



# *St. Brigid's Girls' National School*

## *Bí Cineálta Policy*

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

The Board of Management of St. Brigid's GNS 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 steps that are reasonably practicable to prevent all bullying and harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognizing 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 everybody 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 everybody has a part to play in the school community, regardless of difference.

### **Definition of bullying**

Bullying has been defined in the *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

- *Bullying is 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.
- It is behaviour that is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

The harm can be:

- Physical (e.g. personal injury, damage to or loss of property)
- Social (e.g. withdrawal, loneliness, exclusion)
- Emotional (e.g. stress, low self-esteem, 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 so becomes a repeated behaviour.

### **Behaviour that is not bullying behaviour:**

- If the repeated harm is real for the student experiencing the behavior, 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 additional 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 or instances where students don't want to be friends or to remain friends, is not considered bullying **unless** it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- The St. Brigid's GNS BÍ Cineálta policy sets out how the school community prevents and addresses bullying behaviour. Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the St. Brigid's GNS Code of Behaviour.

### **Outside School**

A school is not expected to deal with bullying behavior that occurs when students are not under the care or responsibility of the school. However, where bullying behavior has an impact in school, schools are required to support students involved. Where bullying behavior continues in school, St. Brigid's GNS will deal with it in accordance with our BÍ Cineálta Policy.

### **Types of Bullying:**

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+ , physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be **Direct**:

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, sex, clothes, gender, accent, academic ability, race or ethnic origin.

- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats

Bullying can be **Indirect**:

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.

### **Online bullying behaviour:**

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups, access to accounts or from an online game.

### **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	June 2024	Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary & Post Primary Schools (DES June 2024) document gone through with ISLT
	January 2025	Oide Bí Cineálta training completed – Principal & DP
	February 2025	DES Bí Cineálta Webinar watched and discussed – Principal & DP

	March 2025	Bí Cineálta DES circular 55/2024 & relevant documents gone through. Parental Bí Cineálta survey and plan of action devised with ISLT
	April 2025	Half day school closure utilised to gather staff input on Strategies for prevention of Anti-Bullying Behaviours in School & strategies to support children that have experienced bullying behaviour, demonstrate bullying behaviour or witness bullying behaviour. Strategies were identified as either class based or whole school based strategies under the four headings of the Wellbeing Framework: Culture & Environment Curriculum (Teaching & Learning) Policy & Planning Relationships & Partnerships
	May 2025	Croke Park hours – Draft Bí Cineálta policy gone through. Staff were informed of the important points in dealing with an incidence or report of bullying & each of the steps were and associated timeline were clarified. Staff given time to discuss and relay feedback.
	May 2025	Principal & DP meeting – Parent survey feedback gone through.
	May 2025	Principal & AP1 meeting – Parent focus group & student focus group discussed and plan devised.
	May 2025	Sharing of draft policy with staff to discuss / consult and make any amendments following their review carried out at ISLT meeting & Croke Park hours.
Students	October 2024	Students from all classes completed our annual School Climate Survey which provided each child with the opportunity to demonstrate their understanding of Anti-Bullying and Child Protection matters in an age appropriate way. Student responses were taken into account when drafting this Policy
	May 2025	The Student Council took part in a Student Focus group to discuss proposed Anti-Bullying strategies and proposed support strategies identified by staff members, areas of concern identified by Parents through the parent survey

	June 2025	and student input on the Child Friendly Bí Cineálta Policy.  Once ratified by the Board of Management, the Bí Cineálta Policy was distributed to all families and children were given the homework of reading through their policy with parents/guardians.
Parents	April 2025	Feedback sought from parents through parent surveys distributed through Aladdin.
	May 2025	Parent/Guardian focus group discussed various matters raised in Parent/Guardian survey & parents/guardians provided input into the draft Bí Cineálta Policy.
	June 2025	Once ratified by the Board of Management, the Bí Cineálta Policy was distributed to all families. Parents/guardians were asked to read through the Bí Cineálta Policy with their children as part of their homework during Committees Week.
Board of Management	May 2025	BOM consultation to review draft policy.
	June 2025	Bí Cineálta Policy ratified by BOM
Patron	July 2025	Bí Cineálta Policy updated with Patron input.
Board of Management	October 2025	Bí Cineálta Policy ratified by BOM
Date policy was approved: 8 <sup>th</sup> October 2025		
Date policy was last reviewed: 8 <sup>th</sup> October 2025		

## 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 bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

In developing the 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 our school in a real way.

**Whole School Strategy = WS    Class Based Strategy = (C)**

**Culture and Environment:** - We strive to :

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour is used. (WS)
- Build an environment where students feel safe, connected and supported. (WS)
- Children are provided with opportunities to talk one to one with their teacher (C)
- Promote the concept of a trusted adult – Stay Safe linkage – who to tell. (WS/C)
- Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment e.g. worry box(WS/C)
- Girl of the Month award given at assembly to be linked to Bí Cineálta Policy(WS)
- Promote kindness and inclusion among student body – peer support and positive environment e.g. Student Kindness Catchers and Inclusion Ambassadors (WS/C)
- Monthly affirmations to be delivered to the whole school at each monthly assembly(WS)
- SWEET SPOT – SWEET pineapple displayed on yards as a location for children to carry out conflict resolution skills & to promote respectful relationships across the school community; (WS)
- Playground helpers – students in higher classes volunteer to support younger classes on yard to help with games and positive interactions.(WS)
- Create safe spaces in our school building and yards – visibility e.g. high viz vests to be worn by staff members on yard duty, toilet procedures in place, glass panels in all doors to remain clear and not blocked by displays etc. (WS/C)
- Vigilance by staff members on yard, blind spots identified and plan implemented to remove them (WS)
- Encourage a sense of belonging amongst students with ownership over their own space through art and creativity in school displays (WS/C)
- Mural/painting on yard walls showing key messages of equality, inclusion & respect in our school (WS)
- Kindness Tree added to regularly (WS)
- Inclusion board to be created, including map of the world highlighting where our students are from & information about whole school events such as Culture Day, Amber Flag etc to acknowledge and celebrate our diverse school community(WS)
- Inclusion, integration & reverse integration occur regularly in our school(WS/C)

- Student Friendly Bí Cineálta policy distributed in September every year. Children to discuss the content of the policy as homework.(WS)
- St. Brigid's GNS 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 our Board of Management and staff meetings.

