principal with a view to resolving the complaint. Further meetings can be convened by the Principal as appropriate.

1.3 Parent/guardian meets Chairperson: Where the complaint remains unresolved, the parent/legal guardian should seek an appointment with the Chairperson of the Board of Management with a view to resolving the complaint. Further meetings can be convened by the Chairperson as appropriate.

Complaint resolved: The complaint may be resolved during this stage.

Formal Stage 2: Written (10 days)

2.1 Written complaint sent to Chairperson: If the complaint has not been resolved at stage 1, the parent/legal guardian who wishes to pursue the matter further should submit the complaint in writing to the Chairperson of the Board of Management. This commences stage 2.

2.2 Chairperson provides a copy to the teacher: The Chairperson should provide a copy of the written complaint to the teacher against whom the complaint has been made, without delay.

2.3 Chairperson convenes meeting(s): The Chairperson should seek to resolve the complaint between the teacher and the parent/ legal guardian within 10 school days of the commencement of stage 2.1. This may require one or more meetings to be convened by the Chairperson with the teacher/ parent/legal guardian and other school personnel as deemed appropriate by the Chairperson.

Complaint resolved: The complaint may be resolved at this stage.

Formal Stage 3: Board of Management (20 days)

3.1 Chairperson makes a formal report to the Board: If the complaint remains unresolved following stage 2 and the parent/ legal guardian wishes to pursue the matter, they should inform the Chairperson in writing of this fact. The Chairperson should make a formal report to the Board of Management within 10 days of receipt of this written statement. At this meeting, the Board can decide to proceed to either stage 3.2 or 3.3.

3.2 Complaint concluded: Where the Board considers the complaint, the process may be concluded at this stage, if the board considers that: a) The complaint is frivolous/vexatious; b) The complaint has already been investigated by the board; c) The complaint is more appropriately dealt with through a more relevant DE circular, or; d) where recourse to law has been initiated. Where the Board determines the complaint is concluded at this stage, the parent/legal guardian should be so informed within five days of the Board meeting.

3.3 Proceed to a hearing: Where the Board decides to proceed to a hearing, it should proceed as follows: a) the teacher should be informed that the complaint is proceeding to a full hearing and the Chairperson must ensure the teacher has been supplied with all documents which are being considered by the Board. b) the Board should arrange a meeting with the parent/legal guardian if it considers such to be required. The parent/ legal guardian is entitled to be accompanied and assisted by a friend at any such meeting. c) the teacher should be afforded an opportunity to make a presentation of their case to the Board. The teacher is entitled to be represented by a friend or a union representative, who may be accompanied for the purpose of assistance and note taking. d) the teacher should be requested to supply a written statement to the board as the employer in response to the complaint. This written statement will be confidential to the employer and will not be shared with any third party. e) the meeting of the Board of Management referred to in 3(b), (c) and (d) will take place within 10 days of the meeting referred to in 3.1. in so far as possible.

Formal Stage 4: Decision (5 days)

4.1 Written decision from Chairperson: The Board will consider the complaint and the response provided and will adjudicate on the matter. The Chairperson should convey the decision of the Board in writing to the teacher and the parent/legal guardian(s) within five days of the meeting held at stage 3.3.

4.2 Complaint concluded: The decision of the Board shall be final.