

SCOIL NAOMH IÓSAF (SNI)

Baltinglass, Co. Wicklow

Roll No: 20039P



Bí Cineálta Policy

Introduction:

The Board of Management of Scoil Naomh Iósaf 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 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. A once-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 so it becomes a repeated behaviour.

Behaviour that is not bullying behaviour:

If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but will be addressed under the school's code of behaviour. Some students with SEN may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is noted that these behaviours are not deliberate or planned but in certain situations, they are an automatic response.

The core elements of the definition are further described below:

Targeted behaviour:

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

Repeated behaviour:

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

Imbalance of power:

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

Behaviour that is not bullying behaviour:

- A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.
- Disagreement between students, or instances where students don't want to be friends or to 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. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

- Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.
- These behaviours, while not defined as bullying can be distressing.
- Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Criminal behaviour

- Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.
- Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the nonconsensual sharing of intimate images and also criminalises threatening to share these images.
- If bullying behaviour involves physical violence or threats of violence, it may be considered assault.
- If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges.
- If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour.
- An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour

How bullying behaviour occurs:

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

Direct bullying behaviour:

Physical bullying behaviour:

- Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in "mess fights" they can sometimes be used as a disguise for physical harassment or inflicting pain.
- Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of

school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal bullying behaviour:

- Continual name-calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student's accent, distinctive voice characteristics, academic ability, race or ethnic origin.

Written bullying behaviour:

- Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

Extortion:

- Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

Indirect bullying behaviour:

Exclusion:

- Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students

Relational:

- Relational bullying behaviour occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: "Do this or I won't be your friend anymore"; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.

Online bullying behaviour:

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This form of bullying behaviour can include:

- sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- 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

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 or has a likelihood of being shared multiple times and is thus repeated.

As online bullying uses technology to carry out bullying behaviour and does not require face to face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. 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 nonconsensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

Types of bullying behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- **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. Students who “look different” can be mocked or criticised about the shape, size 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 membership of the traveller or Roma community. Racism is defined in the national action plan against racism as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”.

- **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.

Preventing Bullying Behaviour in Scoil Naomh Íósaf

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	8/10/24 4/11/24 28/4/25 1/5/ 25 24/2/25, 10/2/25	Online Webinar for Principal CPD Oide Professional Learning Day Kilkenny Educational Centre Staff questionnaires Staff Meeting/Half day Closure Leadership team meetings
Students	8/3/25 Week of April 28 th 2025 June 2025 June 20 th	Student Council Focus group Classroom visits with guidelines 3 rd , 4 th , 5 th , 6 th discussion on Bí Cineálta. Paper surveys completed by Jr Infants – 2 nd classes. Students Council Focus Group Bí Cineálta Poster Competition
Parents	29/1/2025 2024/2025 June 2025	Parent Association meeting Email to all parents P.A. discussion and preview of final draft.
Board of Management	3/12/24 2/4/25 18/6/25	Update provided in Principal’s Report Discussed as part of Principal’Report Review new policy draft – leading to consultation and final ratification.
Wider school community as appropriate, for example, bus escorts, caretaker.	29/5/2025	Wider school community Bí <i>Cineálta</i> questionnaire

Date policy was approved: June 2025

Date policy was last reviewed: Policy Review and Update of the Anti- Bullying Policy
Reviewed 16/12/2025

Scoil Naomh Iósaf's Culture and Environment:

Upholding a positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. We continuously strive for our school environment to be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

Relationships between all members of the school community should be based on respect, care, integrity and trust. Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour.

Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.

Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

A Telling Environment:

It is important that the school community supports a 'telling' environment. Students should feel comfortable to talk about concerns regarding bullying behaviour.

Relevant Teachers:

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- All class teachers and support teachers.
- The School Principal/Leadership Team
- The Deputy Principal

In the case where children from two different classes are involved, both class teachers will be deemed to be the relevant teachers. In such a case, an agreement can be made between the two relevant teachers that one of them take on the case, or they can work together on this.

