## 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.

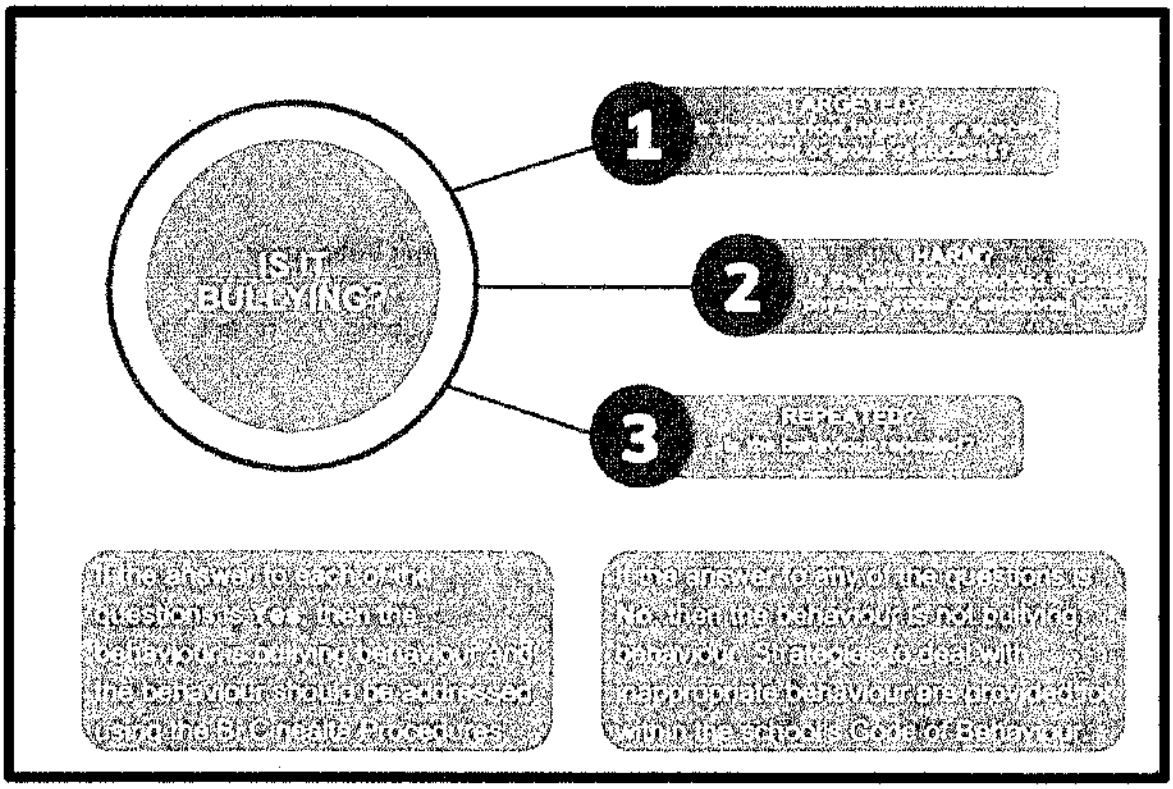
We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

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.
- Paying attention to key moments such as transitioning from the Junior School to the Senior School.
- 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.

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: Declan Hurley Date: 9-10-2025

Chairperson of Board of Management

Signed: Orla Lyth Date: 9-10-25

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 | |
| Other Pupil | |
| Parent | |
| Teacher | |
| Other | |

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

| | |
|---|---|
| Playground | |
| Classroom | |
| Corridor | |
| Toilets | |
| School Bus | |
| Other | |

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

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

| | | | |
|---|---|---|---|
| Physical Aggression | | Cyber-bullying | |
| Damage to Property | | Intimidation | |
| Isolation/Exclusion | | Malicious Gossip | |
| Name Calling | | Other (specify) | |

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

| Homophobic | Disability/SEN related | Racist | Membership of Traveller community | Other (specify) |
|---|---|---|---|---|
| | | | | |

**8. Brief Description of bullying behaviour and its impact**

9. **Details of actions taken**

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.
   09 / 10 /2025 .

2. Where in the school is the student friendly Bí Cineálta policy displayed?
   IN EACH CLASSROOM AND SET ROOM, AND ON Bí Cineālta noticeboard

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? 09 / 10 /2025 .

4. How has the student friendly policy been communicated to students?
   IN CLASSROOMS BY TEACHERS & PRINCIPAL, & AT ASSEMBLIES

5. How has the Bí Cineálta policy and student friendly policy been communicated to parents?
   BY EMAIL AND THROUGH WEBSITE

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?

ON-GOING CONSULTATION WITH PARENTS, STUDENTS, AND STAFF

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:

N/A

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

N/A

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

NO

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

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

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

Signed: Declan Hurley Date: 5-11-2026

Chairperson of Board of Management

Signed: Orla Lyden Date: 5-11-2026

Principal

**Date of next review** Oct 2027