



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Scoil Naomh Eoin 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.

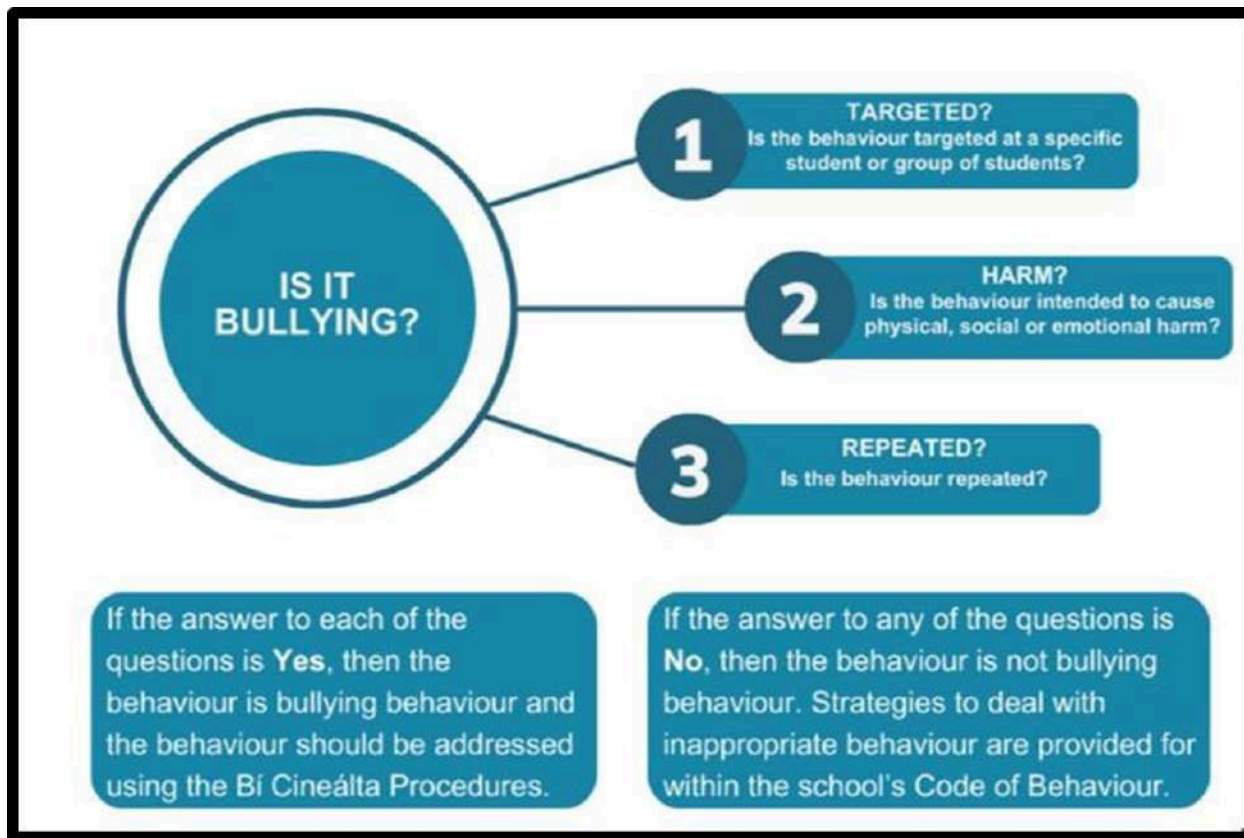
We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

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 everybody 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 everybody has a part to play in the school community, regardless of difference.

Definition of bullying

Bullying is defined in Cineáltas, 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.



Section A: Development/review of our BÍ Cineálta Policy to Prevent and Address Bullying Behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff e.g. Teachers, SNAs, Secretary, Caretaker, Cleaners.	19/2/25, Croke Park Meeting 16/9/25	Workshop, Meeting
Students	4/6/25	Questionnaire
Parents	4/6/25	Questionnaire
Board of Management	25/9/25	BoM
Wider School Community, e.g. School Warden, GAA Coach, Parents' Association	Bus Escorts 21/5/25	Conversation

Date policy was approved:

Date policy was last reviewed

Section B: Preventing Bullying Behaviour

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and the wider school community. It is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.

