

St Patrick's National School, Drumcondra, D09XH52

Scoil Phadraig, Droim Conrach, Ath Cliath D09 XH52

Email: secretary@saintpats.ie Telephone: (01) 8372714
Charity number: 20116453

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Introduction

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

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

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable part to play in the school community, regardless of difference.

Relationship to School Ethos

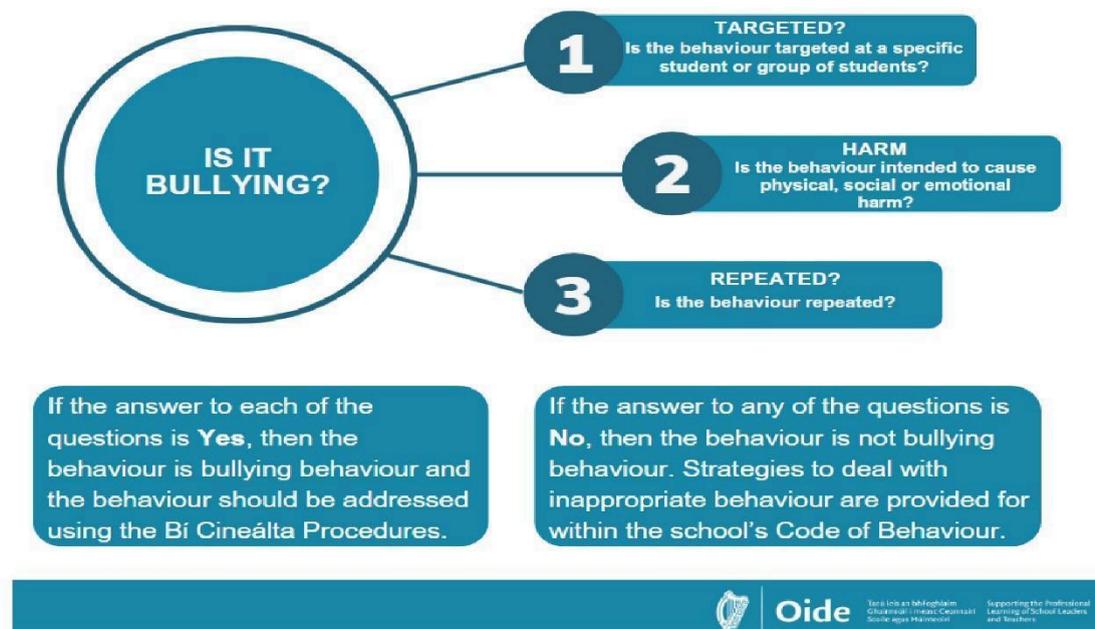
Our Mission Statement: "As a Catholic school, St Patrick's National School is committed to the holistic development, and the achievement of the full potential of all children- academically, creatively, emotionally, physically, morally, socially and spiritually. We provide a happy, caring and stimulating environment, promoting self-esteem and confidence. We work in partnership with all parents/ guardians and the whole community in an atmosphere of mutual trust.' In line with our Mission Statement, the School Community strongly believes that respect for all, at all times, must be promoted.

Aims of the Policy

1. To have a shared understanding of what bullying is and its impact
2. To implement education prevention strategies as a school-wide approach, including awareness raising measures that build empathy, respect and resilience in pupils.
3. To ensure effective supervision and monitoring of pupils.
4. To address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
5. To support staff in recognising possible symptoms of bullying when a formal report is not forthcoming.
6. To ensure consistent recording, investigation and follow up of bullying behaviour

Definition of bullying behaviour

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



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.

The Bí Cineálta policy 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.

