



Dunamase College is a co-educational multi-denominational second level school. Dunamase College/Coláiste Dhún Másc is committed to the LOETB ethos of Care, Community, Excellence in Teaching and Learning, Respect and Equality.

### **Vision:**

Our vision is one where our students are not only challenged to achieve their highest academic outcomes but to grow personally, to contribute positively to their community and to make their own profound impact in the world.

### **Mission Statement:**

- Create a community where all members feel valued and respected.
- Being an academic ambitious school students are challenged above and beyond any exam curriculum.
- Nurturing intellectual curiosity, enables students not just to excel in exams and achieve their education goals, but to develop an enduring love of learning.
- Through our outstanding the range of co and extra-curricular activities along with partnership opportunities with the community, students develop character, independence, creativity and the ability to communicate and motivate others.

## **Appendix A**

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

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

The Board of Management of Dunamase College has adopted the following policy to prevent and address bullying behaviour.

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

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

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

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

## Definition of bullying

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

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

The following types of bullying behaviour are included in the definition of bullying (see appendix 2):

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.
- Stealing, interfering with, or damaging personal belongings of another person.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the College's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the College's code of behaviour.

Additional information on different types of bullying behaviour is set out in Section 2.7 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools 2024* (See Appendix 1) of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

While schools are not expected to deal with bullying behaviour which occurs outside of school it may impact negatively on the school environment, the school management will assess its implications and the best way to resolve the matter. Parental support would be expected in such incidents in order to see resolution.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:



## 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	19/03/2025 8/05/2025	Survey and Training/ Email
Students	19/03/2025 03/05/2025	Survey/ Tutor Class/ Student Council Student Designed Poster
Parents	21/03/2025	Survey/ Email
Board of Management	26/03/2025	Information
Wider school community as appropriate, for example, bus drivers	8/05/2025	Training
Date policy was approved: 08/09/2025		
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):

A positive school culture and climate which:

- is welcoming of difference and diversity and is based on inclusivity;
- Encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- Promotes respectful relationships across the school community;
- Effective leadership - Each member of staff will be aware of their responsibility to show good example (as laid out in the Professional Code of behaviour for Teachers) recognise bullying, be welcoming, supportive and understanding where any individual reports any form of bullying
- A school-wide approach
- A shared understanding of what bullying is and its impact
- A Post Holder is assigned to Anti Bullying in the school and we run the Ar Scath a Chéile anti- bullying campaign for the full academic year.

- This topic is covered in SPHE, with the THINK Campaign and during Tutor time.
- Champion School of Sanctuary
- School of Belonging
- Encouraging Peer support - Mentoring programme – Meitheal – Learner leaders
- Celebrating Diversity – Ehtos Week – Culutral week – ETBI Week
- Workshops/Guest speakers

Implementation of education and prevention strategies (including awareness raising measures) that -

- build empathy, respect and resilience in pupils and
- Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the Bí Cineálta policy.

***Linking to the Four Key areas of Wellbeing these include:***

#### Culture & Environment

- Promotion of a positive school climate and culture where RESPECT is key
- Effective Leadership
- Whole-school approach
- Positive relationships
- Safe physical access
- Effective supervision & monitoring of students
- Fair and transparent Code of Positive Behaviour
- Supporting the active participation of students in school life.

#### Curriculum

- Teaching and learning in SPHE & CSPE.
- SPHE Curriculum
- Student Participation
- Digital Awareness
- Promoting inclusion and diversity
- Extra-curricular activities & lunch break
- Group work/collaboration
- Role play/acting out scenarios
- Reflective Practice - relational/restorative approach fostering positive relationships.

## Policy & Planning

- Bí Cineálta Policy
- Student Friendly Bí Cineálta Policy
- Code of Positive Behaviour
- Child Safeguarding Statement
- Acceptable Use Policy
- Supervision Roster in place.
- RSE Policy
- AEN/ Inclusion Policy
- Appropriate CPD for teachers
- Staff Handbook for teachers
- Supports provided for a positive transition from primary to post-primary school, promoting inclusion and preventing bullying during this adjustment period.

## Relationships & Partnership

- Strong interpersonal connections
- Extra-curricular activities & lunch break clubs
- Bullying Awareness initiatives, e.g. Student Inductions at the beginning of the year
- Supporting the active participation of parents/guardians in school life: e.g. Parents' Council, Information Evenings, PTMs  
Encouraging Peer Support, e.g. Homework Club  
Support for EAL students  
Celebrating diversity, e.g. Inclusion Week,  
Supporting the active participation of students in school life, e.g. Student Council, extra-curricular activities  
Promoting acts of kindness eg. Vsware positive behaviour, Wellbeing Week.

