



**ST. ATTRACTA'S SENIOR NATIONAL SCHOOL**

## **Bí Cineálta Policy**

**MAY 2025**

## **Saint Attracta's Senior National School**

### **Bí Cineálta Policy**

#### **Bí Cineálta Policy to Prevent and Address Bullying Behaviour**

The Board of Management of St. Attracta's Senior National 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.

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

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each person in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable part to play in the school community, regardless of difference.

#### **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.

## Section A: Development/review of our Bi 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.

	<b>Date Consulted</b>	<b>Method of Consultation</b>
School Staff	November 11 <sup>th</sup> 2024 March 19 <sup>th</sup> 2025 March 26 <sup>th</sup> 2025	Staff Meeting Whole staff Questionnaire Half-day School Closure
Students	March 11 <sup>th</sup> 2025 Meetings of Student Council Feb. and March 2025	Whole-school student survey Student Council Meeting with Ms. O' Leary & Mr. Coughlan
Parents	March 31 <sup>st</sup> 2025	Whole parent survey
Board of Management	02 <sup>nd</sup> December 2024 12 <sup>th</sup> May 2025	Board of Management Meeting
Wider school community as appropriate, for example, bus drivers		
Date policy was approved: 12 May 2025		
Date policy was last reviewed:		

## Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

### 1. General Whole-School Strategies

- **Fostering an Inclusive School Culture:** Regularly celebrate diversity in race, religion, gender, and sexual orientation through classroom discussions, assemblies, and events. Reinforce respect and kindness as core values.
- **Anti-Bullying Policy Awareness:** Display clear anti-bullying policies around the school and regularly communicate them to students, staff, and parents/guardians.
- **Peer Support Leaders:** Older students (5th and 6th class) encouraged to become up-standers: taught to recognise signs of student isolation, support younger pupils, offering a listening ear and helping to spot any issues that may arise on yard.

### 2. Strategies to Prevent Online Bullying Behaviour (Cyberbullying)

- **Digital Literacy and Online Safety Curriculum:** Teach students about safe online behaviours, privacy, and the impact of cyberbullying. Include these topics in age-appropriate classes from 3<sup>rd</sup> to 6<sup>th</sup> class as part of Stay Safe Programme.
- **Information Technology Acceptable Use Policy:** Establish clear guidelines on responsible use of technology within the school. See IT AUP (Acceptable Use Policy).
- **Anonymous Reporting Tools:** Provide safe, anonymous ways for students to report online bullying, such as a dedicated worry box in each class.
- **Parent/Guardian Workshops:** Educate parents/guardians on recognising signs of cyberbullying and monitoring online activities, reinforcing that prevention extends beyond school.

- **Internet Safety Week:** Holding an Internet Safety Week to reinforce awareness around appropriate online behaviour
- **Smartphone Voluntary Code:** This code has been created for the parents/guardians of St Attracta's Senior School who wish to come together to support their child/ren's online safety through collectively agreeing to delay giving their child a smartphone or access to social media until the end of primary school.
- **Mobile Phone and Electronic Device Policy:** Where a pupil brings a mobile phone and/or smart watch to school, the device must be:
  - Clearly labelled with pupil's name
  - Switched off at the school gate, before entering school grounds.
  - Stored in the pupil's schoolbag. Pupils are not permitted to carry a mobile phone or smart watch on their person.
  - Switched off until the pupil is outside the school gate after the school day.

### 3. Strategies to Prevent Homophobic and Transphobic Bullying Behaviour

- **Support for Gender Expression:** Create a welcoming environment for all forms of gender expression. Encourage students to speak up if they witness homophobic behaviour and encourage them to challenge gender stereotypes.
- **Participating in Different Families, Same Love:** helps to support teachers to effectively implement the Anti-Bullying Procedures, with strategies to address homophobic and transphobic bullying.
- **Unveiling our Past: The Struggle for LGBT+ Rights in Ireland** is an LGBT+ inclusive history teaching resource which is used for 5th and 6th classes.

