



St Patrick's Comprehensive School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of St. Patrick's Comprehensive School has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students, and we are fully committed to preventing and addressing bullying behaviour.

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

Definition of bullying

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

Each school is required to develop and implement a *Bí Cineálta* policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

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 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, 17Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools 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.

Definition of 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 non-consensual 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.

Types of Bullying behaviour deemed to be inappropriate:
(this list is not exhaustive)

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g., sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed. • Exclusion • No innocent bystander
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name

	<ul style="list-style-type: none"> • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g., Facebook/Instagram/Tik Tok/Be Real/Twitter/You Tube etc. or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
Identity Based Behaviours	Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).
Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g., gay, queer, lesbian ... used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion based on any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use of terminology such as "nerd" in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability – Learning Difficulties and Gifted	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.

	<ul style="list-style-type: none"> • Mimicking a person's disability • Setting others up for ridicule
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This Policy Applies

- In class, between classes and while on the school premises
- On the way to and from school
- On school based activity, school tours etc.
- To anything done in the school name
- To any behaviour that adversely affects the school reputation or the education of any student in the school

Rights and Responsibilities of Each Member of the School Community

Right	Responsibility
<ul style="list-style-type: none"> • I have the right to be safe in school 	<ul style="list-style-type: none"> • I have a responsibility to make our school a safe and secure place for others

Rights and responsibilities of students and staff

I have a right to be:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • Treated with respect • Physically safe and to expect my property to be safe at school • Free from all forms of bullying • Able to learn & teach without disruption 	<ul style="list-style-type: none"> • Others are treated with respect • Others are physically safe and the property of others is safe • Others are free from all forms of bullying • Others/students are able to learn without disruption • Bullying behaviour is acted upon as appropriate

Rights and responsibilities of parents

I have a right to:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • Expect that my child is safe in school and can learn without disruption 	<ul style="list-style-type: none"> • I report bullying behaviour to the school • Co-operate fully with the implementation of school policy

Responsibilities of bystanders/witnesses

I should:	I should not:
<ul style="list-style-type: none"> • Say 'no' or 'stop' when you see or hear someone behaving unfairly - be assertive but not aggressive • Seek help immediately from an adult, if the situation is dangerous. 	<ul style="list-style-type: none"> • Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc. • Cheer on somebody who is bullying. • Stay in a dangerous situation, e.g. a fight. • Bully

• Tell when you know a student is being bullied.	the 'bully'.
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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	March 5 th 2025	Ivana Zupa & Siobhan Hickey attended CPD Bi Cinealta Professional Learning experience in Sligo.
	March 14 th 2025	Whole staff in-house workshop on Bi Cinealta. Staff were provided with the opportunity to discuss the Bi Cinealta action plan. Staff were informed of the important points in dealing with an incident or report of bullying & informed of the new reporting procedures in line with Bi Cinealta.
	May 1 st 2025	Staff were surveyed on current Anti-Bullying policy
Students	May 1 st 2025	Students were surveyed on current Anti-Bullying policy to seek their input for the school's Bi Cinealta policy.
Parents	May 2 nd 2025	Parents were surveyed on current Anti-Bullying policy to seek their input for the school's Bi Cinealta policy.
Board of Management		
Wider school community as appropriate, for example, bus drivers		
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

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

- **Culture and Environment (CE)**

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. At St. Patrick's Comprehensive School we have implemented the following:

- Student friendly Anti-bullying wall CE
- PC strategies to support both the student experiencing bullying behavior, as well as student displaying bullying behaviour. RP.CE
- Acceptable behaviour posters in each classroom PP, RP, C, CE
- Student voice – encouraging students to support student experiencing bullying behaviour by telling. Each year group has a 'reporting form' in their MS Team to report incidents of bullying in a confidential manner (RP, CE)
- RP Celebration Week – acts of kindness are celebrated amongst students and staff (CE, RP)
- A Mission Statement which stipulates that students and staff relate positively to one another and the community
- Designated wellbeing rooms (prayer room, anam, croi, etc)
- Correction of discriminatory and derogative language
- Classrooms are decorated in a welcoming manner for students