## Strategies Specific to prevent:

### Online Bullying (Cyberbullying)

- Implementing the SPHE curriculum.
- Promoting digital citizenship.
- Open conversations with students about developing respectful and kind relationships
- Developing and communicating an Acceptable Use Policy.
- Referring to appropriate online behaviour as part of the standards of behaviour in the Code of Positive Behaviour.
- Promoting or hosting online safety events for parents/ guardians who are responsible for overseeing their children's activities online.
- Holding Internet Safety Day.



### Homophobic and Transphobic Bullying

- Maintaining an inclusive physical environment such as by displaying relevant posters.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Encouraging students to speak up when they witness homophobic behaviour.

### Racist Bullying

- Fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Encouraging bystanders to report when they witness racist behaviour.
- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents/ guardians.
- Providing support to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents/ guardians.

### Sexist Bullying and Sexual Harassment

- Using the updated SPHE specifications at post primary level to teach students about healthy relationships and how to treat each other with respect and kindness.
- Promoting positive role models within the school community.

### Exceptional Ability Bullying

- Behaviour or language that intends to harm a student because of their high academic ability or outstanding talents.

#### Strategies:

- Promote inclusive excellence: Highlight the value of diverse talents and normalise different learning paces and strengths.
- Encourage humility and collaboration: Help gifted students engage in group work where skills are shared rather than compared.
- Teacher CPD on gifted learner needs: Awareness of the social challenges gifted students face and proactively monitor peer dynamics.
- Peer mentoring programmes: Pair students of varying abilities to foster understanding and appreciation of each other's strengths.

### Poverty Bullying

- Behaviour that intends to humiliate a student because of a lack of resources their socioeconomic status, appearance, or possessions.

#### Strategies:

- Uniform dress code: Helps reduce visible markers of economic disparity.
- Normalise economic diversity: Include discussions and stories in the curriculum that reflect a range of lived experiences.
- Anonymous support systems: Ensure access to supplies and extracurriculars is discreet and non-stigmatising.
- Teach empathy and gratitude: Use social-emotional learning to instill values of kindness and respect, regardless of background.
- Zero-tolerance policy for classism: Educators should call out subtle and overt comments about wealth or possessions immediately and educate on their harm.

#### Physical Appearance Bullying

- 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.

#### Strategies:

- Body positivity and acceptance education (SPHE): Integrate messages about self-esteem, beauty diversity and kindness in school activities.
- Limit media-based stereotypes: Encourage critical thinking about how media shapes beauty standards.
- Celebrate individuality: Create opportunities for students to share stories about what makes them unique.
- Staff CPD on implicit bias: Teachers and staff should be alert to their own biases and ensure they model respect and inclusivity.

#### Disablist bullying

- Behaviour or language that intends to harm a student because of a perceived or actual disability or additional need.

#### Strategies:

- Zero-Tolerance - Enforce clear, consistent consequences for disablist language, mockery, exclusion or violence.
- Create a Culture of Belonging - Promote "difference as inclusive signage and representation across school events, normal" through posters.





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):

- Staff at all times endeavour to encourage students to show respect for each other.
- LOETB Core Values – Respect – Community - Care – Excellence in Teaching and Learning.
- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- Digital Media Policy includes learning about responsible online behaviour and digital citizenship. AUP also developed for technology in our school.
- The school's Bí Cineálta policy is on the website
- Student friendly versions are visible around the school
- Staff are vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded using the template for this.
- School wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Involvement of students in contributing to a safe school environment e.g. Ar Scáth a Chéile week, and other activities that can help to encourage a culture of peer respect and support
- Ensuring that students know who to tell and how to tell.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices and in SPHE lessons. Promote online safety events or material for parents.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. [www.tacklebullying.ie](http://www.tacklebullying.ie), [www.antibullyingcentre.ie](http://www.antibullyingcentre.ie)>fuse, [www.webwise.ie](http://www.webwise.ie)
- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour.
- Ensuring our social media / archives has material with reflects our diverse school population from different national, ethnic and cultural backgrounds.
- Modelling of respectful behaviour by staff of all irrespective of sex.
- Ensuring all students have the same opportunities to engage in school activities irrespective of sex.
- Making clear that our school has a zero tolerance approach to sexual harassment

of any kind.

- Ensuring there is adequate supervision during break times.
- There is Care Team in place which comprises of Principal, Deputy Principal, Guidance Counsellor and AEN Co-Ordinator who update care Pastoral Care lists of at risk students.

### **Section C: Addressing Bullying Behaviour**

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

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form
- The DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.
- Deputy principal /SENCO
- Assistant Principal 2 BÍ Cineáltas co-ordinator is available to provide up to date information and supports if needed to assist class teacher in addressing concern.

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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):

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- The 'Relevant Teacher(s)' must record the bullying incident on the folder Bí Cineálta in Sharepoint. The 'Relevant Teacher' must inform the Principal. On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the victim(s) and discuss the feelings.
- The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved (rather than to apportion blame).