Personnel	Date consulted	Method of consultation
School Staff	31 January 2025	½ day school closure for Bí Cineálta training
	January 2025	Surveys completed online through Google forms
	March 2025	Whole staff discussion on current policy and procedures, and proposal of Bí Cineálta Policy
	April May 2025	Staff group discussion on draft policy
Students	May 2024	Pupil survey
	Monthly assemblies	Highlight Bí Cineálta/kindness/ being a telling school, to whom do we tell.
	May 2025	Focus group of pupils met to give feedback on the student friendly version of policy
Parents	March 2025	Parent Survey
	May 2025	Policy shared with parents via the school website
Board of Management	April 2025	Bi Cineálta Document shared with BOM. Brief outline given of its intended role and implementation from September 2025.
	May 2025	Information link on Bí Cineálta Procedures shared with BoM members
	May 2025	Discussion and ratification of the Policy
Wider school community as appropriate- bus escorts	March 2025	Discussion about vigilance and reporting
	Sept 2025	Policy to be shared with transport staff

Date policy was approved: 19-05-2025

Date policy was last reviewed:

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by our school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment. (see Chapter 5 of the Bí Cineálta procedures)

In developing preventative strategies which our school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. Our 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 support for young people in this school and to help inform future prevention strategies.

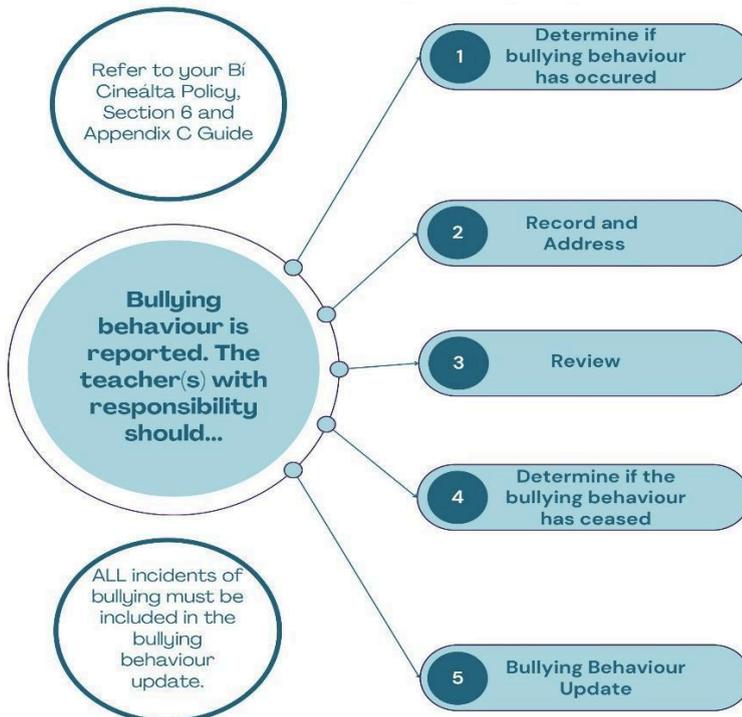
<p>A positive school Culture and Environment</p>	<ul style="list-style-type: none"> - Create a school culture where bullying behaviour is unacceptable and a consistent approach is taken to addressing bullying behaviour. Our school motto is” Kind words, kind hands, kind feet” and “We are a telling school” and “we are upstanders.” - Promote kindness and inclusion among our student body by embedding a positive environment - Embed the concept of a trusted adult- eg teacher, SNA - Wellbeing Promotion - through monthly whole school Wellbeing Wednesday activities - Friendship Week (Annual) /and Internet Safety Week (Annual) - Assemblies, with reminders about the core values of kindness, inclusion and respect - Active supervision and monitoring of classrooms, corridors, school grounds, school tours, use of communication technology, and extra-curricular activities. - All staff are encouraged to be vigilant and report issues to relevant teachers. - A consistent, school-wide approach to the fostering of respect for all members of the school community. This is reflected in the everyday communication amongst the school community. - Encourage a culture of reporting incidents, with particular emphasis on the role/importance of upstanders, and who to tell and how. - Parent(s) / Guardian(s)) are encouraged to approach the school at the earliest stage, if they suspect that their child is being bullied, following this line of communication: class teacher, then principal. - Children are affirmed with praise and encouraged to recognise and appreciate good qualities in one another.
<p>Curriculum - Teaching and Learning, and the Implementation of education and</p>	<ul style="list-style-type: none"> - The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour. - The fostering and enhancing of the self-esteem of all our pupils through curricular, co-curricular and extra-curricular activities.

