# Bí Cineálta Policy

June 2026

Policy Document

Belclare National School

## Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of SN an Croí Ró Naofa 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 or harassment of our students in whatever form and however motivated. Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that 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 is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

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

## Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the review of this policy.

| | Date consulted | Method of consultation |
|---|---|---|
| School Staff | March 2025 | Staff Survey<br>Staff Discussion at C.P. meetings and Bí Cineálta closure day. |
| Students | March 2025 | Student Council developed student friendly policy for inclusion in school diaries.<br>Focus group of pupils from 1st class up were surveyed. |
| Parents | February 2025- Parents survey<br>April 2025- NPC council training day. | Parental survey<br>Discussion at NPC training day. |
| Board of Management | April 2025 | Draft Bí Cineálta sent to BOM in April 2025 for feedback. |
| Wider school community as appropriate, for example, bus drivers | March 2025 | Staff meeting<br>Surveys given to all school staff. |
| School Staff | June 2026 | Staff Discussion at C.P. meetings |
| Parents | May 2026 | Policy sent to parents for review |
| Students | May/June 2026 | Student Council review of the student friendly policy |
| Date policy was approved: | | |
| Date policy was last reviewed: June 2026 | | |

## Section B: Preventing Bullying Behaviour

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

Culture and Environment

- A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.
- Relationships between all members of the school community should be based on respect, care, integrity and trust. Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.
- Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.
- Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all. Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

A Telling Environment

- It is important that the school community supports a 'telling' environment.

A Trusted Adult

- The concept of "a trusted adult" can be an effective strategy to encourage students to report if they or another student is experiencing bullying behaviour. Staff could support this strategy by letting students know that they can talk to them.

Creating safe physical spaces in schools

- The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. Spaces that have a clear line of sight make it easier for school staff to supervise students.

Supervision

Appropriate supervision is an important measure to help prevent and address bullying behaviour.

Curriculum (Teaching and Learning)

Teaching and learning that is collaborative and respectful should be promoted. Students should have regular opportunities to work in small groups with their peers, which can help build a sense of connection, belonging and empathy among students. The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. Schools are encouraged to provide opportunities for students to develop a sense of self-worth through both curricular and extra-curricular programmes.

The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula at primary level aim to foster students' well-being, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions. Students' social and emotional learning (SEL) skills can be improved through the SPHE curriculum.

Students can also consider diversity and inclusion through the National Council for Curriculum and Assessment's Religious Education specifications/syllabus.

Policy and Planning

The wellbeing of the school community should be at the heart of school policies and plans. School policies such as the school's acceptable use policy, supervision policy, special

education teaching policy and Code of Behaviour that can support implementation of a school's Bí Cineálta policy.

Relationships and Partnerships

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as student councils, school clubs, parents' associations and student support teams.

The following, which is not an exhaustive list, could be considered to strengthen relationships and partnerships between members of the school community:

- age-appropriate awareness initiatives that look at the causes and impacts of bullying behaviour including those dealing with navigating friendships, identity-based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment
- supporting the active participation of students in school life.
- supporting the active participation of parents in school life, including those who may find it difficult or daunting to engage with the school due to being unfamiliar with the education system or due to language or cultural barriers.
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying.
- supporting activities that build empathy, respect and resilience.
- encouraging peer support such as peer mentoring.
- promoting acts of kindness.
- teaching problem solving.
- hosting debates.

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.

Preventing cyberbullying behaviour

Technology and social media have provided many positive opportunities for entertainment social engagement and education. Technology is a part of life that can impact even the youngest members of society. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour.

Schools should proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments and by-

> promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online*.

> holding an Internet safety day to reinforce awareness around appropriate online behaviour.

It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

Preventing homophobic/transphobic bullying behaviour

All students have a right to feel safe and supported at school regardless of their sexual orientation or gender identity.

- Create a safe and inclusive environment for all students, regardless of their sexual orientation or gender identity.
- Educate children about the importance of respecting all people regardless of their sexual orientation or gender identity.

Preventing racist bullying behaviour

The school aims

- Teach students about the history and impact of racism e.g. Show Racism the Red Card having the cultural diversity of the school visible and on display.
- Providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents.
- Providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents.
- inviting speakers from diverse ethnic backgrounds ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

Preventing sexist bullying behaviour/Sexual Harassment

- Schools should focus on gender equality as part of the school's measures to create a supportive and respectful environment.
- Strategies to prevent sexist bullying behaviour include the following, which is not an exhaustive list:
- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex.
- Ensuring all students have the same opportunities to engage in school activities irrespective of their sex.
- Schools must make it clear that there is a zero-tolerance approach to sexual harassment. Respect for all will be fostered throughout the school.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Supervision-

- Staff Supervision- All staff members should be trained to recognise and respond to bullying behaviour. They should be present and visible in common areas and playgrounds during break times.
- Student Supervision- Class teachers should supervise students during class time and break times. All staff should be aware of what is happening in their classrooms and on the playground.
- Visit Supervision- Visitors to the school should be supervised at all times. They should not be left alone with Students.

Monitoring-

- Incident reporting- The Class teachers investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and records on a incident report form.
- Incident investigation- All reports of bullying should be investigated promptly and thoroughly. The investigation should include interviews with students who reported the incident, the student who was allegedly bullied and any witnesses.
- Follow-Up- The school should take appropriate action to address the bullying behaviour.

This school takes positive steps to ensure that the culture of the school is one which

welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence." "In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.
By implementing these policies, SN an Croí Ró Naofa (Belclare) can create a safe and positive school environment for all students.

## Section C: Addressing Bullying Behaviour

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

All class teachers are responsible to deal with instances of bullying behaviour involving pupils in their classes.

In the instance of bullying involving pupils from different classes both class teachers will be involved in dealing with the bullying behaviour.