### 4. Strategies to Prevent Racist Bullying Behaviour

- **St. Attracta's SNS- Ár Scoil Pobal Domhanda:** In the foyer of our school is a map of the world with flags of all the different nations around the world where our students and their parents are from. We are proud to be part of a global school community and we celebrate the cultural diversity that exists in our school. The above visual representation of our collective backgrounds is updated every year by the Green Schools Committee who conduct a Nationality Survey among the student population.
- **Inter-Cultural Day:** We are hosting an Inter-Cultural Day in May which celebrates the wonderful diversity of nationalities, ethnicities and religions that exist in our school. Parents/guardians are invited to provide sample foods representative of their home nations and children are encouraged to wear traditional clothing associated with their countries of birth. Speakers are organised to deliver presentations to the entire school on the theme of diversity and positive cultural awareness.
- **Zero Tolerance for Racist Language or Behaviour:** Enforce strict policies against racist slurs, jokes, or exclusion, with clear consequences and restorative practices. Encourage bystanders to report if they witness racist behaviour
- **Involve Community Leaders:** Bring in leaders from various cultural backgrounds to talk about their experiences, educate students, and build positive cultural awareness. E.g.: Leaders from diverse backgrounds working with Junior Achievement Ireland, Microsoft Hour of Code, Heritage Ireland etc.

### 5. Strategies to Prevent Sexist Bullying Behaviour

- **Gender Equality Education:** Integrate discussions on gender equality and respect into the curriculum, highlighting gender stereotypes and promoting an understanding of sexism.
- **Equal Opportunities in School Activities:** Ensure both boys and girls are equally encouraged to participate in sports, leadership roles, and academic activities.
- **Challenge Gender Stereotypes:** Use diverse role models in teaching materials to challenge stereotypes and showcase women and men in varied, positive roles across different professions and activities.

#### 6. Strategies to Prevent Sexual Harassment

- **Personal Safety and Boundaries Lessons:** Teach students about body autonomy, consent, and personal boundaries in age-appropriate ways in line with SPHE guidelines and the Stay Safe Programme.
- **Accord Relationship and Sexuality Talks:** Accord deliver talks to students in 5<sup>th</sup> and 6<sup>th</sup> Classes every year and support teachers in delivering aspects of the Social, Personal and Health Education (SPHE) curriculum.

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*):

- IT AUP (Acceptable Use Policy)
- Mobile Phone and Electronic Device Policy
- Supervision Policy
- Additional Education Needs Policy
- Code of Good Behaviour

## Section C: Addressing Bullying Behaviour

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

A pupil or parent may bring a bullying concern to any teacher in the school. However, it is common practice that the relevant teacher for investigating and dealing with bullying is the class teacher who deals with bullying incidents which affect any child/children in his/her own class. It is school policy that the class teacher is the first point of contact. The principal and deputy principal are always on hand to assist or advise the teacher if needed.

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/guardians 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*):

### Identifying if bullying behaviour 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.

To determine whether the behaviour reported is bullying behaviour we 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 our school's Code of Good Behaviour.



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

- if a group of students is involved, each student will be engaged with individually at first
- thereafter, all students involved will be met as a group
- at the group meeting, each student will 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)

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*):

#### **Where bullying behaviour has occurred**

- parents/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/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 record should document 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/guardians
- the record should include the views of the students and their parents/guardians regarding the actions to be taken to address the bullying behaviour

#### **Follow up where bullying behaviour has occurred**

- the teacher must engage with the students involved and their parents/guardians again no more than 20 school days after the initial engagement
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher should document the review with students and their parents/guardians to determine if the bullying behaviour has ceased and the views of students and their parents/guardians 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/guardians. A

timeframe should be agreed for further engagement until the bullying behaviour has ceased

- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents/guardians and the school
- if a parent(s)/guardian(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/guardian 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

All bullying behaviour will be recorded in our record of bullying form (See Appendix H). 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: Alice O'Leary  
Chairperson of BOM