<p>prevention strategies (see section 5 of the Bí Cineálta procedures) to help:</p>	<ul style="list-style-type: none"> - School-wide awareness-raising on various aspects of bullying. This may include organised talks by outside facilitators for staff, pupils and parents/guardians. - Promote internet safety throughout the school year and during Internet Safety Week. Embed our AUP-Acceptable Use Policy. Host regular conversations with students about respectful and kind relationships online - Use of circle time, and/or relevant stories to help build empathy, respect and resilience in pupils - The anti bullying module of the SPHE programmer: i.e Stay Safe lessons, Walk Tall lessons, Webwise lessons, FUSE lessons - Children are involved in activities where teamwork, tolerance, interdependence and responsibility are nurtured which may include games, art, competitions, projects, drama, circle time etc - Consideration with regard to programme implementation, is given to the pupils with additional needs
<p>Policy and Planning</p>	<ul style="list-style-type: none"> - The school's Bí Cineálta anti-bullying policy, in conjunction with The Code of Behaviour, is shared with parents/ guardians on the school website, and notification of their review is shared via the school newsletter. - Involvement of pupils and parents through Student Council and Parents Association - Lessons in anti-bullying as part of SPHE: Fuse programme, Webwise, Walk Tall, SPHE, Stay Safe, focusing on positive behaviour are all part of curricular content covered in classes. - Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity. - To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation. - To develop procedures for noting, investigating and dealing with incidents of bullying behaviour. - To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
<p>Relationships and Partnerships</p>	<ul style="list-style-type: none"> - The school's Code of Behaviour details the approaches taken by the school to foster respect, kindness and appropriate behaviours, encouraging the children to behave in a respectful, safe and friendly manner - Charter for Anti -bullying by the Student Council is displayed in the school and yards - Involve the Student Council in contributing to developing a school environment where bullying is neither accepted nor tolerated - Interpersonal connections are supported through a range of formal and informal structures such as the Board of Management, Parents' Association, Wellbeing Wednesday Buddies, the Student Council, the Green School Committee and the Active Flag Committee - model respectful behaviour towards colleagues, students and visitors in our school environment. - Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons/ school assemblies - Whole school assemblies also give opportunities to celebrate school achievements & build a sense of connection, belonging and empathy
<p>Preventing Cyber Bullying</p>	<ul style="list-style-type: none"> - Implementing anti cyber bullying aspects of the SPHE policy, which teaches pupils about online behaviour and digital citizenship

	<p>(Digiduck, HTML heroes, webwise/my selfie)</p> <ul style="list-style-type: none"> - Having regular conversations in class and at assembly about developing respectful and kind relationships online - Communicating the acceptable use policy - Referring to appropriate online behaviour as standards of behaviour in the Code of Behaviour - Holding Internet Safety Day to reinforce awareness around appropriate online behaviour
Preventing racist/homophobic/transgender/sexist bullying	<ul style="list-style-type: none"> - Fostering an inclusive environment, through SPHE lessons and a respectful and inclusive school culture - Encouraging peer mentoring and empathy building lessons and activities - Challenging gender stereotypes - opportunities to book speakers for staff/parents/ pupils to raise awareness of bullying - Encouraging and reminding pupils that we are a telling school, and to be upstanders for all types of bullying behaviour - Provide support to pupils and for whom English is an additional language, and/are from a different ethnic background, and to help communicate with their parents / guardians - Ensure that library reading material and textbooks represent lived experiences of pupils from different backgrounds - Focus on gender equality by ensuring all pupils have opportunities to engage in activities irrespective of their sex - Staff members model respectful behaviour and treat pupils equally irrespective of their sex - Celebrating diversity at school and acknowledging the contributions of all pupils - Encouraging parents to reinforce these values at home
Consistent recording, investigation and follow up of bullying behaviour	<p>Through whole school practices. See details below (Five Step Approach)</p>
Ongoing evaluation of the Bí Cineálta Policy	<p>This policy is reviewed annually in consultation with staff, pupils and parents. An oversight report is provided at each (monthly) Board of Management meeting</p>
<p>The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):</p>	
<ul style="list-style-type: none"> - Staff at all times endeavour to encourage students to show respect for each other. - Implementation of the SPHE curriculum. - Positive self-esteem is fostered among the students by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success. - Our Acceptable Use Policy & Remote Learning Policy include guidelines on responsible online behaviour and digital citizenship. - The school's Bí Cineálta Anti-Bullying policy is discussed regularly with the students. - Staff are particularly vigilant in monitoring students who are considered at risk of bullying/ being bullied. - All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded using the template for this. 	

