

Mount Carmel Secondary School

Bí Cineálta Policy to Prevent and Address Bullying Behaviour



The Board of Management of Mount Carmel Secondary 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 and Roma 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.

We also acknowledge that students and adults bully other adults and therefore the Harassment and Sexual Harassment Policy is to be read in conjunction with this *Bí Cineálta* Policy.

We also acknowledge that once off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media as there is a likelihood of it being shared or a single instance of sexual harassment, may be considered to be bullying behaviour.

Key Principles in preventing and addressing bullying

We endeavour to create a positive school culture and climate which:

- Is welcoming of difference and diversity and is based on inclusivity.
- Encourages pupils to disclose and discuss incidents on bullying behaviour in a non-threatening environment; and
- Promotes respectful relationships across the school community between the following groups of people:

1. student/student; student/staff; students parent
 2. staff/student; staff/parent; staff/staff
 3. parent/staff; parent/student; parent/parent
- Effective leadership.
 - A school-wide approach.
 - A shared understanding of what bullying is and its impact.
 - Implements education and prevention strategies (including awareness raising measures) that
 1. Build empathy, respect, and resilience in pupils; and
 2. Explicitly address the issues of cyber-bullying, homophobic/transphobic bullying, racist bullying, sexist bullying, and sexual harassment
 - Provides effective supervision and monitoring of pupils.
 - Provides supports for staff.
 - Ensures consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - Allows for on-going evaluation of the Bí Cineálta Policy.

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	26/03/25	Half-Day school closure workshop to adapt and update prevention strategies and how to address bullying with all staff. Anti-bullying survey completed by all staff
Students	Week Beginning 31/3/25	Anti-bullying survey completed during Digital Media Literacy classes and Career Guidance Classes
Parents	26/03/25	Anti-bullying survey uploaded on the School App.
Board of Management		
Wider school community as appropriate, for example, bus drivers	Local Shop invited to attend the half day school closure. No Bus Driver Allocation to the school.	
Date policy was approved:		
Date policy was last reviewed:		

Results of anti-bullying surveys can be found in Microsoft Office Forms links in Appendix 1

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): They are underpinned by the Four Key Areas of Wellbeing Promotion.

Bullying Prevention aligned with Key Areas of Wellbeing Promotion

Culture and Environment

Our school is committed to fostering a positive, inclusive, and respectful environment where bullying is actively prevented through the promotion of empathy, diversity, and student voice. The following strategies are in place to embed anti-bullying values into the culture and daily life of our school:

1. Promoting a Respectful and Inclusive School Culture

- Ongoing promotion of a welcoming and respectful ethos among students and staff, reinforcing that bullying is never acceptable.
- Staff consistently model respectful, inclusive behaviour and uphold high expectations for student conduct.
- The school actively promotes student voice and leadership through structures such as the Student Council and Cara Mentor Programme.
- The LGBTQI+ Student Committee and the Yellow Flag Committee celebrate diversity and ensure that all students feel represented and heard.
- A student-designed mural, led by the Yellow Flag Committee, showcases the rich cultural diversity within our school and local community.

2. Raising Awareness and Visibility

- Anti-bullying messages and values are regularly communicated through school-wide displays, student work, posters, and visual signage.
- The “Bí Cineálta” (Be Kind) Policy is displayed in every classroom and printed in all student journals, with a student-friendly version available.
- School policies, including the Anti-Bullying Policy, are translated into relevant languages and displayed prominently throughout the school.
- Key campaigns such as “See it, Hear it, Report it” support our identity as a “Telling Environment” and encourage active reporting of concerns.

3. Student Support Structures

- A strong pastoral care system is in place, led by Tutors, Year Heads, the Guidance Counsellor, and the Student Support and AEN Teams.
- An “Open Door” policy allows students to approach the Guidance Counsellor, Year Head, Deputy Principal or Principal with ease and confidentiality.
- The Anti-Bullying Box (Problem Box) enables anonymous reporting of concerns.
- Prefects and mentors act as positive role models, offering support and guidance to younger students, especially through:
 - The Cara Mentor Programme (run by SCP)
 - The 1st Year Transition Year Mentor Programme
 - 6th Year Prefect system

4. Positive Behaviour and Engagement

- A culture of recognition and encouragement is fostered through initiatives that reward and celebrate positive behaviour:
 - End-of-term prizegivings
 - Positive behaviour entries on VsWare
 - “Feel-Good Fridays”
 - Mount Carmel Postcards
 - Whole-class rewards
 - Positive comments in student journals

5. Teaching and Learning Environment

- Effective classroom management and discipline are essential tools in the prevention of bullying.
- Staff are trained to remain vigilant, observe student interactions, note absenteeism patterns, and address issues proactively.