This section sets out the prevention strategies that will be used by Scoil Naomh Eoin 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.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Strategies to be followed in Scoil Naomh Eoin when preventing bullying behaviour:

In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our 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 our board of management and staff meetings.
- Foster a positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.
- The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence." "In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies
- 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.
- The concept of "a trusted adult" can be an effective strategy to encourage students to report if they or another student is experiencing bullying behaviour. Staff could support this strategy by letting students know that they can talk to them.
- The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE), Stay Safe and Walk Tall curricula aim to foster students' wellbeing, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions. Students' social and emotional learning (SEL) skills can be improved through the SPHE curriculum. Examples of resources that can be used as part of teaching SPHE are included in the Resources Guide which accompanies these procedures.
- Engaging in appropriate teacher professional learning courses can support school staff to prevent and address bullying behaviour. School staff should also share their experiences and examples of best practice. There is a range of training available for school staff which relates to promoting inclusion and diversity in schools.
- Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as parents' associations and student support teams.
- Strong home school and community links.
- Kindness week, amber flag, kindness week, principals award, compliments competition, homework and breakfast club and our sports teams all contribute to a culture of kindness in Scoil Naomh Eoin.
- Wellbeing Week, Anti Bullying Week, Kindness week, Internet Safety Week, Buddy classes, Buddy Benches, Restorative Practice, Butterfly Room Integration, Tea 4 two, Student Council, Kindness Tree, Teddy Bears Picnic, Sports Week, Sports coaches, NSCP, coffee mornings and our sensory garden all contribute to a culture of kindness and a positive atmosphere in Scoil Naomh Eoin.

Preventing Cyberbullying

The best way to address cyberbullying is to prevent it happening in the first place. In our school the access to information and communication technologies is generally class based and monitored. Our Acceptable Usage Policy details the levels of supervision in place when on line. Mobile phones are not allowed in school.

Strategies to prevent cyberbullying behaviour include the following:

- implementing the SPHE curriculum.

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

Preventing homophobic/transphobic bullying behaviour

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

Strategies to prevent homophobic and transphobic bullying behaviour include the following:

- maintaining an inclusive physical environment such as by displaying relevant posters.
- Buy some inclusive books for the school around the topics of gender stereotypes, disability and the various types of families, e.g. stepfamilies; single-parent families; families headed by two unmarried partners, either of the opposite sex or the same sex; households that include one or more family members from a generation; adoptive families; foster families; and families where children are raised by their grandparents or other relatives.
- encouraging peer support such as peer mentoring and empathy building activities.
- challenging gender stereotypes.
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour.
- encouraging students to speak up when they witness homophobic behaviour

Preventing Identity Based Bullying

Approaches to decreasing the likelihood of **identity based bullying** for pupils with Special Educational Needs (SEN) include:

- Improving inclusion
- Focusing on developing social skills.
- Cultivating a good school culture which has respect for all and helping one another as central.

This school's prevention and awareness raising measures are appropriate to the type of bullying and take into account the age and gender of the pupils involved.

We work to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.

Preventing Racist Bullying

Strategies to prevent racist bullying behaviour include the following:

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

Preventing sexist bullying behaviour

Strategies to prevent sexist bullying behaviour include the following:

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex.
- ensuring all students have the same opportunities to engage in school activities irrespective of their sex.
- celebrating diversity at school and acknowledging the contributions of all students.
- organising awareness campaigns, workshops and presentations on gender equality and respect.
- encouraging parents to reinforce these values of respect at home.

Preventing sexual harassment

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include the following:

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

Many of the preventative strategies listed above can be implemented by schools to prevent all types of bullying behaviour.

The following school policies, plans and procedures have a bearing on this Bí Cinéalta Policy:

- SPHE Plan
- Stay Safe
- Supervision Policy
- Health & Safety Policy

- Child Protection Policy
- Code of Behaviour & Discipline
- Special Education Needs Policy
- RSE Policy
- IT Acceptable Usage Policy

Supervision

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

They ensure that there is experienced and adequate playground, school yard and indoor and outdoor supervision.

Section C: Addressing Bullying Behaviour

The class teacher will generally be the relevant teacher to whom cases of bullying should be reported.

Reports to other school staff will be passed to the relevant teacher.

The class teacher takes appropriate measures and follows the procedure laid out in this policy regarding reports of bullying behaviour.

