

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of Kilcolgan Educate Together 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.

At Kilcolgan ETNS bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the the child experiencing the behaviour. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour . The harm can be :

- Physical (eg: personal injury, damage to or loss of property)
- Social: (eg: withdrawal, loneliness, exclusion)
- Emotional: (eg: low self esteem, depression, anxiety)

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

Behaviour that is not bullying behaviour:

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, must be addressed under the school's code of behaviour.
- Some students with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

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	January 2025	Survey + discussion at training day + staff meeting
Students	January 2025 (November 2024)	Survey (+ in November through anti-bullying month and associated survey)
Parents	January 2025	Survey + discussion at PA meeting + individual parents invited to feedback on proposed form
Board of Management	April & May 2025	Draft sent for consideration in April, approved by the Board in May
Wider school community as appropriate, for example, bus drivers	January 2025	Survey
Date policy was approved: 12 th May 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):

1. Culture and Environment

- High standards of behaviour are expected and encouraged through our Mighty Oak system
- Positive relationships with adults to support a telling environment
- Safe physical spaces with good visibility
- Strong student voice both in displays and through student council
- High ratio of adult to child supervision during break and on outings
- Playworks during breaktime to foster inclusion
- Nurture Space

2. Curriculum (Teaching and Learning)

- Learn Together Curriculum
- SPHE curricula including Mind Up and A Lust for Life
- November as Anti-Bullying Month

- Friendship February
- Teaching and promotion of Mighty Oak characteristics
- Challenging bias and prejudice age appropriately through e.g. reading material
- Teaching conflict resolution

3. Policy and Planning

- Student wellbeing to the fore in policy development
- Regular review and reflection
- Annual surveys of the children about bullying

4. Relationships and Partnerships

- Active student participation in school life through various committees
- Strong links with the Parent Association
- Valuing and celebrating difference
- Promotion of kindness
- Inter-class learning opportunities/ buddying
- Children at Kilcolgan Educate Together are taught how to resolve minor disputes themselves using the following steps:
 1. Tell the person you don't like the behaviour and clearly ask them to stop
 2. If the behaviour does not stop, tell an adult
 3. If this adult cannot help you, tell your class teacher
 4. If the problem persists inform the principal

5. Preventing cyberbullying

- Teaching responsible digital citizenship (Webwise)
- Implementing the SPHE curricula
- Acceptable Use Policy
- Workshops/ webinars for parents through the PA and or NPC
- Setting high standards around behaviour online

6. Preventing homophobic/ transphobic bullying

- Statement of inclusion for the LGBTQ+ child
- ET LGBTQ+ Guidance
- Gender Equality Matters resource
- Ensuring LGBTQ+ representation in literature, history etc.

7. Preventing racist bullying

- Valuing and celebrating cultural diversity (e.g. International Day)
- Learn Together curriculum
- Books and resources where children can 'see themselves'

8. Preventing sexist bullying behaviour

- Ensuring students are treated equally
- Encouraging all children to participate in all activities
- Challenging gender stereotypes

9. Preventing sexual harassment

- Challenging gender stereotypes that can contribute to sexual harassment
- RSE and Stay Safe Programmes

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):

- 3 teachers and all SNAs on yard ensuring high adult: child ratio
- The principal supervises the yard for early arrivals
- Children are aware that certain areas are out of bounds
- Playworks coaches support positive play during lunchbreak
- SNAs accompany students to and from the buses in the mornings and afternoons
- All staff take responsibility for all children and challenge unkind behaviour
- Many windows ensure good visibility of many areas

Section C: Addressing Bullying Behaviour

The child's class teacher is responsible for addressing bullying behaviour unless another staff member is nominated.

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 and Appendix C of the Bí Cineálta procedures):

Teachers keep records of behaviour, in keeping with our Code of Behaviour. Where patterns become evident that could indicate bullying behaviour, this will be discussed with the principal.

Step 1: Reporting the Incident

Who Can Report? Any student, teacher, staff member, or parent can report suspected bullying.

How to Report?

Directly to the child's teacher.

Bullying is taken seriously and where an allegation of bullying is made by a parent or a child, the class teacher will assist the parent or child in filling out an Allegation Record. This will be reviewed by the class teacher and the principal and a review date will be set.

Immediate Response: The staff member receiving the report should acknowledge it and reassure the student that it will be taken seriously.

Step 2: Documenting the Incident

Initial Record: The parent and or child and class teacher will work collaboratively or independently to complete an Allegation Record (See Appendix A). This will be stored on the child's file who has made the allegation. The principal will also keep a copy in a securely kept folder. To engage in the process of investigation an Allegation Record must be completed.