With this in mind the school's procedures are as follows:

- In investigating and dealing with bullying the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type it is and how best the situation might be resolved.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)'. In that way students will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all students that when they report instances of bullying they are not considered to be telling tales but are behaving responsibly.
- Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidences of bullying behavior witnessed by them or mentioned to them to the Class Teacher.
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behavior reported by students, staff or parents.
- On being informed of an alleged incident of bullying, the teacher dealing with the report will first interview the victims and discuss the feelings which the victim(s) experienced because of the bullying behavior.
- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- When analysing incidents of bullying behaviour the 'Relevant Teacher(s)' should seek answers to questions of what, where, who, when and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about the other's statements.



- Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.
- Where the 'Relevant Teacher(s)' has/have determined that a student has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Bí Cineálta Policy and efforts should be made to try to get him/her to see the perspective of the student being bullied.
- The "Relevant Teacher" does not apportion blame but should make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.
- When an investigation is completed and/or a bullying situation is resolved the "Relevant Teacher" will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This may be uploaded under the Bi Cinealta tab in Sharepoint.
- If a student chooses to continue the bullying behaviour, this can then no longer be considered a once off occurrence. In this event parent(s)/guardian(s) will be contacted. The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for the student.
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together at a later date if the student who has been bullied is ready and agreeable.
- Depending on the seriousness of the bullying some or all of the supportive measures will be utilized.
- Repeated incidents of bullying behaviour will result in the imposition of sanctions. Such sanctions will be proportionate to the seriousness of the bullying behaviour. It must be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required that this is a private matter between the student being disciplined, his or her parents and the school.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred to the school's complaints procedure.
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their rights to make a complaint to the Ombudsman for Children.
- The School will maintain care for the victim over time. This will be done by speaking to the student a number of weeks after the incident to check on their continuing welfare. The child's parents will also be consulted.
- If a student makes a report of bullying, but asks that nothing is to be done about it, the relevant teacher will support the student appropriately to explore how it will be handled sensitively and how parents may be notified. If a parent does so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bí Cineálta procedures):

The school's programme of support for working with students affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

Supporting students who experienced bullying: -

Ending the bullying behaviour –

- Fostering respect for bullied students and all students
- Fostering greater empathy towards and support for bullied students- Indicating clearly that the bullying is not the fault of the targeted student through awareness-raising programmes,
- Indicating clearly that the bullying is not the fault of the targeted student through the speedy identification of those responsible and speedy resolution of bullying situations
- Making adequate counselling facilities available to pupils who need it in a timely manner
- Helping bullied students raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Keep in contact with their parents/guardians.
- Supporting students who have bullied others
- Making it clear that the students who reform are not blamed or punished
- Making it clear that the students who reform are doing the right and honorable thing and giving them praise for this
- Making adequate counseling facilities available to help those who need it to learn other ways of meeting their needs besides violating the rights of others
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance students' feelings of self-worth,
- In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the student.
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

*All bullying behaviour will be recorded, (Appendix 1). 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.*



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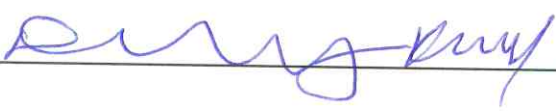
## Section D: Oversight

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: 11.09.25  
(Chairperson of board of management)

Signed:  Date: 11.09.25  
(Principal)

## Appendix B

# BÍ CINEÁLTA

**We want  
everyone to feel  
safe and happy.**

If you think that you or someone you know is being bullied, you must tell a teacher or an adult you trust. They will know what to do to help.

**IN THIS SCHOOL WE ARE:**

- Polite
- Prepared
- Productive

Our school has a Bí Cineálta! policy to stop bullying behaviour. This is when someone keeps being mean or hurtful to others on purpose, over and over again.

**TELL SOMEONE,  
GET HELP.**

Before you speak,  
**THINK!**

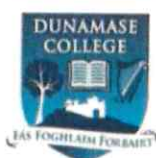
**T:** Is it True?

**H:** Is it Helpful?

**I:** Is it Inspiring?

**N:** Is it Necessary?

**K:** Is it Kind?



# Appendix C

## Guide to Addressing Bullying Behaviour

<https://assets.gov.ie/static/documents/appendix-c-guide-to-addressing-bullying-behaviour.pdf>

**Status:** Adopted.

Our investigation, follow-up, and recording procedures mirror the guidance provided in Appendix C.



## Appendix D

# Guide to Providing Bullying Behaviour Update to the Board of Management

### Guide to providing Bullying Behaviour Update for board of management meeting of

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:

<b>Total number of new incidents of bullying behaviour reported since the last board of management meeting.</b>	
<b>Total number of incidents of bullying behaviour currently ongoing.</b>	
<b>Total number of incidents of bullying behaviour reported since the beginning of this school year.</b>	

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.