Supervision:

Appropriate supervision is an important measure to help prevent and address bullying

behaviour. We are taking all reasonable measures to ensure the safety of their students and to supervise students when students are attending school or attending school activities. We offer a mix of organised activities during breaktimes with a view to accommodating a range of preferences and interests.

Preventing and Addressing Bullying:

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

Culture and Environment:

We strive to

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

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

- Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed on the Staff Room notice board for ease of access also.
- Friendship week activities such as Random acts of Kindness homework, Poster making, slogan making, etc
- Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
- Parents receive information at times regarding useful information on Anti Bullying Ex: Newsletter
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.
- Class Charter development as well as notice board to promote kindness and build

responsibility amongst pupils.

- Morning Greetings (ISM and SNA presence on yard at arrival time, implementation of Daily Morning Meetings in every classroom)
- Wellbeing Wednesday
- Engaging play spaces
- Buddy Initiatives (Buddy Reading across the school, Junior Infant/6th Class Buddy System, Buddy Bench in the yard)
- Designated homework-free times of the year (September and June)
- Respectful teaching, respectful learning practices
- Antibullying/Friendship themed noticeboards and displays throughout the school building)

Curriculum (teaching and learning)

We strive to:

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

Ways in which we work to achieve this:

- Teach SPHE and RSE content which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions (Stay Safe, Zippy's Friends, Walk Tall)
- Create a Bí Cineálta notice board to display key information about Bí Cineálta for children. Children from all class levels will create posters to display in this area. A Bí Cineálta Poster Competition will be held yearly, starting in June 2025.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and Extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect (Morning Meetings structure)
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events (Rock your socks, World Autism Day, World Diabetes Day, Epilepsy Day etc)
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils; and explicitly addresses the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
- On-going evaluation of the effectiveness of the anti-bullying policy.

Policy and Planning:

The aim of Scoil Naomh Iósaf's Bí Cineálta policy is

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.
 - The Acceptable Use Policy
 - Supervision policy,
 - Special Education Policy
 - Healthy Eating Policy
 - Dignity at Work
 - Code of Behaviour
 - Child Safeguarding Policy
 - Supervision Policy
 - SPHE Policy
 - Acceptable Use Policy
 - Mobile Phone Policy
 - Religious Policy
 - Special Education Teaching Policy

All the above policies all support the implementation of the Bí Cineálta policy

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

Relationships and Partnerships:

- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association, our Student Council, our Kindness Keepers, our buddy systems and other various and multiple student committees and groups (as needs arise)
- 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.

- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of a Child
- Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.
- Building relationships with other local schools (Student Council Assembly, contributing to setting up of Special Classes in neighbouring schools, links with secondary schools, namely GCC and CBS)
- National Campaign Days (Autism Awareness, Rock Your Socks for DS, National Diabetes Day)
- Partnering with the National Educational Psychology Service to provide access to Wellbeing Practitioner for our pupils
- Links with local Sports Clubs, specifically Baltinglass GAA (football) and other local clubs.

Addressing Bullying Behaviour:

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):

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

- a) While all reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- b) If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- c) The 'Relevant Teacher(s)' must record the bullying incident on the school information management system (Aladdin) by adding an Alleged Bullying Behaviour Report to the relevant pupil's file which will be visible on files on all other pupils named. The 'Relevant Teacher' must inform the Principal.

Is it Bullying?



The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved (rather than to apportion blame). With this in mind the school's procedures are as follows:

- In investigating and dealing with bullying the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report instances of bullying, they are not considered to be telling tales but are behaving responsibly.
- Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidences of bullying behaviour witnessed by them or mentioned to them to the Class Teacher.
- Teachers should take a calm, unemotional problem-solving approach when dealing

with incidents of alleged bullying behaviour reported by pupils, staff or parents.