Confidentiality: All documentation is kept secure and shared only with relevant school personnel.

Step 3: Investigating the Incident

Assigned Investigator: The class teacher will generally be the one conducting an investigation. It may be appropriate to involve other personnel such as an SET teacher or an SNA and in some cases all staff in the school may be asked to assist with monitoring.

Interviews:

- Speak with the student reporting the incident.
- Speak with the alleged target and the alleged bully separately and together if appropriate.
- Interview witnesses for additional perspectives.

Assessing the Evidence:

- Look for patterns (e.g., repeated behaviour, past incidents).
- Consider power dynamics (e.g. is there an imbalance of power between the students?)
- Review any digital evidence if applicable.

Step 4: Taking Action – *agreed actions must be completed with the principal*

Determining Consequences Based on Findings: If bullying is confirmed, responses may include:

For the student engaging in bullying:

- Formal warning and discussion about behaviour.
- Being placed on report ¹
- Restorative practice approach (apology, mediation).
- Support programmes.
- Referral to external agencies.
- Parental involvement (meeting with school leadership).
- Detention, loss of privileges, or behavioural contracts.
- Suspension.

For the student affected by bullying:

- Emotional support (nurture, check-ins).
- Safety planning (adjustments to seating, supervision).
- Rebuilding confidence through peer support programs.

Step 5: Follow-Up & Monitoring

Ongoing Support: Regular check-ins with both parties to ensure resolution and prevent recurrence.

Review Meetings: Review each case after 20 school days and subsequently if necessary.

Documentation Updates: Ensure all actions taken are recorded and stored on Aladdin.

Step 6: Policy Evaluation & Improvement

- **Annual Review:** The school's anti-bullying policy is annually reviewed.
- **Feedback from Students & Parents:** Through annual surveys with students and periodic surveys with parents

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):

For Students Who Experience Bullying:

- **Provide a Safe Reporting Environment:** Encourage students to report bullying incidents by ensuring they feel safe and supported when coming forward.
- **Offer Support:** Access to one key adult to help affected students process their experiences and develop coping strategies.
- **Building Self Esteem:** Helping bullied pupils 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/ playdates/ Nurture).

¹ The child who is bullying will be placed 'on report'. This means that the child's behaviour in all areas is monitored during the day. The teacher will set targets together with the child and a specific behaviour plan will be put in place. The school acknowledges that bullying can be symptomatic of other issues and the child who is bullying will be supported in a non-humiliating or stigmatising way. The teacher will record progress three times a day in consultation with the child. All positive behaviour, progress on work etc. will be noted. At the end of the day, the teacher writes his/her own comment. The purpose of this report is to focus as much as possible on the positive qualities and efforts of the child, and to motivate the child to move away from negative behaviour. The child should be able to see that parents and school are working together in his/her interest, so the co-operation of the parents is essential. Initially a review of the reports will be carried out on a weekly basis, in a meeting with the principal, teacher, parents and child. If progress is being made, longer intervals between meetings may be decided upon.

For Students Who Witness Bullying:

- **Educate on Bystander Intervention:** Teach students about the impact of bullying and empower them to intervene safely or seek help when they witness such behaviour.
- **Promote a Culture of Reporting:** Encourage witnesses to report bullying incidents, emphasising the importance of their role in creating a safe school environment.
- **Provide Support Resources:** Offer guidance and support to students who may be affected by witnessing bullying, ensuring they understand how to handle such situations appropriately.

3. For Students Who Display Bullying Behaviour:

- **Implement Behavioural Interventions:** Use evidence-based interventions to address and correct bullying behaviour, focusing on promoting empathy and respect (such as Friends for Life, Incredible Years, A Lust for Life)
- **Engage in Restorative Practices:** Facilitate restorative meetings between the involved parties to promote understanding, accountability, and reconciliation.
- **Monitor and Support Behaviour Change:** Develop a monitoring system to track behaviour changes and provide ongoing support to encourage positive interactions.

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


Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the *Bí Cineálta* procedures.