Date: 12 May 2025

Signed: \_\_\_\_\_  
Principal

Date: 12 May 2025

## Appendix B

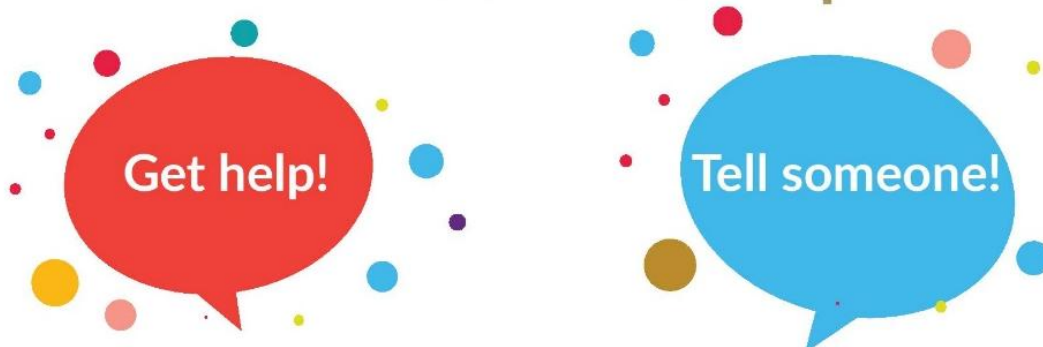
### Student-Friendly Bí Cineálta Policy

# Bí Cineálta!



We want everyone at our school to feel safe and happy.


If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.



If a student tells a staff member 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 parents

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.



Please  
tell someone if you  
think that you are  
being bullied or  
someone else is  
being bullied.

Our school  
has a Bí Cineálta policy to try  
to stop bullying behaviour.

We look at this policy every year to  
see what is working well or what could  
work better.

We will ask you what  
you think.

When it happens a lot.  
Not just once.



## Appendix C

### Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

### Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour teachers should:

- 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 the students 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

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 the 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
- 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

- parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the 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 record should document 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 record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

### Follow up where bullying behaviour has occurred

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents 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 the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and 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

## Appendix D

### Guide to Providing Bullying Behaviour Update

#### Guide to providing Bullying Behaviour Update for Board of Management meeting of DD/MM/YYYY

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

Total number of <b>new</b> 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 (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 ☐

Signed: \_\_\_\_\_  
(Chairperson of Board of Management)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_

## **Appendix F**

### **Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy**

The Board of Management of St. Attracta's Senior National School 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 \_\_\_\_\_[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)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Principal)

Date: \_\_\_\_\_

## Appendix G

### Overview of the Bí Cineálta Procedures for Preventing and Addressing Bullying Behaviour

The following is a guide to the main changes between the requirements of the 2013 Antibullying Procedures for Primary and Post-Primary Schools and the requirements of the 2024 *Bí Cineálta procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, which replace the 2013 procedures. This is not an exhaustive list.

Chapter 1	Responsibilities of the school community	All members of the school community must work together in partnership to prevent and address bullying behaviour at school. Legal basis Legislation underpinning Bí Cineálta: Children First Act 2015. Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law.
	Legal basis	Legislation underpinning Bí Cineálta: Children First Act 2015. Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law.
Chapter 2	What is bullying behaviour?	Updated definition of bullying behaviour based on Cineáltas: Action Plan on Bullying (2022).
	Criminal behaviour	Updated information on when bullying behaviour can be considered criminal behaviour.
	Child protection concerns	Updated information relating to when bullying behaviour becomes a child protection concern.
Chapter 3	Impact of bullying behaviour	Updated information on how bullying behaviour can impact students who experience bullying behaviour, students who witness the behaviour and students who engage in bullying behaviour.
Chapter 4	Bí Cineálta Policy	Schools must engage with the whole school community to develop their Bí Cineálta policy, using the template in Appendix A. The policy must list preventative strategies that are used including those to specifically prevent cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate. Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those displaying bullying behaviour. All incidents of bullying behaviour must be recorded. The school principal is required to provide a bullying behaviour update at each ordinary board of management meeting. The school's Bí Cineálta policy must be reviewed in collaboration with the whole school community once each calendar year and sooner if a serious incident occurs and the board of management determines an urgent review is required.