- School wide awareness raising and training on all aspects of bullying, to include students, parent(s)/guardian(s) and the wider school community – eg survey to gather student, parent, & staff voices to inform our policy making and to create a new child friendly Bí Cineálta Anti-Bullying policy to be distributed to all.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers and /or principal. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of students in contributing to a safe school environment e.g. Kindness/ Bí Cineáltas Anti-Bullying week, school assemblies and other activities that can help imbed a culture of peer respect and support for each other.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders telling. In that way students will gain confidence in ‘telling’. This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Continue to raise awareness of the impact of all types of bullying behaviour and ensure that students know who to tell and how to tell, e.g. a trusted adult. Direct approach to teacher/ trusted adult at an appropriate time, for example after class, after breaktime, after school or hand written note up with homework. Get a parent(s)/guardian(s) or friend to tell the class teacher on your behalf.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices and in SPHE lessons.
- Promote online safety events or material for parents and the sharing of other supports available to the school e.g. National Parents’ Council, Barnardos, Cybersafekids, ACCORD, Webwise.
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Ensure the library has material which reflects our diverse school population from different national, ethnic and cultural backgrounds.
- Model respectful behaviour by staff to the students.

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.

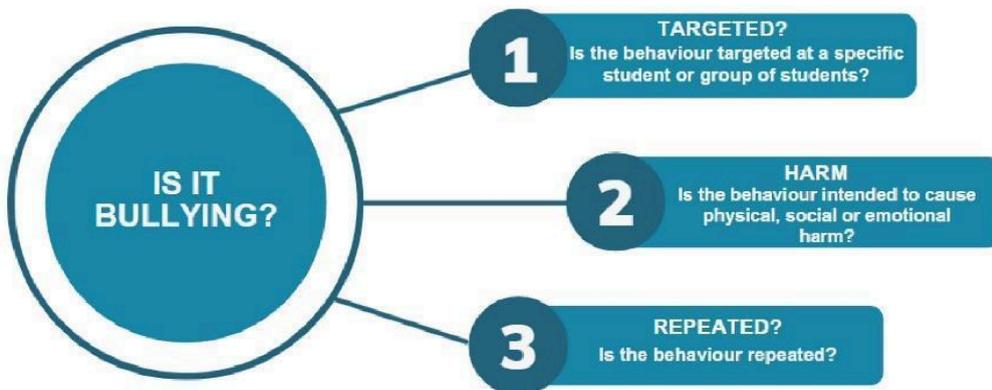
Principal must include all bullying behaviour in their update to the board. Principal provides verbal update to the board. Review policy, if needed.



Oide

Taca leis an bhFoghlaim Ghairmiúil in Éire: Ceannaird Síocle agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers



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.



Oide

Taca leis an bhFoghlaim Ghairmiúil in Éire: Ceannaird Síocle agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

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

Class teachers

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 (see Chapter 6 of the BÍ Cineálta procedures):

Five steps to Investigation, Follow Up and Recording of Bullying Behaviour

Step 1- Determine if Bullying has occurred

The “Relevant Teacher” investigates all allegations of bullying with a view to resolving any issues and to restore, as far as is practicable, the relationships of the parties involved. The “Relevant Teacher” is the class teacher

In investigating and dealing with bullying, the Relevant Teacher may discreetly ask any pupil, bystander or upstander, to write or give a verbal account of what happened, to help establish facts of who, what, where, when and why. Behaviour records, if any, of the parties involved will be consulted

The Relevant Teacher will speak privately and separately to the pupils who have been involved in bullying behaviour outside the classroom situation to establish the nature and extent of the behaviour and the reasons for it. The Relevant Teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved, and will complete Section A of the Recording Template to determine if Bullying Behaviour has taken place.