**Curriculum (teaching and learning)** - We strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity. (WS/C)
- Display a shared understanding of what bullying is and its impact. (WS)
- Teaching Stay safe and SPHE lessons focusing on positive behaviour which form part of curricular content in all classes. (C)
- SPHE programmes e.g. My Selfie, Webwise, Fuse, Stay Safe, Walk Tall, RSE etc taught at appropriate class levels as the teaching of SPHE programme content fosters students' well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions. (C)
- Grow in Love lessons based on understanding, respect and inclusion followed for all class levels (WS)
- Class novels chosen for specific themes to promote understanding, respect and inclusion(C)
- Weaving Wellbeing & Welcome to Wellbeing programme taught at appropriate class levels(WS)
- SWEET conflict resolution strategies explicitly taught by all teachers including modelling of skills and strategies by teacher(WS)
- Class lessons which explicitly teach about all types of bullying behaviour are delivered at all class levels in an age appropriate way (C)
- Consistent language taught throughout all class levels e.g. trusted adult(WS)
- Staff model respectful behaviour towards colleagues, pupils and visitors in our school environment.(WS)
- Morning meetings and circle time utilised in all classes (C)
- Buddy reading system in place with Senior Infants and 5<sup>th</sup> Class (C)
- Think, pair, share collaborative approach to group work is utilised in classes so that every student's contribution is valued. Providing students with opportunities to work in small groups with peers, can help build a sense of connection, belonging and empathy.
- Friendship month(WS)
- School Bí Cineálta Anti-Bullying pledge taught at all class levels and revisited at all assemblies (WS)
- Anti-Bullying Pledge/Poster competition to promote awareness amongst students (WS)

**Policy and planning** - We strive to:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians (WS)
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour (WS)
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation (WS)
- To develop procedures for reporting, investigating and dealing with incidents of bullying behaviour in keeping with Bí Cineálta guidelines(WS)
- Board of Management oversight present throughout every school year.(WS)



- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour (WS)
- The Acceptable Use policy, Supervision policy, Special Education policy, Code of Behaviour, School Tours & Excursion policy, Work Experience policy, External Coaches policy and no student mobile phones procedure, all support the implementation of the Bí Cineálta policy (WS)
- School tour venues are considered carefully to ensure appropriateness for all students attending (WS)
- Clear, easy to follow SPHE yearly plan allows for consistency throughout all class levels (WS)
- To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour(WS)
- Full school community involvement in the creation of our school Bí Cineálta Policy(WS)
- School climate surveys carried out annually with all students to highlight areas of our Bí Cineálta Policy in need of improvement(WS)
- Whole staff revisiting of Bí Cineálta Policy each school year. Staff are reminded of the uniform approach we must take to handle all reports of bullying, detailed in the Bí Cineálta Policy. All staff members have access to the Bí Cineálta Policy through the School Organisational Policies Shared Drive (WS)
- Effective leadership is a key component with Principal, Deputy Principal and all ISLT members are focused on supporting the implementation of this policy. (WS)
- Our school uniform is detailed in our Code of Behaviour and is followed carefully ensuring that all children are dressed the same and pressure to have certain brands of clothing is removed.(WS)

#### **Relationships and Partnerships** - We strive to:

- Interpersonal connections are supported through a range of formal and informal structures such as our Parents' association, Board of Management and our various and multiple student committees(WS)
- Deliver age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons(C)
- Support the idea that our school is a telling environment (WS/C)
- Encouraging peer mentoring and peer support e.g. Buddy readers, yard buddies (WS)
- Reverse integration in our Orchard Class with all appropriate class levels(WS)
- Supporting active participation of students in school life through lunchtime activities such as choir, camogie etc (WS)
- Whole school bottle collection fundraiser to raise funds for buddy benches etc on school yards(WS)
- Uniform donations from current families/past pupils are welcomed to ensure all children attending St. Brigid's GNS have access to appropriate good condition uniforms/tracksuits etc regardless of the financial situation at home(WS)

- Engaging parents and students in actively contributing to the formation of a Bí Cineálta Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur(WS)
- Student voice plays an important role in our school through our Student Council, Wellbeing Committee, Green Committee & Active Committees. Whole school student input is sought each year through our School Climate Survey(WS)
- In continuing to develop prevention strategies, St. Brigid's GNS will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in the school and to help inform future prevention strategies.
- Child Friendly Bí Cineálta Policy was formed with pupil input gathered through analysis of annual Student School Climate Surveys and student focus group(WS)
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated(WS)
- 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.
- Whole school events such as Junior Infants Christmas play, bake sales, school library, school tours, senior class swimming, Grandparents etc to encourage participation of children, parents and grandparents in school life(WS)
- Public affirming of acts of kindness with petals on our Kindness Tree(WS)
- Thank you coffee morning, held each year, for all volunteers that have generously given up their time to help out with various school activities in St. Brigid's GNS(WS)

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour

***Preventing Cyber Bullying, Homophobic/Transphobic bullying, Racist bullying, Preventing sexual harassment.***

***In addition to above mentioned strategies, the school has the following in place to prevent and address bullying:***

- Staff, at all times, endeavour to encourage pupils to show respect for each other(WS)
- Implementation of the SPHE curriculum(WS)
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success (WS/C)
- The school's anti-bullying policy is discussed regularly with the pupils (C)
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied(WS)

- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as per Bí Cineálta guidelines(WS)
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of ICT within the school(WS) Parents/guardians are encouraged to monitor their child/children's use of ICT or mobile phones at all other times(C/WS)
- Involvement of pupils in contributing to a safe school environment e.g. Friendship/ anti-bullying week, kindness tree and other activities that can help to pupils and encourage a culture of peer respect and support(WS/C)
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. All staff members make it clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly(WS/C)
- Ensuring that pupils understand the important of telling, know who to tell and how to tell, if they experience or witness bullying behaviour(WS)
- Promote online safety events or material for parents(WS)
- 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) (WS)
- Challenge gender- stereotypes using strategies such as debating(C)
- Raise awareness of the impact of homophobic bullying behaviour and encourage students to speak up when they witness homophobic behaviour(C/WS)
- Foster a culture where diversity is celebrated and students "see themselves" in the school environment – Inclusion Board (WS)
- Ensuring the library has material with reflects our diverse school population from different national, ethnic and cultural backgrounds(WS)
- Modelling of respectful behaviour by staff of all irrespective of sex(WS/C)
- Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy (WS)

## **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 as per our school Bí Cineálta policy appendices

- The class teacher will follow up no later than twenty school days(following point to investigate if bullying has ceased – check Bí Cineálta for steps on the 20 school days
- All staff will be vigilant to bullying behaviour.
- Deputy principal is available to provide up to date information and supports if needed to assist class teacher in addressing concern
- Deputy Principal to inform Principal of any active bullying investigations/procedures at weekly DP/Principal meeting
- Principal will inform Board of Management of incidences of Bullying.

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 as per steps below

The primary aim in investigating and dealing with bullying behaviour is to resolve 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 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:

- (a) 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. Appendices to be used:

Appendix 3 = Incident Report Form

Appendix 4 = Pupil Incident Observer Report Form

- (b) In investigating and dealing with bullying behavior, the relevant teacher(s) will exercise her/his/their judgement to determine whether bullying has occurred, what type and how best the situation might be resolved.
- (c) All reports of bullying must be investigated and dealt with by the relevant teacher(s). In that way pupils will gain confidence in reporting incidents. This confidence factor is of vital importance. It should be made clear to all pupils that when they report instances of bullying that they are not considered to be telling tales, but are behaving responsibly.
- (d) Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report incidents of bullying behaviour witnessed by them or mentioned to them by pupils, to the class teacher.

- (e) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents/guardians.
- (f) 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. Appendices to be used:

Appendix 5 = Where the School Stands on Bullying Behaviour Document

Appendix 6 = Incident Survey Form

Appendix 7 = Alleged Bullying Behaviour Interview Form

Appendix 8 = Bullying Behaviour Checklist

Appendix 14 = Whole Class Individual Interviews – For difficult cases only

- (g) 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 her account of what happened to ensure that everyone in the group is clear about the other's statements. Appendix to be used:

Appendix 4 = Pupil Incident Observer Report Form

- (h) 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. See section Supporting pupils who have witnessed bullying page 16

- (i) Where the ‘Relevant Teacher(s)’ has/have determined that a pupil has experienced bullying behaviour, an Impact Statement Form should be completed as an initial step to support the pupil  
Appendix 12 = Impact Statement Form (Child experiencing bullying behaviour)

- (j) Where the ‘Relevant Teacher(s)’ has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's Bí Cineálta Anti-bullying policy and efforts should be made to try to get her to see the perspective of the pupil being bullied. Appendix to be used:

Appendix 12 = Impact Statement Form (Previously completed by child experiencing bullying behaviour)

- (k) The “Relevant Teacher” does not apportion blame but should make an effort to try to get 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. Appendix to be used:

Appendix 5 = Where the School Stands on Bullying Behaviour Document

- (l) 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. The child experiencing bullying behaviour & their Parents/Guardians should be consulted at this stage. Appendices to be used:

Appendix 2 = Template for Recording Bullying Behaviour

Appendix 10 = Action Taken in Response to Incident Report Form/ Pupil Incident Observer Report Form

Appendix 13 = Monthly Record of Incidents Form

Appendix 15 = Vigilance on Yard Form

- (m) If a pupil 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 pupil. Appendices to be used:

Appendix 2 = Template for Recording Bullying Behaviour

Appendix 10 = Action Taken in Response to Incident Report Form/Pupil Incident Observer Report Form

Appendix 11 = Pupil & Parent/Guardian Behaviour Promise

- (n) 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 pupil who has been bullied is ready and agreeable.

Appendix to be used:

Appendix 12 = Impact Statement Form (Previously completed by child experiencing bullying behaviour)

- (o) Repeated incidents of bullying behaviour after the completion of the Pupil & Parent/Guardian Behaviour Promise form is deemed as a very grave matter and will result in the imposition of some or all of the sanctions at Level 3 Unacceptable Behaviours & Associated Consequences. (See School Code of Behaviour). Where a pupil has been found to be engaged in bullying behaviour on two occasions, has formally promised to stop on both occasions and has broken both promises, any of the following sanctions may be imposed:

- Parent(s)/guardian(s) may be invited to attend a meeting with the Relevant Teacher and the Principal and the pupil may be suspended from school.

- The case may be referred to the Board of Management and the pupil engaging in bullying behaviour may be expelled from the school.

- (p) It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required that this is a private matter between the pupil being disciplined, her parents and the school.