- **Curriculum (T&L)**

Teaching and learning that is collaborative and respectful should be promoted. Students should have regular opportunities to work in small groups with their peers, which can help build a sense of connection, belonging and empathy among students. At St. Patrick's Comprehensive School, we have implemented the following:

- Wellbeing subjects promoting Bí Cineálta philosophy (SPHE, CSPE, RE) C
- Anti Bullying content woven into all subjects through wellbeing. C
- Diversity, inclusion, respect and understanding of different beliefs, perspectives and ways of living is woven into all subjects through wellbeing (C)
- Senior information evening for senior cycle
- A collaborative MS Team for differentiation strategies
- Annual Internet safety workshops/talks
- Diverse range of programmes to meet students' needs (LCA, TY, ASDAN, L2LP)

- **Policy and Planning (PP)**

The well-being of the school community should be at the heart of school policies and plans.

Supporting the participation of students in the development and implementation of

school policies and plans can help increase awareness and ensure effective implementation.

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. At St. Patrick's Comprehensive School, we have implemented the following:

- Prompt action if bullying is suspected/reported - parents informed, students interviewed – student experiencing bullying behaviour, student displaying bullying behaviour and witnesses. Proper and confidential recording mechanisms ie VSware or Foinse files. Actions taken may include RP conversation, VSware record, Detention, DCM with student, parent YH and management, Suspension, monitoring support card PP/RP
- Routine reminders to staff as to what constitutes best practice re supervision. PP/RP
- Code of Good Behaviour and School Values & ladder of referral. PP, CE

- **Relationships and Partnerships (RP)**

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 student councils, school clubs, parents' associations and student support teams. At St. Patrick's Comprehensive School, we: have implemented the following:

- PC strategies to support both the student experiencing bullying behavior, as well as student displaying bullying behaviour. RP.CE
- RP approach to bullying – if both parties agree they may come face to face to discuss incidents of bullying, allowing all voices to be heard. RP, CE
- Ensure the student knows who to speak with if they have concerns i.e. YH, PC team, a trusted adult (RP, CE)
- Peer Mentoring (RP)

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

- Morning, 11am and lunchtime and after school supervision of zones including toilets, lockers, corridors and canteen. Awareness of potential areas where incidents might occur and how these may change. PP, CE
- Teacher/management presence in corridors. RP, CE
- Teacher/management kept up to date on 'Hot Spots' where bullying may occur (CE, RP)
- Alerting staff to BOLO (be on the lookout) for bullying behaviours and vulnerable students. PP, CE, RP
- "Go to class bell" to encourage staff and students to move to class 3 minutes before class start time – minimises opportunities for bullying behaviour outside/on way to classrooms. PP,CE
- Policy of teaching or remaining seated until the bell and leaving/entering the classroom in a properly supervised manner. PP,C,CE
- Supervised Breakfast club, lunchtime clubs/societies, library space and after school club. RP, CE
- Lunchtime options: Courts for games, library or canteen – all supervised. RP,CE
- Organised activities are offered during certain break times – all supervised. (CE)
- Mobile phone policy – not without permission from staff member. PP, CE
- Toilets and lockers designated to year groups and/or juniors and seniors. PP,CE

Section C: Addressing Bullying Behaviour

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

When bullying behaviour occurs, the school will:

- > ensure that the student experiencing bullying behaviour is heard and reassured
- > seek to ensure the privacy of those involved
- > conduct all conversations with sensitivity
- > consider the age and ability of those involved
- > listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- > act in a timely manner
- > inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

St. Patrick's Comprehensive School will work in partnership with our patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

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. The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including students, parent(s)/guardians) understand this approach from the outset.

In accordance with the Bí Cineálta procedures the school 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, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.