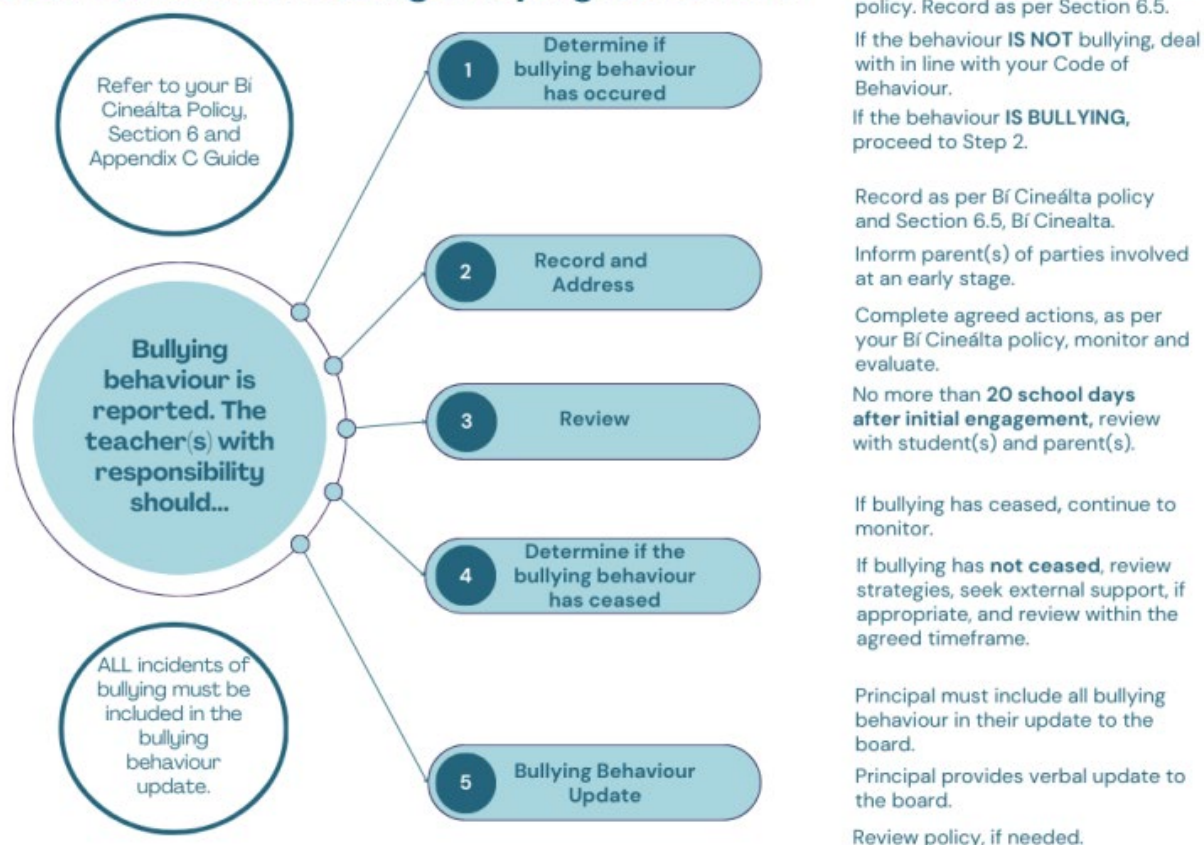
- After being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour.
- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- When analysing incidents of bullying behaviour, the 'Relevant Teacher(s)' should seek answers to questions of what, where, who, when and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about the other's statements.
- Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview with the teacher. Where the 'Relevant Teacher(s)' has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the perspective of the pupil being bullied.
- The "Relevant Teacher" does not apportion blame but should make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.
- When an investigation is completed and/or a bullying situation is resolved the "Relevant Teacher" will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This may be recorded on Aladdin under the Bí Cineálta tab, and uploading a file "Alleged Bullying Behaviour Report".
- If a pupil chooses to continue the bullying behaviour, this can then no longer be considered a once off occurrence. In this event parent(s)/guardian(s) will be contacted. The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for the pupil.
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Repeated incidences of bullying behaviour will result in the imposition of sanctions. Such sanctions will be proportionate to the seriousness of the bullying behaviour. It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required that this is a private matter between the pupil being disciplined, his/her parents and the school.