- (q) 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.
- (r) 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.
- (s) The School will maintain care for the victim over time. This will be done by speaking to the child a number of weeks after the incident to check on their continuing welfare. The child's parents will also be consulted by the relevant teacher within twenty school days after date of initial discussion to review progress (see point l). Appendix used:  
Appendix 16 = Follow Up With Child & Parent/Guardian Within 20 School Days Form

### **Requests To Take No Action**

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

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

The school will use the following approaches to support those who experience, witness and display bullying behaviour

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

### **Supporting pupils who have experienced bullying behaviour** - We strive to:

- Ending the bullying behaviour
- Fostering respect for pupils who have experienced bullying behaviour and all pupils
- Fostering greater empathy towards and support for pupils who have experienced bullying behaviour



- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations
- 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)
- “Worry Box” or similar reporting strategy present in classes for pupils to use should the need arise.
- Identify a designated staff member or trusted adult on staff as a point of contact for the child who has experienced bullying behaviour if they need support throughout the school day
- Early communication with parents/guardians – as per points (a) – (s) listed on pages 11 - 14
- Relevant Teacher to carry out regular wellbeing check ins with the child that has experienced bullying behaviour
- Relevant Teacher to carry out follow up with pupil & parents/guardians – Appendix 2 & Appendix 16
- Vigilance on yard by all staff members for instances of repeat bullying behaviour targeted towards a specific child – Appendix 15
- Access to SET Social & Emotional support groups as required and appropriate
- NEPS support requested when appropriate
- Refresher lessons on Anti-Bullying in our school carried out in the relevant class level

**Supporting pupils who have demonstrated bullying behaviour** – we strive to:

- Support from SET team through social and emotional groups to explore feelings and increase self esteem
- 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)
- Notice attached to yard clipboard to enable all staff members on yard duty to be vigilant of situation - Appendix 15
- Follow up with parents/guardians – as per points (a) – (s) listed on pages 11 - 14
- Relevant Teacher to carry out regular wellbeing check ins with the child that has demonstrated bullying behaviour



- Refresher lessons on bullying behaviour and making it clear that pupils that demonstrate bullying behaviour who reform are not blamed or punished and get a chance to make good on their previous behaviour
- Making it clear that pupils who demonstrate bullying behaviour and then reform, are doing the right and honourable thing and give them praise for this
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth e.g. Weaving Wellbeing & Welcome to Wellbeing
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a chance to make good on the behaviour and no blame in return for keeping a promise to reform, documented on Appendix 9

**Supporting pupils who have witnessed bullying behaviour** – we strive to:

- Making it clear through refresher lessons on bullying behaviour, that pupils who demonstrate bullying behaviour and then reform are not blamed or punished. They get a chance to make good on their behaviour and no blame in return for keeping a promise to reform, documented on Appendix 9
- Encourage pupils to **recognise, reject & report bullying behaviour**, either spontaneously or through questionnaires that are regularly used in the school
- Praise children for sharing the information and follow up check ins by Relevant Teachers.
- Revisit anti-bullying lessons with whole class placing emphasis on bystander role/responsibilities and emphasising that children who report bullying behaviour are not telling tales, but doing the right thing for all children involved.
- Worry box present in classes for children to use
- Access to SET Social & Emotional support groups as required and appropriate

All bullying behaviour will be recorded as detailed in points (a) – (s) on pages 11 - 14. 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.

This policy was ratified by the Board of Management of St. Brigid's GNS on the 8<sup>th</sup> October 2025.

Signed: Cathy Burke

(Chairperson of board of management)

Signed: Aideen O'Shea

(Principal)

Date: 8<sup>th</sup> October 2025

Date: 8<sup>th</sup> October 2025

**Bí Cineálta Policy - Appendix 1 – Examples of bullying behaviours & Pupils who may be more at risk of experiencing bullying behaviour**

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

- **Repeated aggressive behaviour/attitude/body language, for example:**  
Shouting and uncontrolled anger,  
Personal insults,  
Verbal abuse,  
Offensive language directed at an individual,  
Continually shouting or dismissing others,  
Public verbal attacks/criticism,  
Domineering behaviour,  
Open aggression,  
Offensive gestures and unwanted physical contact.
- **Intimidation, either physical, psychological or emotional, for example:**  
Treating in a dictatorial manner,  
Ridicule,  
Persistent jeering/mockery.  
Deliberate staring with the intent to cause discomfort.  
Persistent rudeness in behaviour and attitude toward a particular individual.  
Asking inappropriate questions/making inappropriate comments re. personal life/family  
Asking inappropriate questions/making inappropriate comments re. social life or schoolwork.
- **Interference with property, for example:**  
Stealing/damaging books or equipment  
Stealing/damaging clothing or other property  
Demanding money with menaces  
Persistently moving, hiding or interfering with property  
Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:**  
Condescending tone,  
Deliberately withholding significant information and resources,  
Writing of anonymous notes,  
Malicious, disparaging or demeaning comments,  
Malicious tricks/derogatory jokes,  
Knowingly spreading rumours,  
Belittling others' efforts, their enthusiasm or their new ideas,  
Derogatory or offensive nicknames (name-calling),

Using electronic or other media for any of the above (cyber bullying),

Disrespectfully mimicking a particular individual.

Deliberately refusing to address issues focusing instead on the person.

- **Ostracising or isolating, for example:**

Deliberately marginalising an individual

Deliberately preventing a person from joining a group,

Deliberately preventing a person from joining in an activity, schoolwork-related or recreational

Blaming a pupil for things s/he did not do.

### **Pupils who may be more at risk of experiencing bullying behaviour**

It is important to note that bullying behaviour can be experienced by anyone. Bullying behaviour can be directed at individuals for no obvious reason, or it can be more overt based on a pupil's identity or social issues.

Some pupils with additional educational needs may have difficulties recognising bullying behaviour has occurred. Some pupils with complex needs may lack awareness of social dynamics leading them to trust others implicitly. Consequently, these students may be more at risk of experiencing bullying behaviour.