- Consistent wearing of the school uniform, now inclusive of trousers as per student council advocacy, supports equality and reduces peer pressure based on appearance.
- The JCSP Library and related events foster a safe, inclusive learning space for all students.
- A broad range of extra-curricular clubs (e.g. Roma Club, Sports, Craft Club, Yellow Flag Committee) offer opportunities for belonging and social integration.

6. Staff Training and Leadership

- Staff receive training, CPD, and workshops to develop their skills in identifying and preventing bullying behaviours.
- Designated leadership roles, including an Anti-Bullying and Inclusion Post Holder and a Wellbeing Post Holder, support school-wide implementation of inclusive and preventative strategies.

Curriculum

The curriculum plays a vital role in promoting respectful relationships, empathy, and responsible digital behaviour. Our school ensures that anti-bullying education is embedded across a range of subjects and student experiences to promote a safe and inclusive learning environment.

1. Subject-Based Anti-Bullying Education

- All Junior Cycle students engage in the S.P.H.E. (Social, Personal and Health Education) programme, which includes comprehensive modules on bullying awareness and prevention.
- Senior Cycle students explore anti-bullying education through the morality strand of R.S.E., promoting respectful relationships and empathy.
- Digital Citizenship modules are taught to all Junior Cycle and Transition Year students within Digital Media Literacy classes to build awareness around safe and responsible online behaviour and to combat cyberbullying.
- Topics related to preventing sexist bullying and sexual harassment are embedded in SPHE, CSPE, RSE, Religion, and Guidance classes.

2. Wellbeing and Guidance Programmes

- A variety of programmes are delivered through SPHE, Guidance, and Wellbeing classes to build resilience, confidence, and emotional literacy, including:
 - *Friends for Life*
 - *MindOut*
 - *Mindfulness*
 - *Guidance-Related Learning (GRL)*
- These programmes help students manage emotions, develop empathy, and build healthy relationships.

3. First Year Transition and Support

- As part of the First Year Transition Programme, students take part in anti-bullying and friendship workshops during Term 1.
- A sociogram is completed with all First Years at the end of Term 1 to help identify and support students who may be isolated or at risk.
- Peer mentoring and leadership opportunities such as Language Ambassadors and Peer Teaching support inclusion and connection across year groups.

4. Targeted Supports and Inclusion

- Intensive EAL classes are provided for A1 learners to support language development, reduce isolation, and promote engagement.
- Tutor Time and Year Head Assemblies provide ongoing opportunities for relationship building, reinforcing expectations around respectful behaviour and kindness.

5. Whole-School Awareness Campaigns

A range of themed weeks are held annually to educate the school community on different forms of bullying and to promote positive values of inclusion, respect, and empathy:

- Anti-Bullying Week (led by the Student Council) includes daily themes focusing on:
 - Cyberbullying
 - Homophobic and transphobic bullying
 - Racist bullying
 - Sexist bullying
 - Sexual harassment
- LGBTQI+ Stand Up Awareness Week – combats homophobic and transphobic bullying and promotes allyship.
- Intercultural Week – celebrates diversity and promotes inclusion to counteract racist bullying.
- Think Languages Week – highlights the importance of language and culture in building mutual respect.
- Happiness Week – promotes wellbeing, kindness, and community spirit.
- Digital Awareness Week (in line with Safer Internet Day) – encourages responsible digital engagement and cyberbullying prevention.

6. Workshops and External Programmes

The school invites a range of organisations and facilitators to provide interactive, student-centred workshops on inclusion, empathy, and resilience:

- *Sports Against Racism Ireland (SARI)*
- *The Shona Project*
- *SOAR*
- *BelongTo*
- *ShoutOut*

These programmes enhance student understanding of diversity and equip them with tools to act as upstanders within the school community.

Policy and Planning

Strong, inclusive, and transparent policies are central to preventing bullying and promoting a safe, respectful learning environment. The following policies, procedures, and planning frameworks work together to safeguard students and promote positive behaviour:

1. Key Policies Supporting Bullying Prevention

The following policies directly or indirectly support the prevention of bullying and ensure an inclusive and supportive school culture:

- *Bí Cineálta Policy* – Our school's core anti-bullying policy, setting expectations for kindness and respectful interactions.