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

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

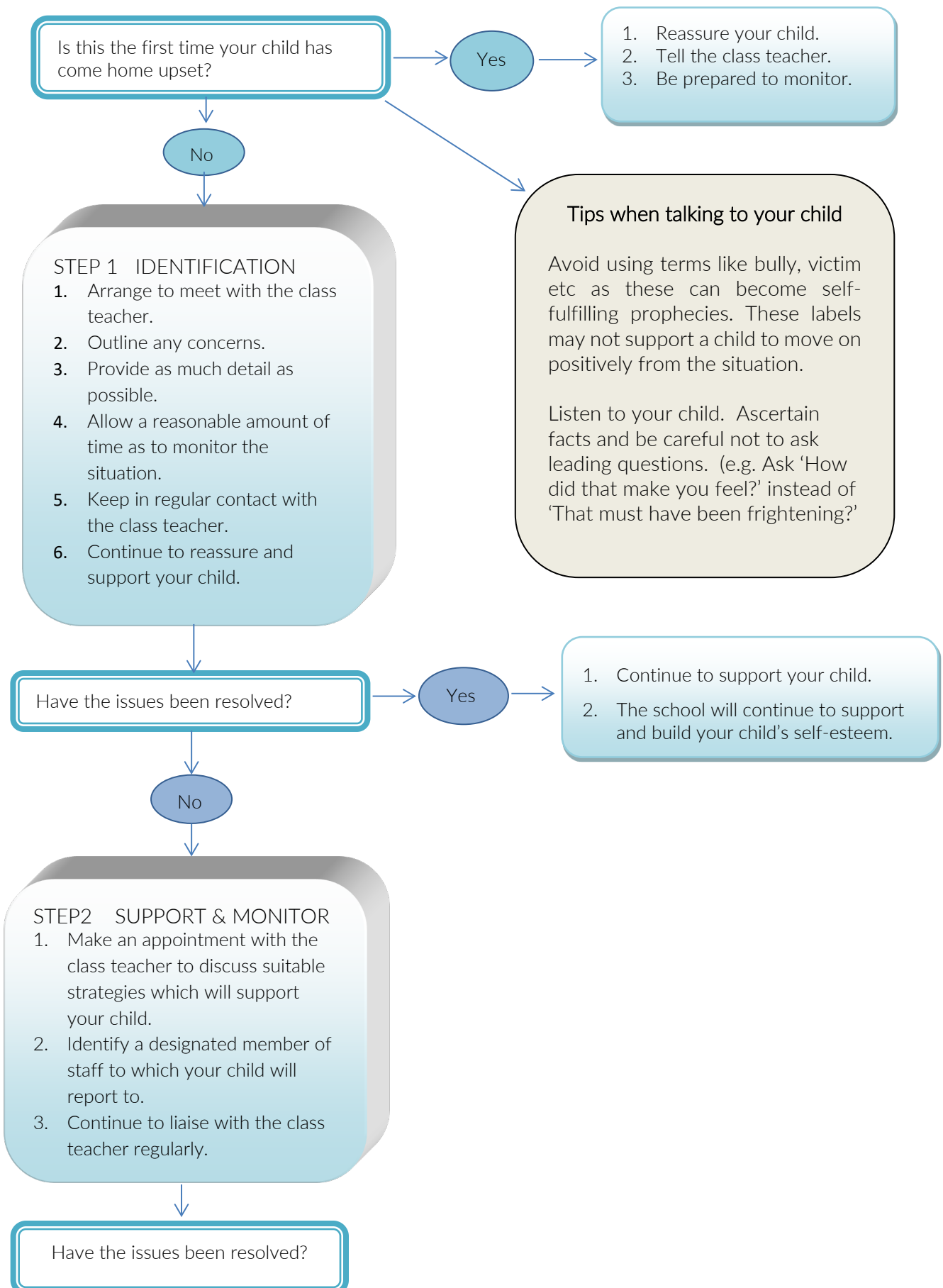
Signed:  _____ Date: 12/05/2025
(Chairperson of board of management)