Some at-risk groups can include:

- Pupils who have additional learning needs
- Pupils with disabilities
- Pupils from an ethnic minority background and migrant pupils
- Pupils who are members of the Traveller and Roma communities
- Pupils who identify as lesbian, gay, bisexual, transgender and queer(LGBTQ+)
- Pupils who practise or display a religious faith
- Pupils experiencing homelessness
- Pupils experiencing health or mental health issues

## **Bí Cineálta Policy - Appendix 2: Template for recording bullying behaviour**

1. Name of pupil experiencing bullying behaviour and class group/Teacher

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Incident Number: \_\_\_\_\_

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


3. Source of bullying concern/report

– tick all relevant boxes

4. Location of incidents

- tick all relevant boxes

Pupil concerned	<input type="checkbox"/>	Yard	<input type="checkbox"/>
Other pupil	<input type="checkbox"/>	Classroom	<input type="checkbox"/>
Parent	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>	Other (Specify)	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/exclusion	<input type="checkbox"/>	Malicious gossip	<input type="checkbox"/>
Name calling	<input type="checkbox"/>	Other (Specify)	<input type="checkbox"/>

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

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

8. Brief description of bullying behaviour and its impact

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9. Details of actions taken.

Attach completed appendix 10.

10. In the opinion of the child found to have experienced bullying behaviour, has the bullying behaviour ceased?(Y/N)\_\_\_\_\_

If no, a new Appendix 3 should be completed

11. In the opinion of the parent(s)/guardian(s) of the child found to have experienced bullying behaviour, has the bullying behaviour ceased?(Y/N)\_\_\_\_\_

If no, a new Appendix 3 should be completed

12. If question 10 or 11 was answered no, in your opinion, what can the school do to further support you the pupil and to further address the situation?

Pupil Response(Include date response was supplied):

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Parent/guardian Response(Include name of person providing response, date response was supplied and how it was supplied e.g. meeting, phone call etc):

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Signed:\_\_\_\_\_ (Relevant teacher) Date:\_\_\_\_\_

Date submitted to the Principal:\_\_\_\_\_

## **Bí Cineálta Policy - Appendix 3 – Incident Report Form**

Source of Report: Parent ☐ Pupil ☐ Staff member ☐ Survey ☐ Other ☐  
(Tick as appropriate)

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

**Name of reporting person(if applicable):**

If staff member: \_\_\_\_\_

If Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

**If someone other than a Staff Member or Pupil:**

Name of Reporting Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Role of Reporting Person/ relationship to child:\_\_\_\_\_

Address: \_\_\_\_\_

### Details of Alleged Incident:

Location of incident:

Time: \_\_\_\_\_ Day: \_\_\_\_\_ Date: \_\_\_\_\_

Possible Targeted Pupil(s): \_\_\_\_\_ Class/Group: \_\_\_\_\_

Possible Targeted Pupil(s): \_\_\_\_\_ Class/Group: \_\_\_\_\_

Possible Perpetrator(s): \_\_\_\_\_ Class/Group: \_\_\_\_\_

Possible Perpetrator(s): \_\_\_\_\_ Class/Group: \_\_\_\_\_

Others who were there: \_\_\_\_\_

### Details of the incident:

[illegible]

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

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

**Bí Cineálta Policy - Appendix 4 – Pupil Incident Observer Report Form**

Name(Block Letters):\_\_\_\_\_Class:\_\_\_\_\_

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**A. and B. to be completed by Relevant Teacher**

**A. Incident Location:**\_\_\_\_\_

**B. Day:**\_\_\_\_\_ **Date:**\_\_\_\_\_ **Time:**\_\_\_\_\_

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**C. and D. to be completed by pupil named above**

**C. Others who were there:**\_\_\_\_\_

**D. Details of exactly what happened:**\_\_\_\_\_

**This is all I saw.      Signed:**\_\_\_\_\_ **Date:**\_\_\_\_\_



Please read all of the “bold” parts of the points below to senior pupils (5<sup>th</sup> & 6<sup>th</sup> Classes) before class surveys. For younger children (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> Classes) give a shorter, simpler version, e.g. points 1,3,5,8,10 & 11.

1. When someone is being mean and does or says things over and over again to upset or annoy someone else this is what we call **BULLYING**. This could include pushing or hitting them, “going at” their stuff, not letting them join in, calling them names, saying nasty things to them or about them, or “making fun” of them in any way.
2. If children “pick on” someone just once each day for a week the targeted child is “picked on” and upset 30 times that week. That is **BULLYING** and it is very unfair.
3. Pupils who are bullied over and over again by others feel bad, sad, miserable and embarrassed. Even if they laugh and don’t let on or if they pretend they don’t mind, they really want it to stop!
4. Our school Bí Cineálta policy says the following: “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.”
5. All Pupils have a right not to be bullied. We are all different and that is a very good thing. We may be brown skinned or white, tall or small, heavy or skinny, Irish or Indian, red haired or fair, loud or quiet, rough or gentle, good at maths or bad at Irish etc. We should not be bullied because we are different. What is important is that everyone deserves equal respect.
6. You do not have to like everyone in your class group but you still must respect them. If you dislike some of them you can simply keep away from them but you must not bully them.
7. Often pupils who bully others do not realize the serious harm they are doing. Bullying can be very deeply damaging.
8. Pupils who see or know about bullying and do not tell a teacher are helping the bullying pupil to continue the bullying. If they report the bullying it can be stopped and everyone can live “happily ever after” even the bullying pupil(s). It is very important to report all bullying to a teacher.
9. In this school we try to bring bullying to an end so we don’t need to tell the Principal, Parents, Board of Management or the Gardaí.
10. We want all bullying to stop – **NOW!** If we hear that a pupil is bullying others we want to quietly meet the pupil, explain how serious and unfair bullying behaviour is and how bad it feels for anyone to be bullied. We want to ask that pupil for a promise to stop the bullying behaviour. If the bullying behaviour stops nobody will be punished and that will be the end of the matter. But the bullying behaviour must stop!
11. We need your help. We need to know if there is anyone we need to talk to about bullying. We will now do a survey where you answer the questions. You will be putting your name on it. We need you to tell the truth in the survey. If your answers are different from everyone else’s it will look like you are not telling the truth- like you are helping those who bully others by hiding the truth.

12. In the survey you will be asked if you have “picked on” any pupil(s) yourself and also to name anyone in your class or in the school who has done so. Please be honest here. Remember! We simply want to talk to those involved, and if the bullying behaviour stops The matter will end quietly there. But we need to know who to talk to.