Addressing Bullying Behaviour

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

- The class teacher will oversee recording of bullying reports for students in their class - this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour. In the case where the class teacher is absent, a member of the ISM team will oversee recording of bullying reports for students in their class.
- In first instances this will be the Principal. If this person is not onsite, then it will be the Deputy Principal. If this person is not onsite, then it will be the Assistant Principal II.
- Inform parent(s) of parties involved at an early stage.
- Complete agreed actions, monitor and evaluate
- The Relevant Teacher, DLP or DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- 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 will inform Board of Management of incidences of Bullying.
- Assistant Principal II Anti-Bullying Policy co-ordinator is available to provide up to date information and supports if needed to assist class teacher in addressing concerns

Bí Cineálta: Addressing Bullying Behaviour



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):

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

Supporting Bullied pupils:

- Ending the bullying behaviour,
- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

Supporting Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- 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 pupils' 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.

All incidents of 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 by the DLP/DDLP without delay, in accordance with Child Protection Procedures for Primary and Post-Primary Schools.

Oversight

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

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

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

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

SNI Template for Recording Bullying Behaviour

Name of pupil being bullied and class group:

Name: _____

Class: _____

Name(s) and Class(es) of Pupil(s) Engaged in Bullying Behaviour:

Name: _____

Class: _____

Source of Bullying Concern (Tick all Relevant Boxes)	✓	Location of Incidents (Tick Relevant Boxes)	✓
Pupil Concerned		Yard	
Other Pupil		Playground	
Parent		Corridor	
Teacher		Toilets	
Other (Specify)		Outside School	
		Other (Specify)	

Name of Person(s) who Reported the Bullying Concern:

Indicate the form of bullying which occurred (as per Bí Cineálta 2.5):

Physical bullying behaviour		Exclusion	
Verbal bullying behaviour		Relational	
Written bullying behaviour		Online bullying behaviour	
Extortion		Other	

Indicate the Relevant Category: 2.7 Types of Bullying (as per Bí Cineálta)

Disablist bullying		Cyber-bullying	
Exceptionally able bullying		Physical Appearance bullying	
Gender Identity bullying		Racist bullying	
Homophobic/transphobic (LGBTQ+)		Poverty bullying	
Religious identity bullying		Sexist bullying	
Sexual harassment bullying		Other	

Details of Actions Taken:

Review date (no more than 20 school days after initial engagement):

Signed: _____ (Relevant Teacher).

Date: _____

Date submitted to Principal/Deputy Principal: _____

Appendix 2: 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 anti-bullying policy and its implementation. 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.

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
Is the Board satisfied that school staff members are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	N/A

Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Notification regarding the Board of Management's Annual Review of the Anti-bullying Policy

To: [The Parents of Scoil Naomh Iósaf, Baltinglass](#)

The Board of Management of Scoil Naomh Iósaf wishes to inform you that:

The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting on the

This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Appendix 3: Practical Tips for Building a Positive School Culture and Climate

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like, and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school - this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
- Hot spots tend to be in the playground/school yard/outdoor areas, corridors and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or taking part in activities.
- Support the work of Student Council.

Appendix 4

Education and Prevention Strategies – A Whole School Approach

Scoil Naomh Iosaf will engage a variety of education and prevention strategies. A whole-school approach will be undertaken, and this is evident in the education and prevention strategies noted below.