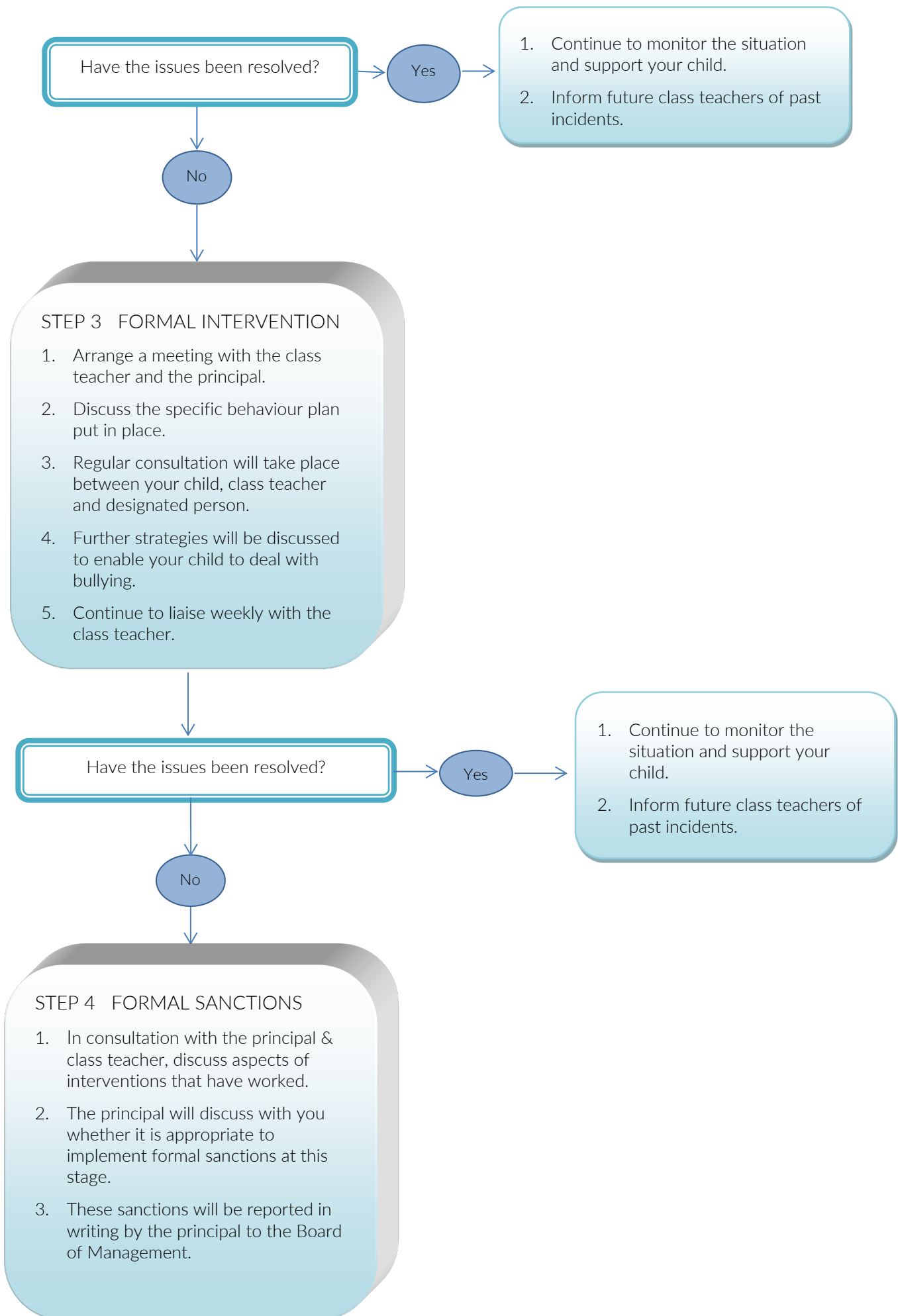
Signed:  _____ Date: 12/05/2025
(Principal)

Appendix A

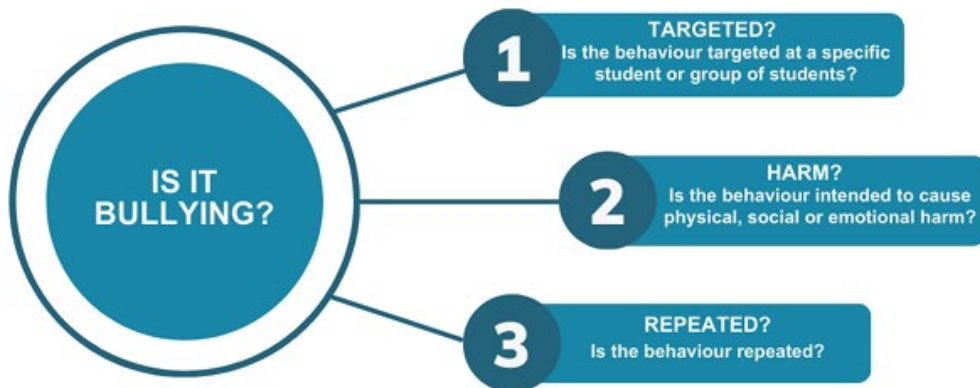
Bullying Guidelines for Parents

My child has come home upset from school, what steps should I take?