Thank you!

## Bí Cineálta Policy - Appendix 6 – Incident Survey Form

Bullying behaviour is being mean to someone over and over again. Someone could be pushing or hitting pupils, “going at” their stuff, not letting them join in games, calling them names, saying or writing nasty things about them or “making fun” of them. If this keeps happening, it is bullying behaviour. Bullying is always unfair, disrespectful and wrong. Nobody deserves to be bullied and anyone who knows of bullying behaviour should tell a teacher.

If you know of any bullying happening in your class or in the school please write the details below so that we can talk to those doing it and ask them to stop. If they promise to stop and then keep the promise they will not be punished, they will not be in trouble, and everyone can “live happily ever after”. Thank you.

If you saw or know about bullying behaviour that happened recently in our class or in school please write:

Name(s) of bullied pupil(s): \_\_\_\_\_

Name(s) of bullying pupil(s): \_\_\_\_\_

Where it happened \_\_\_\_\_

Day: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Others who saw it: \_\_\_\_\_

Did any of these join in and if so who? \_\_\_\_\_

What happened: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why do you think this school does not like bullying behaviour ? \_\_\_\_\_

\_\_\_\_\_

How do you think bullying behaviour affects people? \_\_\_\_\_

\_\_\_\_\_

This information I have given above is true.

**Signed:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Bí Cineálta Policy - Appendix 7 – Alleged Bullying Interview Form**

This interview should be conducted in an amicable way, seeking information and a promise.

Relevant Teacher(s): \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_  
Interview with: \_\_\_\_\_ Class: \_\_\_\_\_  
Incident Number: \_\_\_\_\_ Due to report/Survey(R/S)? \_\_\_\_\_

1. Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, sending them upsetting messages on their phone/ has had a photo of herself shared with others without her permission this is what we call bullying behaviour (Y/N)? \_\_\_\_\_
2. We want all of the girls in St. Brigid's GNS to be happy in school, including you. If some of the pupils were being mean to you, we would try to get them to stop. Nobody should be mean to you. Do you understand this?(Y/N)? \_\_\_\_\_
3. We did a survey about bullying and we are now worried that a child in your class is being bullied. Are you surprised?  
(Y/N) \_\_\_\_\_ Explain: \_\_\_\_\_
4. Who do you think might be getting bullied in your class? \_\_\_\_\_ (Explore)
5. The pupil is \_\_\_\_\_
6. The survey shows that pupils in your class think that you have been bullying her a bit. What have you been doing to make them think this?  
(Explore) \_\_\_\_\_
7. I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer the questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some of the things you may have done but we need to know the whole story. Are you ready to truthfully answer questions(Y/N)? \_\_\_\_\_

### **(Relevant teacher now uses Appendix 8. - Bullying Behaviour Checklist)**

- 
8. Why have you been treating her this way? \_\_\_\_\_ (Explore)
  9. Have you ever been bullied? (Y/N) \_\_\_\_\_ If yes, how did it feel? \_\_\_\_\_  
\_\_\_\_\_ (Explore)
  10. Imagine if your Mother/Father being treated this way by big people at her/his work etc. How do you think she/he would feel? \_\_\_\_\_ (Explore)
  11. If you knew she/he was treated this way how would you feel? \_\_\_\_\_ (Explore)
  12. Now, can you understand how unfair it is to treat someone like this (Y/N)? \_\_\_\_\_
  13. Did you know that bullying breaks our school rules ? (Y/N) \_\_\_\_\_

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14. We do not want to have to tell the Principal (depending on the seriousness you may add “the Board of Management” or “or even the Gardaí”) about this. We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this ? (Y/N) \_\_\_\_\_

We will now ask you to sign a written promise (Appendix 9)

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To be completed by the relevant teacher later:

Parent signature required ? (Y/N) \_\_\_\_\_

Promise signed ? (Y/N) \_\_\_\_\_ Date: \_\_\_\_\_

## Bí Cineálta Policy - Appendix 8 – Bullying Behaviour Checklist

**Please use the letter “Y” for Yes or sometimes or even for once.**

Pupil Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ Incident Number: \_\_\_\_\_

When you are with (N): \_\_\_\_\_ have you ever.....

<p><b>Verbal:</b> Called (N) names? _____</p> <p>Said things to make (N) feel bad? _____</p> <p>Said (N) is “thick”? _____</p> <p>Said nasty things (N) heard? _____</p> <p>Teased (N) in the toilets? _____</p> <p>Teased (N) about appearance? _____</p> <p>Said (N) is a “swat”? _____</p> <p>Said nasty things about (N)’s parents (e.g. mother) or family? _____</p> <p>Said bad things or made fun of (N) re. Skin colour? _____</p> <p>Religion? _____</p> <p>Nationality? _____</p> <p>Home background? _____</p> <p>A disability(special needs)? _____</p>	<p><b>Social:</b></p> <p>Laughed at (N) with others, knowing that (N) could hear you? _____</p> <p>Pretended (N) wasn’t there? _____</p> <p>Given (N) a dirty look? _____</p> <p>Left (N) out of games? _____</p> <p>Left (N) alone on bus, in yard etc.? _____</p> <p>Tried to cause trouble between (N) &amp; (N)’s friends? _____</p> <p>Made fun of (N) in front of others? _____</p> <p>Stared at (N) as a group? _____</p> <p>Said (N) said things she did not say? _____</p> <p>Spread rumours about (N)? _____</p>
<p><b>Written:</b></p> <p>Written nasty notes about (N)? _____</p> <p>Written graffiti about (N)? _____</p> <p>Sent texts, Snaps, WhatsApp messages etc. about (N)? _____</p> <p>Put nasty things about (N) on the Internet? _____</p> <p>Sent an embarrassing phone message about (N)? _____</p>	<p><b>Intimidation:</b></p> <p>Given (N) an angry stare? _____</p> <p>Given (N) a disgusted look? _____</p> <p>Tried to make (N) angry? _____</p> <p>Threatened (N)? _____</p> <p>Ganged up on (N)? _____</p> <p>Followed (N) around? _____</p> <p>Sent (N) a threatening text? _____</p> <p>Forced (N) to do something they did not want to? _____</p>
<p><b>Property:</b></p> <p>“Borrowed” (N)’s stuff without (N)’s Permission? _____</p> <p>Hid (N)’s stuff? _____</p> <p>Stole (N)’s stuff? _____</p> <p>Damaged (N)’s stuff? _____</p> <p>“Went at” (N)’s stuff? _____</p> <p>Tried to get money from(N)? _____</p>	<p><b>Physical:</b> Thrown objects at (N)? _____</p> <p>Pulled (N)’s hair? _____</p> <p>Stuck a pencil/pen in (N)? _____</p> <p>Pushed (N)? _____</p> <p>Punched (N)? _____</p> <p>Kicked (N)? _____</p> <p>Hit (N)? _____</p> <p>Pinched (N)? _____</p> <p>Splashed/wet (N)? _____</p> <p>Tripped (N)? _____</p> <p>Spat at (N)? _____</p> <p>“Head locked” (N)? _____</p> <p>Grabbed at (N)’s private parts? _____</p>
<p><b>Discrimination:</b></p> <p>Treated (N) badly because (N) seems different? _____</p> <p>Treated (N) badly because you think she is “not like us”? _____</p>	<p><b>Any other comments:</b> _____</p> <p>_____</p> <p><b>Return to main interview sheet appendix 7.</b></p>