**Status:** In place.

Termly reports from the Principal on bullying records will be presented to the Board using this format.

# Appendix E

## Review of Bí Cineálta Policy (Annual Review Template)

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?

Upstairs and Downstairs in all 3 buildings

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? 10\_\_\_\_/\_\_\_\_/20\_\_\_\_

4. How has the student friendly policy been communicated to students?

Yes, the student council designed it

5. How has the Bí Cineálta policy and student friendly policy been communicated to parents

Through a survey, parents council and email

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*? ☐ X ☐ Yes ☐ No

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? ☐ x ☒ 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 studentfriendly 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

The Board of Management will complete this review annually. Records will be kept and made available on request.

# Appendix F

## Notification of Annual Review Template

The Board of Management of 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: \_\_\_\_\_ Date: \_\_\_\_\_ (Chairperson of Board)

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

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

Written notification confirming completion of the annual review will be published on the school website and circulated to staff, Parents' Association and Student Council.

# Appendix G

## Overview of the Bí Cineálta Procedures

<https://assets.gov.ie/static/documents/appendix-g-overview-of-the-bi-cinealta-procedures-for-preventing-and-addressing-bullyi.pdf>

**Status:** For reference.

This summary document will be shared with all staff at the start of each school year and used in staff CPD sessions to ensure a consistent understanding of the national procedures.



# Appendix 1

## Template for Recording Bullying Behaviour

Name of pupil being bullied and class group

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

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


3. Source of bullying concern/report (tick relevant box(es))\*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

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

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

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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

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

# Appendix 2

## Different Forms of Bullying Behaviour

### 2.7 Types of bullying behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity
- homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- physical appearance bullying: 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
- racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism<sup>13</sup> as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”
- poverty bullying: behaviour that intends to humiliate a student because of a lack of resources
- religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity
- sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- sexual harassment: any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

#### 1. General behaviour which applies to all types of bullying:

- Harassment based on any of the nine grounds in the inequality legislation e.g. sexual, homophobic bullying, racist bullying etc.
- Physical aggression
- Damage to property
- Name calling/ the use of nicknames
- Slagging and unwelcome jokes or banter or abusive language.
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person.
- Offensive graffiti
- Stealing
- Intimidation
- Insulting or offensive gestures
- Invasion of personal space
- Picking on someone or setting someone up to fail
- Demeaning comments about a person’s appearance
- Rumours, lies or gossip belittling someone

#### 2. Online or cyberbullying:

- Denigration: Spreading rumours, 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.
  - Flaming: Using inflammatory or vulgar words to provoke an online fight.
  - Trickery: Fooling someone into sharing personal information which you then post online.
  - Outing: Posting or sharing confidential or compromising information or images.
  - Exclusion: Purposefully excluding someone for an online group.
  - Cyber stalking: On going harassment and denigration that causes a person considerable fear for his/her safety.
  - Silent telephone/mobile phone calls.
  - Abusive telephone mobile phone calls.
  - Insulting text messages/instant messages
  - Abusive email.
  - Abusive communication on social networks e.g. Facebook, twitter YouTube, snapchat etc
  - Abusive website comments blogs pictures
  - Abusive posts on any form of communication technology.
  - Fraping/accessing someone's accounts to make trouble for them
  - False reporting.
3. Identity based behaviours, including the nine discriminatory grounds mentioned in Equality legislation which include:
- a. Gender, homophobic including transgender
    - Spreading rumours about a person's sexual orientation
    - Taunting a person of different sexual orientation.
    - Name calling e.g. Gay, queer, lesbian... used in derogatory manner.
    - Physical intimidation or attacks
    - Threats.
    - Publicly condemning/inciting condemnation.
    - Isolation and exclusion based on orientation.
  - b. Race, nationality, ethnic background, and membership of the travelling community:
    - Discrimination
    - Prejudice
    - Comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.
    - Exclusion on the basis on any of the above
  - c. Relational: This involves manipulation relationships as a means of bullying, Behaviours include:
    - Malicious gossip
    - Isolation and exclusion
    - Ignoring
    - Excluding from group
    - Taking someone's friends away
    - 'Bitching'
    - Spreading rumours
    - Breaking confidence
    - Talking loud enough so the victim can hear
    - The 'look'
    - Use the terminology such as 'nerd' in a derogatory way
    - Being dismissive of others sincerely held beliefs
    - Unpleasant or nasty jokes in a group situational



d. Sexual:

- Unwelcome or inappropriate sexual comments or touching
- Harassment
- Invasion of personal space
- Inappropriate sexual behaviour in group situations

e. Special educational needs, Disability:

- 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 so some pupils' vulnerabilities and limited capacity to understand social situation and social cues
- Mimicking a persons' disability
- Setting others up for ridicule
- Showing open hostility
- Isolation and exclusion