The steps that will be taken by Scoil Naomh Eoin to determine if bullying behaviour has occurred are as follows:

- When identifying if bullying behaviour has occurred the teacher should consider the following: what, where, when, who and why?
- If a group of students is involved, each student should be engaged with individually at first. Thereafter, all students involved should be met as a group.
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. Each student should be supported, as appropriate, following the group meeting. It may also be helpful to ask the students involved to write down their account of the incident.
- Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within Scoil Naomh Eoin' Code of Behaviour.
- Where a child with additional needs has engaged in hurtful behaviour on a continuous basis, Scoil Naomh Eoin will review each case individually as per the child's Behaviour Plan. This behaviour plan has been directed by the school's Code of Behaviour.

Where bullying behaviour has occurred 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.
- keep a record of the engagement with all involved. This record should document the form and type of bullying behaviour, where and when it took place and the date of the initial engagement with the students involved and their parents. The record should also include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.

Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in our Bí Cineálta policy. Schools should consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy and/or language barriers.

Scoil Naomh Eoin will use the following approaches to support those who experience, witness and display bullying behaviour.

Supporting those who experience bullying behaviour

The student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

Supporting those who witness bullying behaviour

Students who witness bullying behaviour should be supported and encouraged to report the behaviour to a trusted adult in the school so that the behaviour can be addressed. Students who witness bullying behaviour on social media have an important role in helping to address the behaviour by reporting the witnessed behaviour to a trusted adult.

The trusted adult should reassure the student that they have done the right thing by reporting the behaviour. The trusted adult should, without delay, inform the member of staff who has responsibility for addressing bullying behaviour.

Supporting those who display bullying behaviour

Students who are displaying bullying behaviour should be supported to better manage relational difficulties and ensure that their needs are met. A programme of support for those pupils is also part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

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.

Follow up where bullying behaviour has occurred:

- The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement.
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.
- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents.
- The date that it has been determined that the bullying behaviour has ceased should also be recorded.
- Any engagement with external services/supports should also be noted.
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents.
- A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and Scoil Naomh Eoin.
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the Scoil Naomh Eoin, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools. they should be referred to the school's complaints procedures.
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

Scoil Naomh Eoin is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, the school is required to support the students involved. Where the bullying behaviour continues in school, the school should deal with it in accordance with their Bí Cineálta policy. Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies

used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information.

This policy is available to our school community on the school’s website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request. This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: _____ Date: _____

Chairperson of Board of Management

Signed: _____ Date: _____

Principal

Appendix 1: Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/S EN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. **Details of actions taken**

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Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 2: Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of DD/MM/YYYY

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

Total number of new incidents of bullying behaviour reported since the last board of management meeting.	
Total number of incidents of bullying behaviour currently ongoing.	
Total number of incidents of bullying behaviour reported since the beginning of this school year.	

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc.
- the strategies used to address the bullying behaviour
- any wider strategies to prevent and address bullying behaviour
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- if a parent has informed the school that a student has left the school because of reported bullying behaviour
- if any additional support is needed from the board of management
- if the school's Bí Cineálta policy requires urgent review in advance of the annual review.

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

Appendix 3 Review of the Bí Cineálta Policy

The Board of Management of Scoil Naomh Eoin, will undertake an annual review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed:

Bí Cineálta Policy Review

1. Insert date when the Bí Cineálta policy was last adopted by Scoil Naomh Eoin.
_____/_____/20____.
2. Where in the school is the student friendly Bí Cineálta policy displayed?

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? ____/____/20____.
4. How has the student friendly policy been communicated to students?

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

6. Have all school staff been made aware of the Scoil Naomh Eoin's Bí Cineálta policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools? Yes No
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? Yes No
8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?
Yes No
9. Has the Board discussed how the school is addressing all reports of bullying behaviour?
Yes No
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? Yes No
11. Have the prevention strategies in the Bí Cineálta policy been implemented?
Yes No

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

12. Yes No

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

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

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

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

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

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? Yes No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour? Yes No

Signed: _____ Date: _____

Chairperson of Board of Management

Signed: _____ Date: _____

Principal

Date of next review _____

Appendix 4: Notification regarding the Board of Management’s annual review of the Bí Cineálta Policy

The Board of Management of the **Scoil Naomh Eoin** 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 meeting of _____ [date].

This review was conducted in accordance with the Department’s Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post - Primary Schools.

Signed: _____ Date: _____

Chairperson of Board of Management

Signed: _____ Date: _____

Principal

Appendix 5: Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

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
- Bullying 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.