It is important that the following principles are adhered to when addressing bullying behaviour:

- > ensure that the student experiencing bullying behaviour feels listened to 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

Identifying if Bullying Behaviour has Occurred:

To determine whether the behaviour reported is bullying behaviour we will consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

If the answer to each of the questions above is Yes, then the behaviour is bullying behaviour and the behaviour will be addressed using the Bí Cineálta Procedures.

Note: One off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is No, then the behaviour is not bullying behaviour.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Good Behaviour.

When identifying if bullying behaviour has occurred the school will consider what, where, when 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 be helpful to ask the students involved to write down their account of the incident(s)

Where Bullying Behaviour has Occurred;

- Where bullying behaviour has occurred, the parents of the students 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 behavior
- a record will be kept of the engagement with all involved including the views of the child experiencing the bullying behaviour
- this record will document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students involved and their parents
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behavior

Follow up to where Bullying Behaviour has Occurred:

- Staff member must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- Factors considered 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
- Staff member 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 in relation to this
- 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 consideration will 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 the school
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, 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

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 students affected by bullying behaviour is as follows:

- Managing the bullying behaviour
- Supporting the students who have experienced bullying behaviour, displayed bullying behaviour and witnessed bullying behaviour.. Support is given to students by one or more of the following:
 - Pastoral Care support
 - AEN Support
 - Student mentoring
 - Restorative Practice
 - Check and Connect
- Promoting a positive school culture where students feel safe, respected and valued. This is encouraged by the following:
 - Induction Days for incoming students
 - Breakfast Club
 - School Musical
 - Recreational areas for students to gather
 - Students' work displayed around the school
 - Encourage a culture of telling
 - Slí
 - Prayer room
 - A variety of clubs & societies (chess; creative writing; drama; homework; photography; STEM; a multitude of sports clubs; school choir)
 - A non-uniformed school
 - European Day
 - π Day
 - Extensive supervision around the school and its grounds
 - Seachtain na Gaeilge
 - Green Schools
 - SNA Support
 - Buddy Bench
 - Anti-Bullying Wall
 - Library Access (Lunchtime)
- Raising Awareness of the appropriate programmes and teacher training. This is conducted as follows:
 - In house Restorative Practice training
 - Check & Connect Training
 - Continuous review of school policies
 - Continuously seeking feedback from students, staff and parents

- Promotion of external training through the school's social media, internal email platform and VS Ware system
- Helping students raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills. This is promoted as follows:
 - Student Council
 - SSL (Student Support for Learning)
 - Guest Speakers
 - Workshops
 - Extensive clubs and societies
 - Group work in a variety of subject areas
 - 'Get Up Stand Up' programme
 - Language Ambassadors
 - School Christmas Market
 - Senior Cycle L2LP Programme
 - ASDAN programme in Inbhear
 - On going review of the school's mobile phone policy
 - SEN/AEN Hubs
- Making it clear that adopting the strategies is a positive step towards creating a more respectful and inclusive school environment.
- In dealing with challenging behaviour, staff members and parents focus on positive reinforcement.
- Support is available to help prevent and address bullying behaviour. These include the following:
- **National Educational Psychological Service (NEPS)**

The National Educational Psychological Service (NEPS) of the Department of Education provides a comprehensive, school-based psychological service to all primary and post primary schools to support the wellbeing, academic, social and emotional development of all students. The NEPS model of service is a consultative, capacity building model, in which there is a balance between casework and support and development work. The psychological services which NEPS provides for students are differentiated in terms of whether the service involves the psychologist's direct involvement with the student, known as Direct Casework, or involves the psychologist working through teachers or teachers/parents to provide a psychological service for a student, known as Indirect Casework. NEPS staff can support schools with issues around bullying through this direct or indirect case work service. In relation to bullying, NEPS psychologists often advise schools on best practice to prevent and address bullying when issues arise in schools and/or provide training in preventative initiatives, such as developing social and emotion skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers as appropriate. More information on the supports provided by NEPS is included in the Resources Guide which accompanies these procedures.
- Oide

Oide is the Department of Education's support service for schools, and it supports professional learning for primary and postprimary school leaders and teachers in recognised schools and centres for education. Oide fosters a culture of continuing professional learning among school leaders and teachers encouraging lifelong learning, reflective and enquirybased practices. The work of Oide contributes to school improvement by providing high quality professional learning experiences, supports and resources relating to curricular developments, broader educational goals and national priorities, such as wellbeing which includes preventing and addressing bullying. Oide provides continuing professional learning support to schools to support implementation of these procedures. More information on the supports provided by Oide is included in the Resources Guide which accompanies these procedures.