In line with the Code of Behaviour, children may be expected to complete a reflective exercise on their actions.

If the offence takes place on the yard, it will be recorded in the behaviour book and suspension from the yard may be required, as per Code of Behaviour.

Step 2: Record and address

If bullying is identified, the following action will be taken:

- Help, support and advice will be given, as is appropriate, to all parties.
- The pupil is asked to give an undertaking that they will treat others fairly, equally and respectfully
- Parents of the parties involved are contacted to inform them of the matter and explain the

actions being taken.

- The Relevant Teacher” completes Section B of the Recording Template.
- Behaviour is monitored, and a follow-up meeting with the relevant parties may be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- A further breach of the new undertaking will be considered a very grave matter, and a serious sanction will be imposed by the school authorities.
- Future behaviour will be monitored
- Serious instances of bullying behaviour will be dealt with in accordance with the [The Child Protection Procedures for Primary and Post Primary Schools 2017](#), Cinealtas Action Plan on Bullying, and/or may also be referred to the Child and Family Agency, Tusla and/or Gardaí as appropriate
- The “relevant teacher” does not apportion blame but rather focuses on bullying as something (“a mistake”) that can easily be remedied. The school’s support for pupils affected by bullying is based on the ideas of Restorative Practice. While sanctions may be used as specified in the Code of Behaviour, the general focus of response to bullying behaviour is one of trying to mend and restore relationships as well as to encourage children to speak out when they experience or witness bullying behaviour. Pupils who report bullying therefore are not getting others in trouble, rather they are enabling them to get out of trouble into which they may ultimately be if bullying behaviour continues.

Step 3- Review

A review with students and parents will be held no more than 20 school days after the initial engagement to determine if the bullying behaviour has ceased with the views of the students and their parents taken into account.

Step 4: Determine if Bullying has Ceased

If bullying has ceased the school will still continue to monitor all involved.

If bullying has not ceased, the school will review its strategies, seek external support if appropriate and review again with an agreed timeframe.

If a pupil breaks their undertaking not to engage in bullying behaviour, then that behaviour is no longer considered a “mistake”

- Parents are contacted and informed. They are asked to countersign a formal undertaking with their child.
- Parent(s)/ guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved.
- Recording Template Section B and C are completed
- A sanction is imposed for breaking the undertaking. Breach of this additional promise by further bullying behaviour is regarded as a grave matter and a sanction may be imposed by the school Board of Management. The school’s Code of Behaviour will be referred to and adhered to if needed.

Step 5: Bullying Behaviour Update

The principal must include all bullying behaviour in the Bí Cineálta Anti Bullying Report to the Board of Management. The principal will provide a verbal report to the Board of Management. This update will not contain personal or identifying information.

Recording of bullying behaviour:

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*. Recording of bullying incidents must be done in an objective and factual manner.

Recording Template Section A-Predetermination- Is this bullying behaviour?

- All staff must keep a written record of any incidents witnessed by them or notified to them.
- All incidents must be reported to the relevant/class teacher
- The relevant/class teacher must keep a written record, using Recording Template, Section A, of the actions taken and any discussions with those involved regarding the same.
- The written record must be stored in the "Class File" of the children concerned and a copy also sent to the principal's office and a note recorded under the relevant pupils' files on Aladdin.
- The relevant teacher must inform the principal of all incidents being investigated.

Recording Template Section B- Determination that bullying has occurred

- If it is established by the Relevant Teacher that bullying has occurred, the relevant teacher must keep appropriate written records using Section B, which will be stored in the Blue Folder of the children concerned and a copy will also be sent to the principal's office, and a note recorded under the relevant pupils' files on Aladdin. Section B will include the findings of the investigation, the strategy adopted and the outcome of the intervention.
- The relevant teacher must inform the principal of all incidents being investigated which
- Parents of both parties will be informed and an undertaking will be completed by the pupil and parents informed, while the pupil will also complete a reflective behaviour report.
- Details will be included in the report to the Board Of Management