- Code of Behaviour– Promotes positive behaviour and outlines clear consequences for bullying.
- AEN (Additional Educational Needs) Policy – Ensures inclusive education for all students, with appropriate supports for those with additional needs.
- LGBTQI+ Policy – Affirms the rights and dignity of LGBTQI+ students, creating an inclusive school environment.
- Child Safeguarding Statement and Risk Assessment – Identifies and addresses potential risks to student welfare, including bullying.
- Harassment and Sexual Harassment Policy – Outlines clear procedures for addressing all forms of harassment among staff and students.
- Acceptable Use Policy – Promotes safe and responsible use of digital technologies and helps prevent cyberbullying.
- Wellbeing Policy – Integrates wellbeing into all aspects of school life, promoting a caring, inclusive culture.
- Uniform Policy – Supports equality among students by reducing social pressures related to appearance.
- Remote Teaching and Learning Risk Assessment – Addresses potential safeguarding and bullying risks in online learning environments.
- LCA Admissions Policy – Ensures fair and transparent admissions processes within the Leaving Certificate Applied Programme.
- Data Protection Policy – Safeguards students' personal information and promotes respectful communication.

2. Staff Awareness and Child Protection Training

- All staff are made aware that they are mandated persons under child protection legislation.
- Staff are provided annually with child protection procedures, including the school's safeguarding statement and reporting processes.
- All staff complete the Children First E-Learning Programme to maintain up-to-date child protection knowledge.
- The Principal and Deputy Principal act as the Designated Liaison Person (DLP) and Deputy DLP, completing relevant training and regular refreshers.

3. Accessibility and Awareness of Policies

- All staff have access to key policies including the Bí Cineálta Policy, Harassment and Sexual Harassment Policy, and Code of Behaviour to ensure consistent implementation.
- Policies are regularly reviewed, updated, and communicated to staff, students, and parents to maintain transparency and accountability.

Relationships and Partnerships

Building strong, respectful relationships within the school and with the wider community is a cornerstone of our approach to bullying prevention. At Mount Carmel Secondary School, we actively foster partnerships that promote inclusion, wellbeing, and student empowerment.

1. Parent and Guardian Engagement

- At the Incoming First Year Information Evening, students and their families are introduced to the school's commitment to anti-bullying, respect, and inclusion.
- Interpretation services are available to ensure all parents and guardians can engage meaningfully with school policies and communication.
- English language classes are offered for parents/guardians to strengthen school-home communication and support inclusion.

2. Community and External Agency Collaboration

We work closely with a range of organisations and agencies to support student wellbeing and promote a positive school climate:

- Jigsaw – One Good School: Supports whole-school mental health and wellbeing.
- Pieta House – Amber Flag Initiative: Promotes positive mental health awareness.
- Yellow Flag Programme: Fosters equality, diversity, and intercultural understanding.
- Narrative 4 – Empathy Awards: Encourages student empathy and shared storytelling.
- Youth Clubs: Collaboration with local groups such as Bradog and Swan Youth Club to provide positive social outlets and support networks.
- Partnerships with external agencies including:
 - NEPS (National Educational Psychological Service) and CAMHS
 - Tusla and An Garda Síochána
 - Jigsaw, Pieta House, Sisters of Charity, Crosscare
 - Guest speakers to address issues such as mental health, resilience, and respectful relationships

3. Educational Partnerships and Supports

- Strong links with feeder primary schools include initiatives such as Paired Reading, easing the transition and building early connections.
- Collaboration with third-level institutions, including TU Dublin and Trinity College, supports student engagement, progression, and inclusion.
- Participation in Home School Community Liaison (HSCL) initiatives fosters stronger communication between school and families.

4. Student Leadership and Peer Support

- Language Ambassadors support students from different linguistic backgrounds, helping them to settle and feel included.
- Students take part in mentoring, peer teaching, and intercultural activities that foster friendship, belonging, and understanding.

5. Whole-School Community Involvement

We recognise that all members of the school community contribute to the creation of a respectful and inclusive culture. This includes:

- Education Welfare Officer
- School Completion Programme (SCP) Officer
- Traveller and Roma Community Education Workers
- Caretakers, cleaning staff, and canteen workers
- Local businesses near the school

Our whole community plays a role in modelling kindness, respect, and active inclusion within our school.