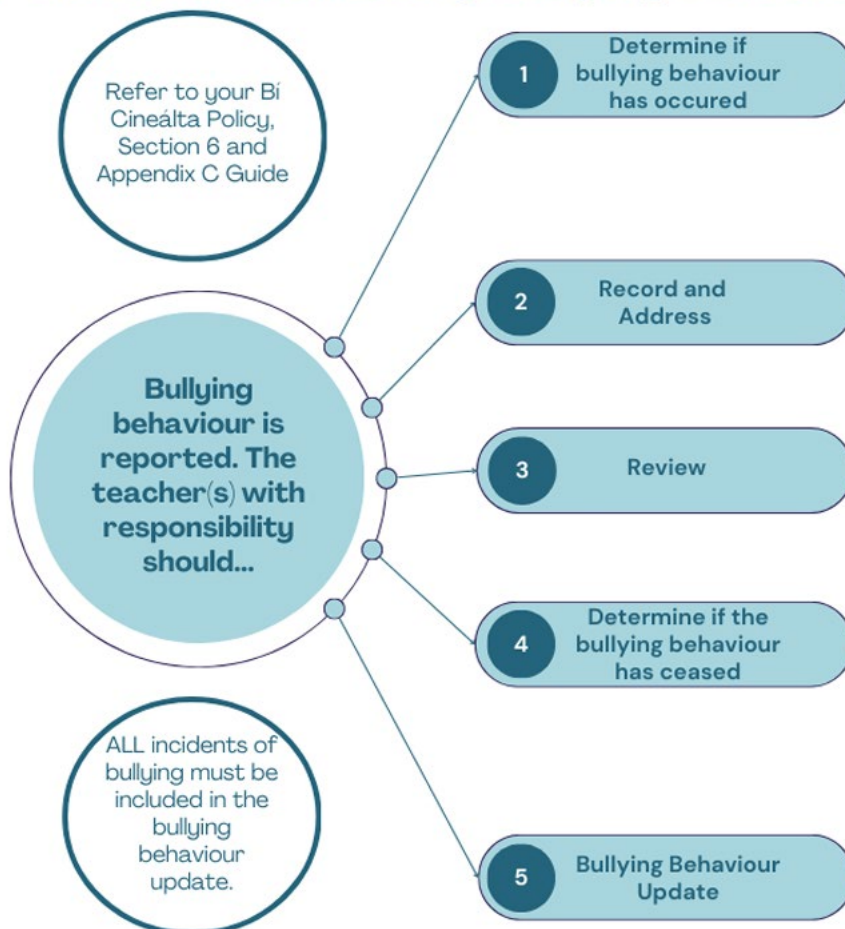
Is it Bullying?



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

If the answer to any of the 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.

Bí Cineálta: Addressing Bullying Behaviour



Appendix C

Record for the school

Concerns reported by parent(s)

<p>When a parent reports concerns, it is understood that their child perceives the behaviour as hurtful. However, to classify it as bullying, the behaviour must be intentional and repeated, in line with the school's anti-bullying policy. The school will assess these factors carefully before determining the appropriate course of action.</p>	
Name of child allegedly being bullied:	
Name(s) of child(ren) allegedly bullying:	
<p>Type of bullying Below are the main types of bullying Physical Bullying (hitting, pushing, damaging property etc.) Verbal Bullying (name-calling, teasing, threats etc.) Relational or Social Bullying (exclusion, spreading rumours, manipulation etc.) Cyberbullying (online harassment, spreading harmful content via social media, etc.) Prejudicial Bullying (based on race, gender, sexuality, disability, etc.) Power Imbalance (one child exerting control over another through status, intimidation, or coercion)</p>	
Please give specific examples of what your child experienced here:	
Please outline how the behaviour is repeated (how often does this behaviour occur):	
Please outline how you feel the behaviour is intentional :	
Please outline what strategies your child has used to try and deal with this behaviour:	
Please outline what action you are hoping the school will take:	

For School:

Date this concern template was received:	
Date of meeting with parent:	
Investigation Lead:	
Present at that meeting:	
<p>Agreed actions Consider the following:</p> <ul style="list-style-type: none"> • does this behaviour constitute bullying or should it be addressed under the Code of Behaviour? • key person child reports concerns to 	

<ul style="list-style-type: none"> • can a discreet communication method (e.g., code words) be put in place? • is a meeting with all children concerned required? • support to engage appropriate strategies (e.g. 'stop', 'I don't like when you...', telling) • notification of parents of child who is allegedly bullying • temporary safety measures (e.g. seating arrangements) 	
<p>Any additional notes that may be of relevance (e.g. are any of the children experiencing personal difficulties at the moment? Do any of the children have additional needs?)</p>	
<p>Date of review meeting (no more than 20 school days after initial engagement):</p>	