- **Webwise**

Webwise is the online safety initiative of the Department of Education and is cofunded by the European Commission. Webwise promotes safer, better internet use through awareness raising and education initiatives targeting teachers, students and parents. Webwise develops and disseminates resources that help teachers integrate digital citizenship and online safety into teaching and learning in their schools. Webwise also provides information, advice, and tools to parents to support their engagement in their children's online lives. With the help of the Webwise Youth Advisory Panel, Webwise develops youth-oriented awareness raising resources and training programmes that promote digital citizenship and address topics such as online wellbeing and cyberbullying. More information on the supports provided by Webwise is included in the Resources Guide which accompanies these procedures.

- **National Parents Council**

National Parents Council The National Parents Council (NPC) is the representative organisation for parents of children in early years, primary and postprimary education. NPC was established as a charitable organisation in 1985, under the programme for Government, as the representative organisation for parents of children attending school. It received statutory recognition in the Education Act 1998. The NPC works to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC seeks to achieve true partnership and deliver better outcomes for all students. The NPC delivers online and inperson courses to support parents of both primary and postprimary students to prevent and address bullying behaviour. Details on these programmes are included in the Resources Guide which accompanies these procedures.

- **Dublin City University (DCU) Anti-Bullying Centre**

The DCU AntiBullying Centre is a university designated research centre located in DCU's Institute of Education. The centre is known globally for its research in bullying and online safety. The AntiBullying Centre offers a range of modules as part of its FUSE programme for the entire school community that can be used to help to promote a positive school culture and assist in preventing and addressing bullying behaviours. Details on these programmes are included in the Resources Guide which accompanies these procedures.

- **Tusla**

Schools should contact Tusla directly for advice in cases where it is considered that bullying behaviour is a child protection concern. See section 2.4 for guidance on when bullying behaviour becomes a child protection concern. Contact details for Tusla are included in the Resources Guide which accompanies these procedures.



Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

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

Date: 20th June 2025

Signed: Mary Costello
(Principal)

Date: 20th June 2025

Actual signed copy in Principal's Office

Appendices

Appendix A	School Behaviour Promise (attached)
Appendix B	Individual Student Behaviour Promise (attached)
Appendix C	Bi Cinealta Student Form (attached)
Appendix D	Bi Cineata Teacher Form (attached)
Appendix E	Review of the Bi Cinealta Policy (attached)
Appendix F	BOM Annual Review of Bi Cinealta Policy (attached)
Appendix G	Student version of Bi Cinealta Policy (attached)

School Behaviour Promise

Student Name: _____ **Year:** _____

I recognize that my fellow students and I are all unique in many ways – such as our hair colour, skin colour, clothing, height, weight, size, accents, religions, nationalities, sexual orientations, past and current homes, hobbies, personalities, academic abilities, study habits, athletic skills, musical preferences, and much more.

I don't want to be treated unfairly or made to feel bad because of any of these differences, or simply because someone might not like me.

I understand that I have the right to be different, and no one has the right to treat me unfairly or be unkind because of that.

I know I am entitled to fair and respectful treatment both in St. Patrick's Comprehensive School, in line with the school's BÍ Cineálta Policy & Code of Good Behaviour, and outside of school as well.

Likewise, I recognize that all students deserve to be treated with fairness, equality, and respect. It is wrong to treat anyone in any other way. Therefore, I promise to treat all my fellow students with fairness, equality, and respect, regardless of our differences or personal feeling.

Signed: Student: _____ Date: _____

Year Head: _____

Parent/Guardian: _____

Individual Student Behaviour Promise

Student Name: _____ **Year:** _____

I recognize that my fellow students and I are all unique in many ways – such as our hair colour, skin colour, clothing, height, weight, size, accents, religions, nationalities, sexual orientations, past and current homes, hobbies, personalities, academic abilities, study habits, athletic skills, musical preferences, and much more.

I don't want to be treated unfairly or made to feel bad because of any of these differences, or simply because someone might not like me.

I understand that I have the right to be different, and no one has the right to treat me unfairly or be unkind because of that.

I know I am entitled to fair and respectful treatment both in St. Patrick's Comprehensive School, in line with the school's BÍ Cineálta Policy & Code of Good Behaviour, and outside of school as well.

Likewise, I recognize that all students deserve to be treated with fairness, equality, and respect. It is wrong to treat anyone in any other way. Therefore, I promise to treat all my fellow students with fairness, equality, and respect, regardless of our differences or personal feeling.

In particular: (Handwrite below "I will always treat (Name) equally, fairly and respectfully")

Signed: Student: _____ Date: _____

Year Head: _____

Parent/Guardian: _____



Appendix C: Bi Cinealta Student Form

1. Name *

Enter your answer

2. What year are you in? *

- 1st Year
- 2nd Year
- 3rd Year
- Transition Yr
- 5th Year (including LCA1)
- 6th Year (including LCA2)

3. Tick all the options that you feel are appropriate. Do you feel the behaviour: *

- Was targeted at a particular individual?
- Has happened on more than one occasion?
- Was from someone who had more power in that situation e.g. physically or more popular etc.?

4. What happened, why do you consider this to be bullying behaviour? *

Enter your answer

5. Date and Location *

Enter your answer

6. Have you or others been affected by this behaviour? If so, please give details

Enter your answer

7. What would you like to see happen now? *

Enter your answer



Appendix D: Bi Cinealta Teacher Form

1. Your Name *

Enter your answer

2. If you are satisfied that the behaviour is targeted, repeated and shows an imbalance of power please state what type of bullying you believe it to be *

Physical

Verbal

Exclusion

Online

Other

3. What happened? Please include any relevant background information. *

Enter your answer

4. Date and Location *

Enter your answer

5. Details of actions taken to date *

Enter your answer

6. What would you like to see happen now? *

Enter your answer

Appendix E

Review of the Bí Cineálta Policy

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? Insert date when the Bí Cineálta policy was last adopted by the school.

_____/_____/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, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools*? Yes No

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? Yes No

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year? Yes No
9. Has the Board discussed how the school is addressing all reports of bullying behaviour? Yes No
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? Yes No
11. Have the prevention strategies in the Bí Cineálta policy been implemented? Yes No
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? Yes No

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

14. Outline any aspects of the school's Bí Cineálta policy and/or its 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

Appendix F

Notification regarding the board of management's annual review of the school's BÍ Cineálta Policy

The Board of Management of [redacted] confirms that the board of management's annual review of the school's BÍ Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of [redacted] [date].

This review was conducted in accordance with the requirements of the Department of Education's *BÍ Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Signed:
(Chairperson of board of management)

Signed:
(Principal)

Date: [redacted]

Date: [redacted]

Date of next review: [redacted]

Bi Cineálta

stop bullying

If you think you're being bullied, tell a trusted adult in this case, it can be the Principal, Deputies, Pastoral Care Team, a Teacher or even another member of Staff! They'll know what to do

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

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

Bullying can be either online or in person. Bullying is when someone keeps trying to be mean or hurtful to others on purpose over and over again.

If you see someone being bullied, talk to them and/or tell a trusted adult. Do not leave it off.

Scan to fill out the student form or visit <https://forms.office.com/e/n25jHdprtq>

Link for reporting bullying behaviour in the school will be available from September 2025. This link will be confidential



Rialtas na hÉireann
Government of Ireland