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):

In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships Mount Carmel Secondary School has the following supervision and monitoring policies to prevent and address bullying behaviour:

- **Corridor Supervision:** A weekly supervision schedule is in place to ensure active monitoring of student behaviour and wellbeing in corridors and common spaces. Supervision occurs before school, during break and lunch times, and after school. Any concerns are promptly addressed and reported to school management.
- **JCSP Library:** The library is open and supervised during break and lunch times, providing a safe and inclusive space for students to relax, read, or complete work.
- **Clubs and After-School Study:** A variety of extracurricular clubs and after-school study sessions are offered and supervised by staff, providing structured, positive outlets for student engagement.
- **Staff Vigilance:** All staff actively observe student relationships in the classroom and wider school environment. They are encouraged to monitor patterns such as absenteeism and social withdrawal, and to promote high standards of behaviour and mutual respect.
- **Student Surveys:** Students are regularly surveyed through an online platform to gather feedback and insights on bullying behaviour. The data is reviewed and monitored by the Anti-Bullying Coordinator to inform ongoing strategies and interventions.
- **Student Support Team:** The Student Support Team meets weekly to identify and respond to any reports of bullying or concerns regarding student wellbeing. The team collaborates closely to provide timely and effective support.

Section C: Addressing Bullying Behaviour

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

- Principal
- Deputy Principal
- Year Head
- Guidance Counsellor
- Class Teachers

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):

Steps for reporting incidents of bullying

- The student body are continuously encouraged to report incidents of bullying behaviour to teachers and management.
- Students should discuss any incident of bullying with a teacher or another trusted adult within the school. There is an anti-bullying box/problem box in the school for students to report anonymously.
- Parents/ guardians should contact the relevant Year Head regarding incidents of bullying behaviour which they might suspect or that they have come to their attention through their children or other parents
- Positive classroom management strategies are used to minimise incidences of bullying in the classroom. If a teacher is aware of any incidents, they report their concerns to the relevant Year Head. **This can be done using the referral form in Appendix 2.**
- Any concerns or incidents are to be noted by the teacher and communicated directly to the Year Head.

Steps to Determine if Bullying has Occurred

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.

To determine whether the behaviour reported is bullying behaviour you 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 Mount Carmel Secondary School's Code of Behaviour.

When identifying if bullying behaviour has occurred teachers should 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 if appropriate
- 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) and have access to a translation app.

Approaches taken to address the bullying behaviour

- Parents or Guardians are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents or guardians 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 behaviour
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- A record should be kept of the engagement with all involved. **This form can be found in Appendix 3. It is completed by the Year Head and can be stored electronically in a password protected Teams Folder.**
- The Appendix 3 documents the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- The Appendix 3 includes the views of the students and their parents or guardians regarding the actions to be taken to address the bullying behaviour
- Sanctions if bullying behaviour has occurred as per Code of Behaviour
 - Mediation/restorative practice
 - Verbal Warning
 - Detention
 - Suspension
 - Referral to the Board of Management

Review Process

- The Year Head must re-engage with the students involved in the bullying incident—and their parents or guardians within 20 school days of the initial intervention.
- Key considerations during this follow-up include:
 - > The nature of the bullying behaviour
 - > The effectiveness of the strategies implemented
 - > The current relationship between the students involved
- The Year Head should document the outcome of this review meeting, including:
 - > Whether the bullying behaviour has ceased
 - > The views of both students and their parents/guardians
 - > The date on which it was determined that the bullying has stopped (if applicable)
 - > Any involvement with external services or support agencies
- Even if the bullying behaviour has stopped, ongoing supervision and support may be necessary for all students involved to ensure long-term resolution and wellbeing.
- If the bullying behaviour persists, the Year Head should review and adapt the intervention strategies in consultation with the students and their parents or guardians. A clear timeframe for continued follow-up

should be agreed upon and recorded.

- Should it become apparent that the student displaying the bullying behaviour is continuing despite interventions, the school may consider implementing the behavioural strategies and disciplinary measures outlined in Mount Carmel's Code of Behaviour. Where disciplinary action is deemed necessary, this matter will be dealt with directly between the school and the student and their parents or guardians.
- If a parent or guardian is not satisfied with how the school has addressed the bullying incident, they should be referred to the school's formal complaints procedures, in line with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.
- Should a parent remain dissatisfied with the outcome of the complaints process, they may contact the Ombudsman for Children if they believe that the school's actions have negatively impacted 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):