## **Bí Cineálta Policy - Appendix 9 – Pupil Behaviour Promise**

### **Pupil Behaviour Promise**

Pupil's name: \_\_\_\_\_ Class: \_\_\_\_\_ Incident Number: \_\_\_\_\_

I know that all of my fellow pupils are different from each other and from me in many ways. (These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, finds learning difficult, good at sports etc.) I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone in any other way. I therefore promise that in future I will treat all my fellow pupils fairly, equally and respectfully despite of our differences and whether I like them or not. I further promise not to do or say anything that would hurt or upset any of my fellow pupils.

I acknowledge that (Handwrite below "I did not always treat (N) fairly and respectfully") because I

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**Signed Pupil:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signed Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Bí Cineálta Policy - Appendix 10 – Action taken in response to incident report form**

**Name of “Relevant Teacher”:**\_\_\_\_\_.

**Incident Number(should match all related appendices)**\_\_\_\_\_.

**Action taken in response to incident report form**

(Please record any appendix number, survey, interview, promise, phone call, consultation with parents, teacher, Principal etc. as relevant).

<b>Date:</b>	<b>Action</b>

**Signed:**\_\_\_\_\_ **Date:**\_\_\_\_\_



**Pupil & Parent/Guardian Behaviour Promise**

Pupil's name: \_\_\_\_\_ Class: \_\_\_\_\_ Incident Number: \_\_\_\_\_

I know that all of my fellow pupils are different from each other and from me in many ways. (These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc.) I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone in any other way. I therefore promise that in future I will treat all my fellow pupils fairly, equally and respectfully despite of our differences and whether I like them or not. I further promise not to do or say anything that would hurt or upset any of my fellow pupils.

I acknowledge that (Handwrite below "I did not always treat (N) fairly and respectfully") because I

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**Signed Pupil:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signed Parent(s)/Guardian(s):**

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

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

**Signed Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signed Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Impact Statement by**

**Pupil's Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Incident No.:** \_\_\_\_\_

**To be completed by the “Relevant” Teacher.**

Bullying behavior by: \_\_\_\_\_

That took place between \_\_\_\_\_ and \_\_\_\_\_

**To be completed by targeted pupil**

Has the bullying ended (Y/N)? \_\_\_\_\_. If not, give details of recent bullying.

Write about the kind of bullying behaviour that upset you the most (Verbal, Written, Physical, Being left out,):

How did it make you feel at the time (e.g. isolated, lonely, helpless, unhappy, not as good as everyone else, upset, frustrated, angry, sad.....):

As you look back on the bullying please state how you feel about it now (e.g. still nervous, worried, upset, angry, sad, relieved, glad it's over, happy.....):

I was upset, unhappy and \_\_\_\_\_ about bullying. I know it was not my fault. I did not deserve to be bullied. I know that it did not happen to me because of anything wrong with me but because those who bullied me made a mistake. I know that they are sorry and have promised not to do it again. I know I have the right not to be bullied by anyone – nobody has any right to bully me or to bully anyone else.

I know I deserve to be treated fairly, equally and respectfully, just like anyone else.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Bí Cineálta Policy - Appendix 13 – Monthly record of incidents form**

<b>Teacher:</b>	<b>Class:</b>	<b>Month:</b>	<b>Year:</b>
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<b>Incident No.</b>	<b>On speaking to child, is the incident being investigated as possible bullying behaviour? Y/N</b>	<b>Started on date:</b>	<b>Concluded on date:</b>	<b>If not concluded, details of current status (including details of appendices used):</b>

**Total of new investigations started in \_\_\_\_\_20\_\_\_\_ = \_\_\_\_\_**

**Total of investigations concluded in \_\_\_\_\_20\_\_\_\_ = \_\_\_\_\_**

**Total of ongoing investigations carrying on to \_\_\_\_\_20\_\_\_\_ = \_\_\_\_\_**

**Total number of incidents of bullying behaviour reported since the beginning of this school year 20\_\_\_\_ = \_\_\_\_\_**