- A culture of care and respect permeates the school, and all members of our school community are made welcome, valued, and treated respectfully.
- A focus on enhancing the self-esteem and the social and emotional learning skills of all students through both curriculum subjects (SPHE/RSE/RE) and by having a range of activities to ensure that the interests and talents of all students are nurtured.
- All children will be made aware of how to address bullying issues should they arise. Children will be made aware of what bullying is, what it looks like, and what to do if they are being bullied, or if they see another child being bullied.
- Several different programmes are currently/will be implemented throughout the school with the aim of building empathy, respect and resilience building empathy, respect and resilience in pupils as well as ensuring they can recognise, respond to and report bullying issues.

These programmes include:

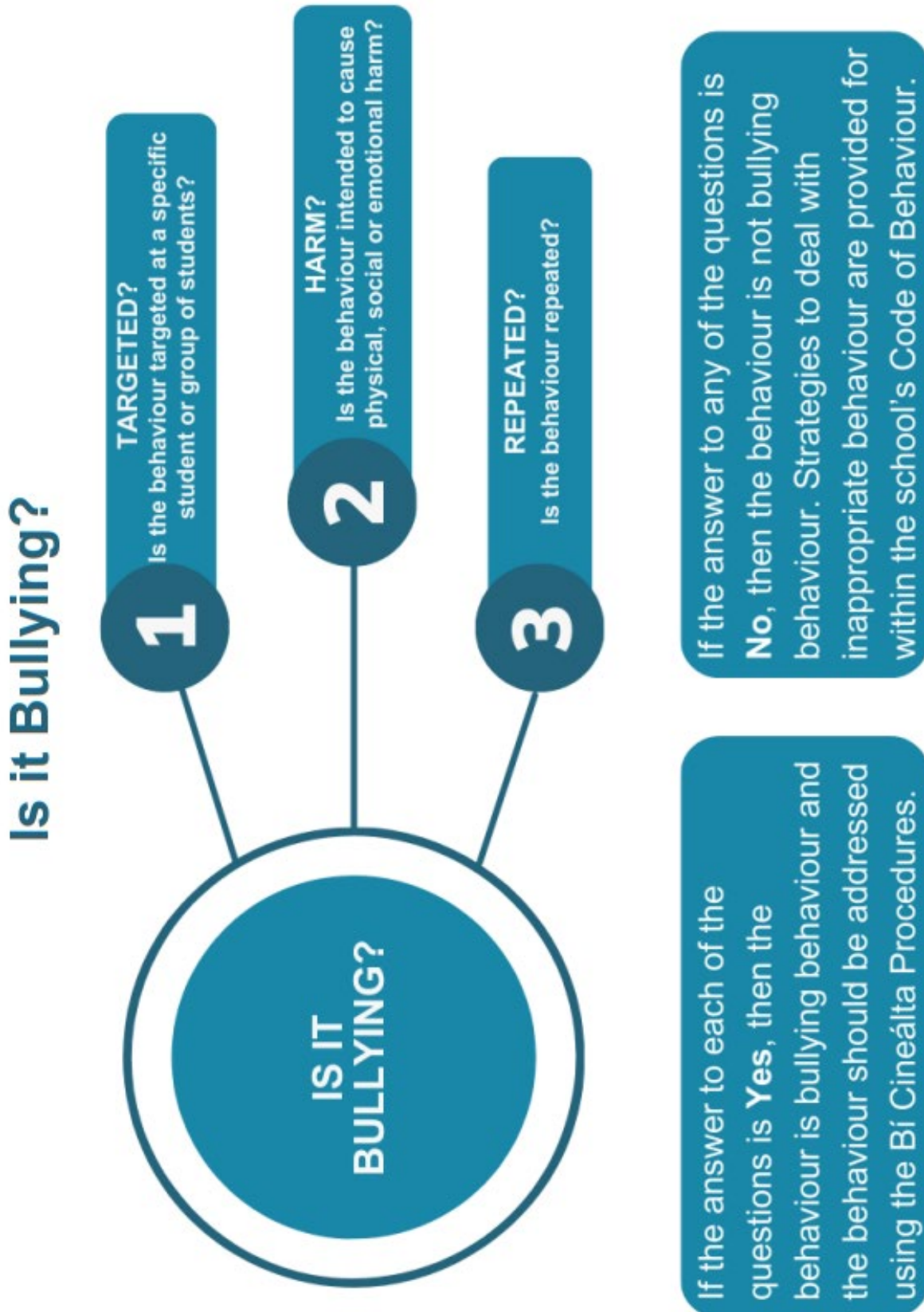
- Stay Safe: The Stay Safe programme is implemented across all classes. Through the topic of 'Friendships and Bullying', children will learn what bullying is, strategies for dealing with bullying behaviour, and that it is never acceptable to bully others.
- FUSE: An Anti-Bullying and Online Safety Programme for Primary students with a focus on bullying and cyberbullying in the senior classes. Fourth, fifth and sixth class pupils will engage in a number of 40-minute workshops aiming to increase their self-efficacy in noticing, responding and reporting bullying and online safety issues.
- Play Therapy: Children meeting the criteria for need can be offered play therapy in Scoil Naomh Iosaf.
- Guest Speakers from An Garda Síochána will speak to classes about bullying related issues.
- Sixth classes will be involved in piloting the new research-based 6th class primary school FUSE Anti-Bullying and Online Safety Resource on the theme of Diversity and Inclusion.
- SPHE Lessons with a specific focus on building friendships and anti-bullying. All children will explore concepts such as self-esteem and identity-based bullying including homophobic discrimination, transphobic discrimination, racial discrimination as well as discrimination of those with SEN in an age-