Mount Carmel Secondary School offers a comprehensive support framework that ensures early identification of student needs, timely intervention, and a collaborative approach to wellbeing. The following structures are in place to support students:

- Care Team Meetings: Held weekly, with year groups rotated every six weeks. Attendees include the Principal, Deputy Principal, Home School Community Liaison (HSCL), Guidance Counsellor, AEN (Additional Educational Needs) Coordinator, and the relevant Year Head.
- Student Support Team Meetings: Conducted weekly with the Principal, Deputy Principal, Inclusion Coordinator, AEN Coordinator, HSCL, and Guidance Counsellor to monitor and respond to student wellbeing and care needs.
- Guidance Counsellor: One-to-one counselling sessions are available to students as needed, typically through a referral process.
- AEN Coordinator: Provides tailored support to students with additional needs and collaborates with staff on inclusive practices.
- SPHE, RSE, and ICT Programmes: These curriculum areas offer structured opportunities for students to develop emotional literacy, digital citizenship, and healthy relationships.
- Year Heads, Tutors, and Class Teachers: Play a central role in student support through daily contact, mentoring, and consistent monitoring.
- Student Leadership and Peer Supports:
 - Prefects, Class Captains, and Vice-Captains act as role models and contribute to a positive school climate.
 - Student Mentors support the transition and wellbeing of junior students.
- Special Needs Assistant (SNA) Team: Supports the inclusion and engagement of students with additional care needs.
- Restorative Practices: Used to address conflict and rebuild relationships in a respectful and constructive manner.
- External Referrals: Students may be referred to outside agencies when additional support is required. These include:
 - Tusla
 - NEPS (National Educational Psychological Service)
 - Oide
 - Webwise (for digital safety and cyberbullying awareness)
 - National Parents Council
 - Other specialist services, as appropriate
- Workshops, Drama-Based Programmes, and Guest Speakers: Offered throughout the year to address specific wellbeing, anti-bullying, and personal development themes.

- Senior Management: Actively involved in supporting all aspects of student care and follow-up.

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.

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

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

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

Signed: _____ Date: _____
(Principal)

Appendix 1 – Links and Resources

1. Teams Anti-Bullying Folder for use by school staff (All below documents can be found here) [Anti-Bullying Folder](#)
2. Guide to providing bullying behaviour update to the Board of Management (Appendix D): [Guide to providing bullying behaviour update to the BOM \(Appendix D\).pdf](#)
3. Student Friendly Bí Cineálta policy: [Student Friendly Policy.docx](#)
4. Review of Bí Cineálta policy (Appendix E): [Appendix E. Review of Bi Cinealta Policy.docx](#)
5. Notification of Annual Review (Appendix F): [Notification of Annual Review \(Appendix F\).pdf](#)
6. Bí Cineálta - Overview of the Procedures (Appendix G): [Appendix G. Overview of the Procedures.pdf](#)
7. Bí Cineálta - Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools: [Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools.pdf](#)
8. Surveys and results: [Surveys and results](#)

Appendix 2

Referral form to report bullying behaviour to Year Head

1. Name of staff member completing referral form

Name: _____

2. Name of person being bullied and class group

Name: _____ Class: _____

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

4. Location of incidents

Classroom	
School Trip	
Corridor	
Toilets	
Other	

5. Type of Bullying Behaviour

Physical aggression		Cyber Bullying	
Damage to property		Intimidation	
Isolation/exclusion		Malicious Group	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller and Roma Community	Other

7. Brief description of bullying behaviour with dates

Signature: _____

Date:

Staff Member

Signature: _____

Date:

Year Head

Appendix 3

Template for recording bullying behaviour 2025-2026

1. Name of person 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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents

Playground	
Classroom	
Corridor	
Toilets	
School Trip	

5. Name of person who reported the bullying concern

6. Type of Bullying Behaviour

Physical aggression		Cyber Bullying	
Damage to property		Intimidation	
Isolation/exclusion		Malicious Group	
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 and Roma Community	Other

8. Brief description of bullying behaviour with dates

9. Date of initial meeting with student(s) and parent(s) or guardian(s)

10. Actions Taken

11. Views of student(s) and parents or guardian(s) regarding actions to be taken

12. Date of review with student(s) and parent(s) or guardian(s) to determine if behaviour has ceased (please note if it has or has not)

13. Views of student(s) and parents or guardian(s) in relation to review.

14. Outside agencies or services

Signature: _____ Date: _____

Staff Member

Signature: _____ Date: _____

Principal/Deputy Principal