Recording Template, Section C- Review

- The Relevant Teacher must use the recording template, Section C, as a review to assess behaviour cessation, no more than 20 school days of the initial engagement and completion of Section B.
- Cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred, or in cases of gross bullying behaviour will be recorded and reported immediately to the Principal or Deputy Principal as applicable.
- Then the recording template must be retained by the relevant teacher in he pupils' file, and a copy sent to the principal's office, and noted under the relevant pupils' files on Aladdin. It will include the findings of the investigation, the strategy adopted and the outcome of the intervention.
- A reflective behaviour report will be completed by the pupil and signed by parent/guardian, and a sanction imposed.
- Parents/guardians will be asked to countersign an undertaking not to engage in similar behaviour.
- Details will be included in the report to the Board of Management
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Appeals

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the School's Complaints Procedures. In the event that a parent has exhausted the School's Complaints Procedures and is still not satisfied, the school must advise the Parents of their right to make a complaint to the Ombudsman for Children.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures)

Supporting students who have experienced bullying:

- Ending the bullying behaviour immediately.
- Fostering greater empathy towards and support for bullied students.
- Indicating clearly that the bullying is not the fault of the targeted student.
- Indicating clearly that the bullying is not the fault of the targeted student through the speedy identification of those responsible and speedy resolution of bullying situations,
- Making adequate support resources available to students who need it in a timely manner
- Helping bullied students 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).
- Investigate individually first before bringing pupils together to discuss/resolve

Supporting Students who Display Bullying Behaviour:

- Making it clear that students who enable bullying & who reform are not blamed or punished and may get a 'clean sheet,'
- Making it clear that bullying students who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that 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),
- Using learning strategies throughout the school and the curriculum to help enhance students' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

Section D: Oversight

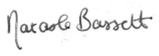
An update on bullying behaviour will be presented at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

Linkage to other policies includes : Child Safeguarding, Code of Behaviour, Cyber-Bullying Policy, Dignity in the Workplace Policy, SPHE Policy

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed:  Date: 01/09/ 2025
(Chairperson of Board of Management)

Signed:  Date: 01/09/2025
(Principal)

Appendix 1: Forms and Types of Bullying Behaviour

Appendix 2: Recording Templates

Appendix 3: BoM recording oversight documents

Appendix 4: Child friendly policy

Forms of Bullying Behaviour	
Direct Bullying Behaviour	
Physical	Pushing, Shoving, Punching, Kicking, Poking, Tripping etc Damage to personal property ie. Clothing, schoolbooks, mobile phone, pencil case, bicycle etc
Verbal	Continual name-calling directed at a student which hurts, insults or humiliates. This name calling can refer to physical appearance eg size, clothes worn or gender identity. It can also refer to a student's accent, distinctive voice characteristics, academic ability, race or ethnic origin.
Written	Writing insulting remarks about a student in public places, passing around notes about or drawings of a student.
Extortion	Obtaining something through force or threats.
Indirect Bullying Behaviour	
Exclusion	A student is deliberately and repeatedly isolated, excluded, ignored by a student or group of students.
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: Control: "Do this or I won't be your friend anymore" Malicious gossip, spreading rumours about a student A group of students ganging up against one student Giving a student the "silent treatment"/ignoring Deliberate manipulation of friendship groups to make someone unpopular. Isolation and/or exclusion from the group Breaking confidence Non-verbal gesturing - giving the "look" Name calling or use of terminology such as 'nerd' in a derogatory way. Publicly humiliating a person in a way that appears comedic. When a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined.
Online Bullying Behaviour	
Cyberbullying **Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared and has a likelihood of being shared multiple times and is thus repeated.	Carried out through use of information and communication technologies such as text, direct messaging, instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chat rooms and other online technologies. <ul style="list-style-type: none"> ● Sending or sharing, nasty, insulting, offensive and/or intimidating messages or images. ● Posting information considered to be personal, private and sensitive without consent. ● Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students. ● Excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game. ● Denigration: Spreading rumours, lies or gossip to hurt a person's reputation Harassment: Continually sending vicious, mean or disturbing messages to an individual ● Impersonation: Posting offensive or aggressive messages under another person's name ● Flaming: Using inflammatory or vulgar words to provoke an online fight Trickery: Fooling someone into sharing personal information which you then post online ● Outing: Posting or sharing confidential or compromising information or image