appropriate manner. Strategies for this include dialogue and discussion, social stories and circle time.

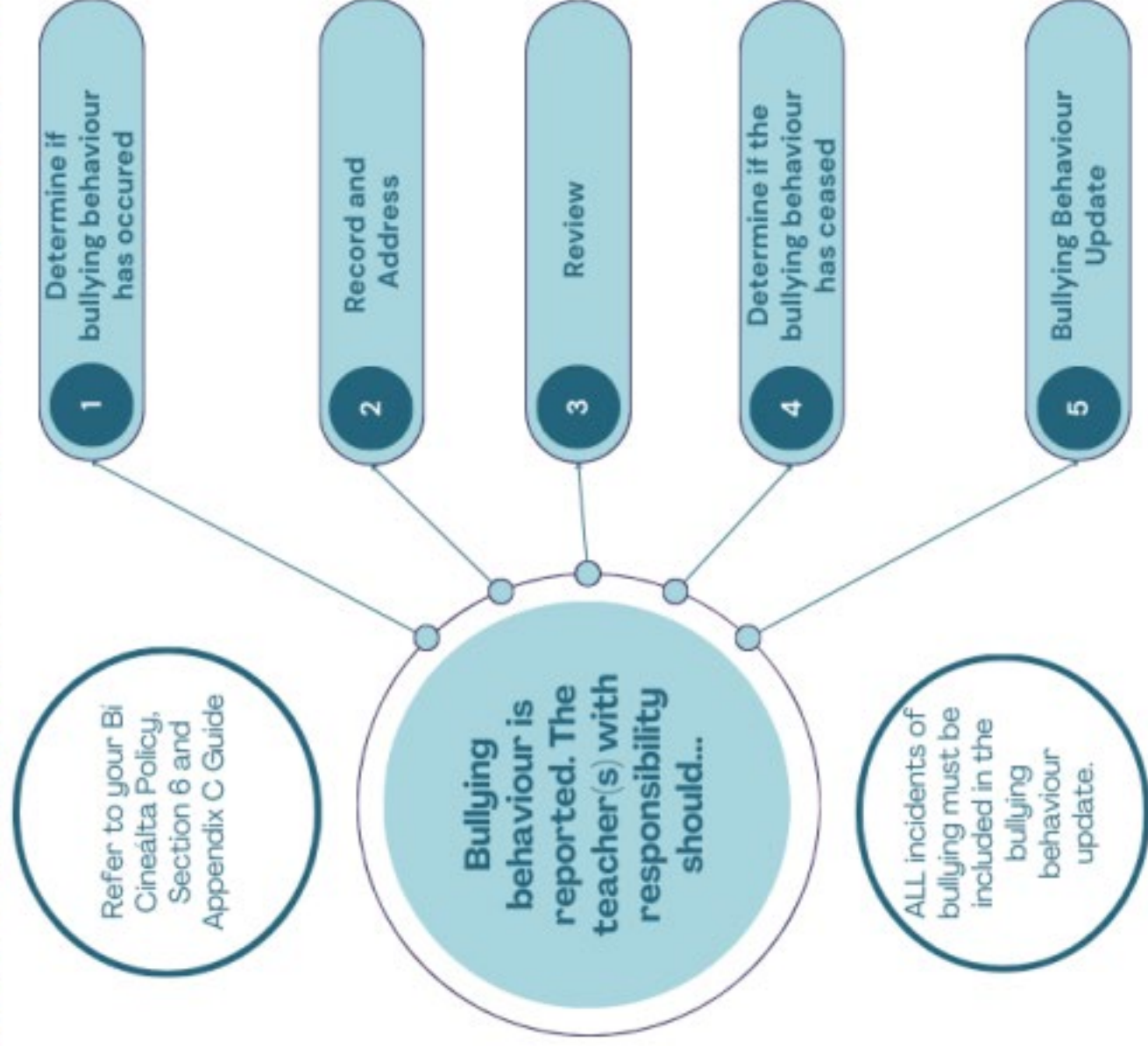
- Friendship week is held in the school each year to encourage positive behaviour across the school. This involves a cross-curricular approach to the theme of friendship and is a whole school initiative. Both staff and students engage in a 'secret buddy' activity throughout the week in which they help and support their buddy to promote good friend characteristics. Buddy Reading takes place during friendship week whereby senior pupils read picture books with/for their junior buddy.
- Well-being week is held in the school annually to promote positive mental health, self-care and respect for all.
- The Students' Council will be involved in contributing to a safe and caring school environment by helping to facilitate Friendship Week, bringing ideas and suggestions from their class to the Council and relaying any issues that they notice are upsetting to other students to their teacher or trusted adult.
- As outlined in our Code of Behaviour, a restorative practice approach will be used by all staff across the school when dealing with behaviour/bullying matters. The focus of this is to facilitate a harmonious resolution to situations whereby relationships have been damaged as a result of pupils falling out or engaging in disrespectful or bullying behaviour. It achieves this by promoting a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. Restorative Practice is based on the 5 R's- Relationships, Respect, Responsibility, Repair and Reintegration which we as a staff endeavour to use when dealing with bullying.
- Workshops/seminars for students, staff and parents on Cyber Awareness Programmes and Bullying. To date, the school has engaged Zeeko, Cybersafe Ireland and Barnados to deliver such workshops.
- EAL Teachers check in with the children with limited or no English to ensure that they are settling into their class and have a buddy on the yard. They also seek to resolve any issues these pupils may have.
- Cultural activities – the school celebrates cultural activities throughout the year, representing the cultural and linguistic diversity of the school.
- A culture of telling and upstanding is fostered throughout the school with particular emphasis on the importance of bystanders. It will be made clear to pupils that when they report incidents of bullying, they are not considered to be 'telling tales' but are acting as responsible citizens. This is important in ensuring that pupils gain confidence in 'telling'.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Regular review of our Acceptable Use Policy to include any necessary steps to ensure that

access to technology within the school is strictly monitored. Our Mobile Phone policy will also be enforced and pupils are not allowed to bring phones or any other smart devices to school.

Appendix 5: OIDE Bí Cineálta Posters



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.