Appendix D

Record for the school

Concerns reported by child

Name of child allegedly being bullied:	
Name(s) of child(ren) allegedly bullying:	
Type of bullying Below are the main types of bullying Physical Bullying (hitting, pushing, damaging property etc.) Verbal Bullying (name-calling, teasing, threats etc.) Relational or Social Bullying (exclusion, spreading rumours, manipulation etc.) Cyberbullying (online harassment, spreading harmful content via social media, etc.) Prejudicial Bullying (based on race, gender, sexuality, disability, etc.) Power Imbalance (one child exerting control over another through status, intimidation, or coercion)	
Please give specific examples of what you experienced here:	
Please outline how the behaviour is repeated (how often does this behaviour occur):	
Please outline how you feel the behaviour is intentional :	
Please outline what strategies you have used to try and deal with this behaviour:	
Please outline what action you are hoping the school will take:	

For School:

Date this concern template was received:	
Date of meeting with child:	
Investigation Lead:	
Communication with Parents:	
Agreed actions Consider the following: <ul style="list-style-type: none"> • does this behaviour constitute bullying or should it be addressed under the Code of Behaviour? • key person child reports concerns to • can a discreet communication method (e.g., code words) be put in place? • is a meeting with all children concerned required? 	

<ul style="list-style-type: none"> • support to engage appropriate strategies (e.g. 'stop', 'I don't like when you...', telling) • notification of parents of child who is allegedly bullying • temporary safety measures (e.g. seating arrangements) 	
<p>Any additional notes that may be of relevance (e.g. are any of the children experiencing personal difficulties at the moment? Do any of the children have additional needs?)</p>	
<p>Date of review meeting (no more than 20 school days after initial engagement):</p>	

Appendix E

Review Template

Date initial concern was reported:	
Date of this meeting:	
Investigation Lead:	
Present at meeting:	
Review of agreed actions and progress:	
Any additional notes that may be of relevance:	
Action Plan going forward:	
Case closed: (insert date)	
Further review date: (insert date)	

Appendix F Resources

Preventative

Excellent lessons and ideas on [Kindness](#)

[Playworks](#)

[Friends for Life](#)

[A Lust for Life](#)

[Podcasts for Parents](#)

Incredible Years (book in Anna's office, resources on server)

LEANS resources (on server) to help understand neurodiversity

[Gender Equality Matters](#)

Solution Focused

Department of Education [Resources Page](#)

[FUSE](#) – Anti-Bullying and Online Safety Programme

Get Up, Stand Up on [Padlet](#) (in SPHE)

[Addressing the impact of Masculinity Influencers on Teenage Boys](#)

[Webinar](#) to go with that

Cyberbullying & Digital Literacy

Course in [Online Safety and Digital Citizenship](#) (for teachers – 3 hours self-paced),

[HTML Heros](#) for 1st and 2nd class (5 lessons – Online Safety Programme)

[HTML Heros](#) for 3rd and 4th class (10 Lessons – Online Safety Programme),

[Digitown](#) – a learning path for 9-12 year olds to become responsible Digital Citizens

[My Selfie and the Wider World](#) – Cyber Bullying – 5 lessons

The Garda Schools Programme [Be Kind Online](#) (2 lessons on cyberbullying) for 3rd and 4th class,

[Checklists](#) for children

Bí Cineálta



Bullying is

Hurtful
Intentional
Repeated
NEVER OKAY

TELL AN ADULT

(more than once if you have to)
Telling about bullying is NOT snitching

Everyone at Kilcolgan ETNS deserves to feel
*happy
respected
valued*

The teachers will work with anyone affected
by **bullying** to restore *healthy relationships*

Designed by *Raya MAYA*

Appendix H

Daily Report Card

Name:								Date/ Week Commencing:							
Behaviour Targets (no more than 3 specific targets)															
1.															
2.															
3.															
Target	Mon 1	Mon 2	Mon 3	Tue 1	Tue 2	Tue 3	Wed 1	Wed 2	Wed 3	Thur 1	Thur 2	Thur 3	Fri 1	Fri 2	Fri 3
1	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
2	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Key: 1 – Target not achieved, 2 – Target nearly achieved, 3 – Target achieved															
End of Week Comment:															

Remember our School Rules:

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property