- 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 / whatsapp/ online messages Abusive email/ online messages
- Abusive communication on social networks
e.g.Snapchat/Discord/Tiktok/Instagram/Twitter/YouTube or on games consoles
- Abusive website/ social media comments/Blogs/Pictures
- Abusive posts on any form of communication technology

** In many cases online bullying can relate to an “offline” experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to sextortion and the non-consensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

Types of Bullying Behaviour	
This list is not exhaustive	
Disablist bullying behaviour	Behaviour or language that intends to harm a student because of a perceived or actual disability or additional need. -Name calling -Taunting others because of their disability or learning needs -Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying -Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. -Mimicking a person's disability -Setting others up for ridicule
Exceptionally able bullying	Behavior or language that intends to hard a student because of their high academic ability or outstanding talents. -Name calling -Taunting
Gender identity bullying	Behaviour or language that intends to harm a student because of their perceived or actual gender identity -Name calling used in a derogatory manner -Physical intimidation or attacks -Threats
Homophobic/transphobic (LGBTQ+) bullying	Behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community -Spreading rumours about a person's sexual orientation -Taunting a person about their sexual orientation -Name calling used in a derogatory manner -Physical intimidation or attacks -Threats
Physical appearance bullying	Behaviour or language that intends to harm a student because of their physical appearance -Students who "look different" can be mocked or criticized about the size, shape or appearance of their body.
Racist bullying	Behaviour or language that intends to harm a student because of their race or ethnic origin which includes the Traveller or Roma community. -Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, ethnic or traveller background -Exclusion on the basis of any of the above
Religious identity bullying	Behaviour that intends to harm a student because of their religion or religious identity
Poverty bullying	Behaviour that intends to humiliate a student because of a lack of resources
Sexist bullying	Behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or 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 -Unwelcome or inappropriate sexual comments or touching

Record of Behaviour - Section A			
Affected Individuals		Date of Incident:	
Reporters (if different)		Location of Incident:	
Alleged Offender(s)		Date Reported (by Student/Parent)	

Details of the Incident (Provide a full description of what happened):

--

In line with our Bí Cinéalta Policy - Please consider, is this bullying behaviour?

Is the behaviour outlined above:

Targeted behaviour that causes harm (online/offline) **Yes** **No**

Physical, social/and or emotional **Yes** **No**

Repeated over time and involves an imbalance of power **Yes** **No**

(Note, in the case on online behaviour, a once-off incident, may be ticked as "yes")

If you have replied **Yes** to each of the questions above please continue with **Section B**

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 in the Code of Behaviour.

Investigator signature: _____

Section B - Formal Stage 1	
Please see Appendix 1 for Form and Type of bullying behaviour	
Form of Bullying Behaviour (Please check all that apply)	Type of Bullying Behaviour (Please describe):
Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Online <input type="checkbox"/>	

Actions to Be Taken (Outline steps to address the incident):

--

Student and Parent/Guardian Views of Actions to Be Taken

(Include perspectives from both parties):

In consultation with the Student and Parents/Guardians, this process must be reviewed before 20 days have passed.

Date of review: _____

Relevant Teacher signature: _____

Principal signature: _____

Section C - Review Process

Date of Review to Assess Behaviour Cessation:

Parents and Students' Feedback on the Review:

Engagement with External Services (If applicable, provide details):

Further Review (if required) Date: _____

Details:

Date of Form Completion: _____

Signatures:

- Reporter: _____
- Investigator: _____

(A copy of this should be kept by the class teacher. A copy should also be submitted to the Principal's Office for record keeping.)

Appendix 3

Checklist for annual review of the anti-bullying policy and its implementation

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. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

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?	
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? XX/XX/2025	
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	

Signed
Chairperson, Board of Management

Date

Signed
Principal

Date

The Board of Management of Saint Patrick'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 __19th May 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:
(Chairperson of Board of Management)

Date:

Signed: ____
(Principal)

Date: