



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

St. Clare's College
Ballyjamesduff,
Co. Cavan.

St. Clare's College

Mission Statement

In St. Clare's College we seek to provide quality teaching and learning within a caring climate of mutual respect and in accordance with the teachings and values of the Catholic Church, to impart to our students confidence, skills, spiritual awareness and knowledge to help them achieve peace in their lives.

In accordance with the requirements of the Education (welfare) Act 2000 and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools, the board of Management of St. Clare's College has adopted the following Policy to prevent and address bullying behaviour in conjunction with and within the framework of the school's overall Code of 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.

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)

[Link to Mission Statement & Key Principles of Best Practice](#)

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 is therefore fully committed to ensuring that policy and practice in the school is guided by the four key principles of Cineáltas:

1. Prevention
2. Support
3. Oversight
4. and Community

The Board of Management of St. Clare's College, Ballyjamesduff, Co. Cavan, 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 of St. Clare's College 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 definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis.

The core elements of the definition are further described below:

- Targeted behaviour

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

- Repeated behaviour

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

- Imbalance of power

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

Behaviour that is not bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

These behaviours, while not defined as bullying, can be distressing.

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

Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the 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)

General behaviours which apply to all	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 • 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 • A combination of any of the types listed. • Exclusion ETC
Cyber Bullying	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 • 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 • 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 ETC
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	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 ETC
Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Poverty Bullying	• Behaviour that intends to humiliate a student because of a lack of resources
Physical Appearance	• 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
Religious	• Behaviour that intends to harm a student because of their religion or religious identity
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • Spreading rumours • Breaking confidence
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability – Learning Difficulties and Gifted	• Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

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	14/03/25 & 28/04/25	Survey
Students	10/04/25 13/05/25	Survey Focus Group
Parents	1/05/25	Survey on Compass
Board of Management	19/06/25	Survey
Wider School Community (Local GAA Clubs)	06/05/25	Survey
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):

Bullying Prevention aligned with Key Areas of Wellbeing Promotion in St. Clare's College

Culture and Environment	Curriculum
- Place for every student, warm atmosphere, teacher/student relationship. - Well-versed on all cultural backgrounds. - Inclusivity & Ethos (Core Values, Promoting All Cultures) - International / Culture Day (promotes inclusivity) - Cool School Anti-bullying Programme (annual) - Diversity in subject plans - Celebrating religious occasions - Active Supervision (teachers visible at all times) - Restorative practice - Safe Spaces (Sacred Space, Sensory Rooms, Room 5 Safe Space) - Green Schools	Cultural & Language Inclusion: - Culture Day / Ethos Week (Inclusion & Diversity) - Classroom signs in all languages - Visible signage of various cultures (e.g., Signpost in courtyard) - EAL student support - Think Languages Campaign Wellbeing & Mental Health Initiatives: - Wellbeing Week - Feel-Good February - Friendship Week - Anti-Bullying Week / Cyber Bullying Week - Internet Safety Week

• Amber Flag Student Support & Empowerment: • Active Student Support Team • Active Mentoring System • Empowerment of student voice (Student Council, Prefects, etc.) • Peer Mentoring (1st Years - TYs) • Safe Space Passes • School counsellor (weekly visits) • Form tutors Supervision & Facilities: • Supervision in all key areas (corridors, outside toilets, changing rooms, field) • Designated Year Group Areas (separate toilets for year groups) Activities & Engagement: • Sports Teams • Lunch-time activities & clubs (e.g., Chess Club) • Extra-curricular activities (Tea & Talk) • Multi-cultural week • Online Safety Week • Anti-bullying week Physical & Mental Wellbeing: • Movement breaks Other Initiatives: • Visible displays around the school • Display of students' work • Classroom rules displayed in all classrooms • Member of senior management on bus supervision	• Peer Mentoring (TY – 1st Year) • Academic Mentors • Restorative Practice • Tea & Talk • Wellbeing indicators included in subject and department plans • Wellbeing-centred teaching across all subjects Curriculum & Teaching Approaches: • Subjects: SPHE, CSPE, Religion, PE, IT, • Variety of programmes in SPHE & Wellbeing • Themed Weeks (wellbeing, awareness, inclusion, etc.) • Peer Teaching / Team Teaching • Tutor Class (linked with mentoring and rewards) • Points System / Rewards System / Pizza Party / Breakfast incentives • CPD for staff (anti-bullying, inclusion, AEN updates) • Staff training and updates via regular meetings and AEN briefings Extra-Curricular & Enrichment Activities: • Sports: Basketball, Football, Handball etc. • Music & Arts: Choir, Trad Group, Drama • Breakfast Club • Guest Speakers / External Programmes (e.g., CPR, Dementia Friendly Gen., 'LIFT' in TY) Inclusion & Additional Educational Needs (AEN): • Whole-school AEN culture of inclusion • Weekly AEN meetings • Staff updates and briefings on AEN • Primary school visits for • AEN transition
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	• LCA • L1LP / L2LP pathways • Induction programmes for new students Communication & Student Voice: • Evaluation of feedback from students • Whole school surveys on bullying (each term)
Relationships and Partnerships	Policy and Planning
External Links & Partnerships: • Linking with external services (NEPS, CAMHS, Tusla, Gardaí, JLO) • Links to primary schools / other schools (Transition Programme) • External speakers / Guest Speakers • Community links (e.g., Community Activities, Local clubs, GAA) • Links to community through TY (Work Experience, Social Services etc.) Student Support & Engagement: • Student Support Team (SST) • Mentoring (including Prefects, Buddy System, and Future Leaders) • Student Council (with visible involvement in school policies, canteen, and fundraising events) • Promoting student voice • Year Heads / Form Tutors • Restorative Practice • 6th Year Award system (acknowledging student achievements) • Icebreakers for 1st Year students • Sports / Extra-curricular activities (e.g., Book Club, Choir, Chess, etc.) • Sports days, school-wide fun days	Behaviour, Wellbeing & Inclusion • Bi Cineálta Policy • Code of Behaviour • Anti-Bullying Policy • Wellbeing Policy • Pastoral Care Policy – Check & Connect • Inclusion Policy • Dignity at Work Policy • One Good Adult / Teacher initiative • Cool Schools Programme • SPHE & R.E. Policies • Student Support Team Child Protection & Safeguarding • Child Safeguarding Policy / Statement & Risk Assessment • Staff are mandated persons – annual reminders and Children First E-Learning completion • Principal & Deputy Principal complete DLP/DDLP training and refreshers Technology & Acceptable Use • Acceptable Use Policy (general) Teaching, CPD & School Planning • SSE Plan

Wellbeing & Personal Development: • Wellbeing Week • Optimistic October • Feel-Good February • Cultural Day • Think Languages Festival • Amber Flag (Diversity & Inclusion) • Fundraising events (student-led) • Promoting positive teacher/student relationships • Supervision at breaks and corridors • Supervision of designated yard / recreational spaces School Community & Communication: • Parent-Teacher Meetings • Parent Association (PA) • Open Door Policy (staff-student collaboration) • P/T Meetings for student feedback • Staff bonding events • Student achievements visibility • Encouraging collaboration between staff and students on school policies Curriculum & Extra-Curricular Opportunities: • Work Experience (TY/LCA/LCVP) • Guest speakers for subject-specific events or guidance • Sports / Extra-curricular activities • Fundraiser occasions (student-run) Support Services & Policies: • NEPS / EWO (Education Welfare Officer) • Restorative Practice (school-wide, in mentoring)	• Guidance Policy • Department Planning • Continuing CPD / Guest Speakers / Outside Agencies • Oide / NCSE Events • Focus Groups / Surveys /
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Supervision and Monitoring

In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships St. Clare's College has the following supervision and monitoring policies to prevent and address bullying behaviour:

- The creation of safe physical spaces is prioritised: good lighting is present to avoid dark corners or spaces. There are no visual barriers on windows such as posters etc.
- School staff are vigilant and visible during morning, break, lunch and bus duty.
- Outside areas, corridors and in class: A weekly schedule of student supervision on corridors, outside areas and buses, is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.
- All staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are always expected
- Survey of Students - Students are surveyed through regularly throughout the year regarding bullying behaviour as part of the school's anti-bullying procedures.
- Student Support Team – the student support team meet weekly and operate a check and connect system where teachers meet students where concerns may have been brought to their attention
- Murals, artwork and signage are visible to promote the school's values such as equality, diversity, inclusion and respect.

Section C: Addressing Bullying Behaviour

The teacher with responsibility for addressing bullying behaviour are as follows:

- The Year Head for each year group assisted by the Principal and Deputy Principal and The Student Support Team

When bullying behaviour occurs, the school will:

- Ensure that the student experiencing bullying behaviour is heard and reassured
- Seek to ensure the privacy of those involved
- Conduct all conversations with sensitivity
- Consider the age and ability of those involved
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- Take action in a timely manner
- Inform parents of those involved

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

- Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, the teacher should without delay refer the matter to the Year Head, Deputy Principal or Principal.
- In investigating bullying behaviour or addressing bullying behaviour in any way, Year Heads are welcome to seek the assistance and support of the principal, the deputy principal or the Student Support Team at any time.
- The School reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the school community and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside of the school/college.
- The School reserves the right, in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where the School deems bullying behaviour to be potentially abusive (Section 2 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES Child Protection Procedures for Primary and Post Primary (revised 2023)
- Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools. These are summarised as follows:
 - 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*

*Parents are an integral part of the school community and play an important role, in partnership with the school, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties will 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 the school's Bí Cineálta policy.

When identifying if bullying behaviour has occurred relevant teachers will consider: what, where, when and why?

- If a group of students is involved, each student will be engaged with individually at first
- Each student should be given the opportunity to share their account of what happened
- Each student should be supported as appropriate
- It may be helpful to ask the students involved to write down their account of the incident(s)

In circumstances where a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and for how their parents will be informed.

The school will consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

Recording of Bullying Behaviour

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

Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, they will comply with relevant data protection legislation. It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

- Record all incidents of bullying behavior (using appendix B)
- Document the following details:
 - Type and form of bullying behavior (if known).
 - Where and when it took place.
 - The date of the first engagement with the students and their parents.
- Include the views of students and parents on actions to address the bullying.
- Track the review process with students and parents to check if the bullying behavior has stopped and get their feedback.
- Record the date of each engagement and when it is confirmed that the bullying has ceased.
- Note any involvement with external services or supports.
- Keep the records according to the school's record-keeping policy and in line with data protection rules.
- Place a copy of the record in the student file to help the support team provide consistent help for the student's wellbeing.

Follow up where bullying behaviour has occurred

Engagement with Students and Parents:

- The year head/deputy principal/principal/ SST member must engage with the students involved in the bullying and their parents.
- This engagement should occur no later than 20 school days after the initial contact.

Factors to Consider:

- During this engagement, important factors to consider include:
 - o The nature of the bullying behavior.
 - o The effectiveness of the strategies used to address the bullying.
 - o The relationship between the students involved.

Review of Strategies:

- If the bullying behaviour has not stopped, the year head/deputy principal/principal/ SST member should:

- o Review the strategies used to address the bullying.
- o Consult with the students involved and their parents to determine next steps.

Agree on a Timeframe:

- A timeframe should be set for further engagement and follow-up until the bullying behaviour ceases.

Further Action if Bullying Continues:

- If the bullying behaviour continues, the school should consider using strategies from the school's Code of Behaviour to address the inappropriate behaviour.

Disciplinary Sanctions:

- If disciplinary sanctions are necessary, the matter should be handled between the student, their parents, and the school.

If Parents Are Unsatisfied:

- If a parent is not satisfied with how the bullying has been addressed, they should refer to the school's complaints procedures, as outlined in the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Complaint to Ombudsman for Children:

- If a parent remains dissatisfied after the complaint process, they can contact the Ombudsman for Children if they believe the school's actions negatively affected the student.

Requests to take no action

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter

and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Support

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):

Students who experience Bullying or Witness Bullying:

The school's programme of support for working with pupils affected by bullying is as follows:

- 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.
- In this regard the relevant Student Support Team may work closely with the student to ensure they are actively supported in the school and to engage in school based activities they enjoy. They may be placed on our school's lean in/out support list and/or engage in check and connect.
- The schools guidance department will also put in place a program of support in conjunction with the Year Head
- The learning strategies applied within the school will also allow for the enhancement of the pupil's self-worth

Students who display bullying Behaviour:

- 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.
- The Year Head in conjunction with the relevant Student Support Team will work closely with the student in this regard.

Outside agency support:

- The school in certain circumstances may also seek the support and advice of TUSLA, EWO, NEPS, NCSE, second level school support services, HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying.

Links with other policies:

- Code of Behaviour
- Internet Acceptable Use Policy
- Wellbeing Policy
- Child Safeguarding Statement

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: _____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

Appendix A

Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour the Year Head should 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 should 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 Behaviour



Appendix B

Bullying Behaviour Record & Follow-Up Form

Student Name: _____ **Class:** _____ **Date:** _____

Section 1: Incident Overview

Type of Bullying (tick all that apply):

- ☐ Physical
☐ Verbal
☐ Social/Relational
☐ Cyberbullying
☐ Other (please specify): _____

Form of Bullying Behaviour (e.g., name-calling, exclusion, online threats):

Location of Incident: _____

Date & Time of Incident (s):

Section 2: Initial Engagement

Date of First Engagement with Students & Parents: _____

Views of the Student(s) Involved:

Views of the Parent(s)/Guardian(s):

Agreed Actions to Address the Bullying Behaviour:

Section 3: Ongoing Review & Follow-Up

Review Date: _____

Actions Taken: _____

Feedback from Student:

Feedback from Parent:

Bullying Ceased? (Y/N) _____

Section 4: External Support Involvement

Were External Services Involved? ☐ Yes ☐ No

If yes, specify: _____

Type of Support Provided: _____

Dates of External Involvement: _____

Section 5: Final Confirmation

Date Bullying Confirmed to Have Ceased: _____

Ongoing Support Plan for Student Wellbeing (if applicable):

Relevant Notes for the Support Team / Pastoral Care:

Section 6: Record-Keeping

☐ This record has been securely stored according to school policy.

☐ A copy has been placed in the student's file.

☐ Data processing complies with school data protection protocols.

Staff Sign-Off

Name of Recording Staff Member: _____ Date: _____

Signature: _____

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for Board of Management meeting of St. Clare's College

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

This update should not include any personal information or information that could identify the students involved

Appendix E

Review of the Bí Cineálta Policy

The Board of Management 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 Bi Cinealta policy displayed?

3. What date did the Board publish the Bi Cinealta policy and the student friendly policy on the website? ____/____/20____
4. How has the student friendly policy been communicated with students?

5. How has the Bi Cinealta policy and student friendly policy been communicated with 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 St. Clare's College 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 on

_____.

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: _____ Date: _____
(Chairperson of board of management)

Signed: _____ Date: _____ (Principal)

Date of next review: _____