Chapter 4	Appendix A Bí Cineálta Policy	This template document must be used as a basis for each school's Bí Cineálta Policy.
	Student-Friendly Bí Cineálta Policy	Every school must develop a student-friendly version of its Bí Cineálta policy and display it where students and the school community can see it.
	Appendix B Student Friendly Bí Cineálta Policy	This template document can be used by schools as a basis for their student-friendly policy.
Chapter 5	Preventing Bullying Behaviour	<p>Prevention measures are linked to the four areas of Wellbeing Promotion.</p> <p>Importance of fostering a “telling environment” in schools and the role of the trusted adult.</p> <p>Prevention strategies must be provided relating to specific types of bullying behaviour including cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment, as appropriate.</p>
Chapter 6	Appendix C Guide to Addressing Bullying Behaviour	Guide can be used to address bullying behaviour.
	Remit of the school in addressing bullying behaviour	A 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.
	Requests to take no action	Guidance for schools on how requests by students and parents to “take no action” should be addressed.
	Engagement with students involved in bullying behaviour and their parents	<p>Schools must engage with students who have experienced bullying behaviour to decide the actions to be taken to address the incident of bullying behaviour.</p> <p>Schools must also engage with their parents.</p> <p>Schools must engage with students who have displayed bullying behaviour as well as their parents when deciding actions to be taken.</p> <p>Schools must engage with all involved when reviewing progress and determining whether bullying behaviour has ceased.</p>
	Recording Incidents of Bullying Behaviour	All incidents of bullying behaviour must be recorded by the teacher addressing the behaviour.

Chapter 7	Update to the Board of Management	<p>Principal must provide an update to the Board of management at each ordinary board meeting. This report includes the number of incidents of bullying behaviour reported since the last board meeting, the number of incidents ongoing and the total number reported since the beginning of the school year.</p> <p>The principal must provide a verbal update which will include, where relevant, trends and patterns, the strategies used to address the incidents and whether an urgent review of the policy is needed.</p> <p>The update is to inform discussion at each ordinary board of management meeting regarding the effectiveness of the preventative strategies used by the school and the overall effectiveness of the Bí Cineálta Policy.</p>
	Appendix D Guide to providing bullying behaviour update to the Board of Management	Guide can be used to assist principals in providing bullying behaviour update to Board of Management.
	Review of Bí Cineálta Policy	The Bí Cineálta policy must be reviewed once each calendar year, in collaboration with the whole school community, and earlier if the Board determines an urgent review is warranted.
	Appendix E Review of the Bí Cineálta policy	The Review template must be completed when the Bí Cineálta policy is reviewed.
	Appendix F Notification of Annual Review	The template can be used to notify the school community that the annual review has been completed.

## Appendix H - Record of Bullying Behaviour Form



### St. Attracta's Senior National School

#### RECORD OF BULLYING BEHAVIOUR

**1. Name of pupil being bullied and class group**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Name of Person(s) who reported the bullying concern**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**4. Date of Initial Engagement with Students and their Parents/Guardians**


**5. Source of Bullying Concern**

**Location of Incident(s)**

Pupil concerned		Yard	
Other pupil		Classroom	
Parent/Guardian		Corridor	
Teacher		Toilets	
		Home	
		Other	

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

Direct Bullying Behaviour		Indirect Bullying Behaviour		Online Bullying Behaviour	
Physical Bullying Behaviour		Exclusion		Cyberbullying	
Verbal Bullying Behaviour		Relational			
Written Bullying Behaviour					
Extortion					



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

Disablist Bullying		Exceptionally Able Bullying	
Gender Identity Bullying		Homophobic/Transphobic (LGBTQ+) Bullying	
Intimidation		Malicious Gossip	
Physical Appearance Bullying		Racist Bullying	
Poverty Bullying		Religious Identity Bullying	
Sexist Bullying		Sexual Harassment	

**8. Brief Description of Bullying Behaviour and its impact**

\_\_\_\_\_ has been engaging in bullying behaviour against another pupil/group of pupils. These behaviours have been:

- 1. targeted at a specific student**
- 2. intended to cause social and emotional harm** AND
- 3. repeated**

The behaviours have included:

---



---



---

**9. Details of Action Taken**


---



---



---

**10. Views of Students and Parents/Guardians regarding actions to be taken**


---



---



---

**11. Date of Review with Students and Parents/Guardians and date that it has been determined that the bullying behaviour has ceased** \_\_\_\_\_**12. Any other relevant details which need to be included in this record**


---



---



---

Signed \_\_\_\_\_ (Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_