**Bí Cineálta Policy - Appendix 14- Whole Class Individual Interviews – For difficult cases only**

<b>Class:</b> _____ <b>Pupil's Name:</b> _____ <b>Incident Number:</b> _____
<b>To be customised to investigate alleged bullying (as indicated in recent survey or interview), photocopied for the number of pupils in the class and then used by the “Relevant” teacher.</b>
Have you noticed anyone who is unhappy in your class recently? (Y/N)_____
If so, who?_____ If not, teacher names targeted pupil(N)_____
Have you heard (N)getting more slagging or name calling than others in school recently?(Y/N)_____
If so, who has been doing it?_____
Have you heard (N) being called a “_____” or equivalent in school recently?(Y/N)_____
If so, who has been saying it?_____
<b>Who else knows about this?</b> _____
Have you heard (N) being threatened in any way recently?(Y/N)_____
If so, who has done this?_____
Details:_____
_____
<b>Who else knows about this?</b> _____
Do you know if anyone has written about (N) on the Internet, e.g. Facebook, etc.? (Y/N)_____
If yes, what?_____
If so, who wrote it(or in whose space is it written)?_____
Where is it written?(Social media platform, WhatsApp group etc.)_____
<b>Who first told you about this?</b> _____
Have you noticed (Name the alleged perpetrator)_____ treating(N) unfairly at any time this school year, either name calling, slagging, threatening or otherwise? (Y/N)_____
If so, give details:_____

Who else knows about this? \_\_\_\_\_

Is there anything else going on in your class that could be called bullying and that we should know about? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Who else knows about this? \_\_\_\_\_

Thank you!

**Bí Cineálta Policy - Appendix 15 – Vigilance on Yard**

**Bullying behaviour has been identified between \_\_\_\_\_ & \_\_\_\_\_**

**Class: \_\_\_\_\_ Teacher: \_\_\_\_\_**

**Please be vigilant for possible negative interactions between these children. Should a negative interaction be reported to you while on yard duty, please complete and send me an Incident report form – Appendix 3**

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**Appendix 15 – Vigilance on Yard**

**Bullying behaviour has been identified between \_\_\_\_\_ & \_\_\_\_\_**

**Class: \_\_\_\_\_ Teacher: \_\_\_\_\_**

**Please be vigilant for possible negative interactions between these children. Should a negative interaction be reported to you while on yard duty, please complete and send me an Incident report form – Appendix 3**

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**Appendix 15 – Vigilance on Yard**

**Bullying behaviour has been identified between \_\_\_\_\_ & \_\_\_\_\_**

**Class: \_\_\_\_\_ Teacher: \_\_\_\_\_**

**Please be vigilant for possible negative interactions between these children. Should a negative interaction be reported to you while on yard duty, please complete and send me an Incident report form – Appendix 3**

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**Appendix 15 – Vigilance on Yard**

**Bullying behaviour has been identified between \_\_\_\_\_ & \_\_\_\_\_**

**Class: \_\_\_\_\_ Teacher: \_\_\_\_\_**

**Please be vigilant for possible negative interactions between these children. Should a negative interaction be reported to you while on yard duty, please complete and send me an Incident report form – Appendix 3**

## **Bí Cineálta Policy - Appendix 16 – Follow Up Contact Form within 20 School Days Form**

Relevant teacher to complete the form with child who has experienced bullying behaviour and their parent(s).

Original Incident Number\_\_\_\_\_

(a) My child has reported that the bullying behaviour ceased? Yes\_\_\_\_\_ No\_\_\_\_\_

(b) My child has reported that she feels safe and supported in school? Yes\_\_\_\_\_ No\_\_\_\_\_

If the answer at (a) & (b) above is yes, would your child like further check ins with the relevant teacher? Yes \_\_\_\_\_ No \_\_\_\_\_

If the answer at (a) is no, please provide details of new incidents:

Name of Reporting Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Role of Reporting Person/ relationship to child:\_\_\_\_\_

Address: \_\_\_\_\_

### Details of Alleged Incident:

Location of incident: \_\_\_\_\_

Time: \_\_\_\_\_ Day: \_\_\_\_\_ Date: \_\_\_\_\_

Possible Targeted Pupil(s): \_\_\_\_\_ Class/Group: \_\_\_\_\_

Possible Targeted Pupil(s): \_\_\_\_\_ Class/Group: \_\_\_\_\_

Possible Perpetrator(s): \_\_\_\_\_ Class/Group: \_\_\_\_\_

Possible Perpetrator(s): \_\_\_\_\_ Class/Group: \_\_\_\_\_

Others who were there: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[illegible]

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

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

(Teacher) Please list the supports already in place for the child who has experienced bullying behaviour: \_\_\_\_\_

\_\_\_\_\_

If no was answered at (b) above, please detail further supports that the school can implement to support the child that has experienced bullying behaviour:

Child's suggestions \_\_\_\_\_

\_\_\_\_\_

Parent's suggestions \_\_\_\_\_

\_\_\_\_\_

(c) My child knows who to speak to if any further issues arise? Yes \_\_\_\_\_ No \_\_\_\_\_

(d) I(Parent) know who to speak to if any further issues arise? Yes \_\_\_\_\_ No \_\_\_\_\_

If no was answered at (c) or (d) above, relevant teacher should clarify who the parent/child should contact if further issues arise. E.g. Relevant teacher

Has contact follow up contact been made with parents of the child who has experienced bullying behaviour within 20 school days? Yes \_\_\_\_\_ No \_\_\_\_\_

Signed by teacher \_\_\_\_\_ Date \_\_\_\_\_



## **Bí Cineálta - Appendix 17(Appendix D) – Guide to Providing Bullying Behaviour Update**

Guide to providing bullying behaviour update for Board of Management Meeting on \_\_\_\_\_

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 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 pupil
- 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 pupils involved.

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 an 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?(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?

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14. Outline as many 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.

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15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?

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16. Does the student-friendly policy need to be updated as a result of the review and if so, why?

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17. Does the school refer parents to the complaints procedure 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)

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

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

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

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

**Bí Cineálta - Appendix 19 (Mandatory Appendix F) –**  
**Notification regarding the Board of Management’s annual review of the school’s**  
**Bí Cineálta Policy**

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 on the \_\_\_\_/\_\_\_\_/20\_\_\_\_.

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)

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

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

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