ALL INSTANCES OF BULLYING MUST BE BROUGHT TO THE ATTENTION OF THE SCHOOL PRINCIPAL Mrs. Agnes Martyn, OR IN HER ABSENCE THE DEPUTY PRINCIPAL Ms. Sinéad Muldoon OR in her absence Assistant Principal Mrs. Emer Walsh.

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When bullying behaviour occurs, the school will:

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

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

- Class teacher(s) investigate all instances of reported or suspected bullying with a view to establishing the facts and managing the behaviour
- In investigating and dealing with bullying, the class teacher(s) will exercise his/her professional judgement to determine whether bullying behaviour has occurred and how best the situation might be resolved. Class teacher(s) should consider the following: what, where and when?
- Class teacher(s) will be fair and consistent in their approach when addressing bullying behaviour reported by pupils, staff or parents
- All reports of alleged or suspected bullying behaviour must be brought to the attention of the school principal or deputy principal in her absence
- Interviews will be conducted outside the classroom in a fair and consistent way. If a group has been involved, each member will be interviewed individually at first and thereafter, as a group when each child will be asked for his/her account of what happened. Students involved may be asked to provide a written account of what happened if this is age/developmentally appropriate for the child involved.
- The following principles must be adhered to when addressing bullying behaviour-
  -ensure that student that is experiencing bullying behaviour feels listened to and reassured
  -Seek to protect and 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
- Non-teaching staff such as Special Needs Assistants (SNA's), caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a class teacher
- School staff should know what to do when bullying behaviour is reported to them.
- A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where bullying behaviour has an impact or school, schools are required to support the students involved. When the bullying behaviour continues in school, school should deal with the behaviour in accordance with the Bí Cineálta policy.
- Both the students who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.
- Parents are an integral part of the school community and play an important role in partnership with schools, in addressing bullying behaviour.
- The primary aim of the class teacher(s) investigating bullying is to resolve issues and to restore relationships. Ongoing support and supervision may be required for both the student who is experiencing the bullying behaviour as well as the student who has displayed the bullying behaviour. In some cases, relationships may never be restored to how they were before.
- The parents/guardians of the parties involved will be contacted at an early stage to inform them on the matter and explain the actions being taken. The school will give parents/guardians an opportunity to discuss how they can reinforce or support the actions being taken by the school and support provided to the pupils.

- It must also be made clear to all involved (each set of parents/pupils) that in any situation of bullying behaviour this is a private matter (under GDPR) between parties and the school. The right to privacy or all partied should be upheld and respected.
- When an investigation is completed and/or a bullying situation is resolved the teacher(s) will complete a report to include the findings of the investigation, the strategy adopted and the outcome of the intervention(s) as well as any other relevant information.
- Behaviour reflection sheets filled out by pupils to be kept in pupil's folders in office.
- The incident will be recorded on Aladdin. Under the heading Bí Cineálta. Where a SSP exists, the plan should be updated to incorporate responses strategies and associated supports.
- Staff will fill out an incident report on Aladdin.
- The class teacher (s) must engage with the pupils and pupils involved no more than 20 days after the initial discussion to review progress following the initial intervention.
- If the bullying behaviour has not ceased the class teacher(s) should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school with reconsider the strategies that are being used. If the behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased. When it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour the school should consider using strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- If a parent(s)/guardian(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary School, they should be referred to the school's complaints procedures.
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for children if they believe the school's actions have had a negative impact on the student.

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

The school's programme of support for working with pupils affected by the bullying behaviour is as follows-

- Managing the bullying behaviour.
- Supporting the pupils who have experienced bullying behaviour, displayed bullying behaviour and witnessed bullying behaviour.
- Promote a positive school culture where pupils feel safe, respected and valued.

- Raising awareness of the appropriate programmes for teacher training.
- Helping pupils 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, team activities during or after school or small group settings with an SET
- Making it clear that adopting those strategies is a positive step towards creating a more respectful; and inclusive school environment.
- In dealing with behaviours that challenge, teachers will eb encouraged to focus on positive reinforcement.
- Circle Time
- Buddy/Peer systems
- Social skills teaching and use of social skills programmes as appropriate.

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.

Appendices

Appendix 1: Practical Tips For Building A Positive School Culture & Climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Always model respectful behaviour to all members of the school community.
- Explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good – notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of students with a disability or SEN/AEN.
- Give constructive feedback to students when respectful behaviour and respectful language are absent,

- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach students about the appropriate use of social media.
- Positively encourage students to comply with the school rules on mobile phones and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents or guardians and/or the Parents' Association in awareness-raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight ands explicitly teach school rules in student-friendly language in the classroom and in common areas.
- Actively watch out for signs of bullying behaviour.
- Ensure there is adequate corridor and school yard supervision.
- Encourage pupils to help identify bullying "hot spots" and "hot times" (e.g. "hot spots" tend to be in the yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. "Hot times" tend to be times where there is less structured supervision such as when students are in the above areas, moving between classrooms or at the end of breaktimes.
- Support the work of the student council or other student committees.

Appendix 2: The impact Of Bullying

The following signs and symptoms may suggest that a student is being bullied:

- Anxiety about travelling to and from school – requesting parents or guardians to drive or collect them, changing then route of travel, avoiding regular times for travelling to and from the school.
- Unwillingness to go to school and refusal to attend, particularly among older students.
- Truancy, missing classes or 'mitching'.
- Deterioration in educational performance.
- Loss of concentration.
- Loss of enthusiasm and interest in school.
- Pattern of physical illness (e.g. headaches, stomach aches).
- Unexplained changes either in mood or behaviour (may be particularly noticeable before returning to school after longer school holidays)
- Visible signs of anxiety or distress – stammering, withdrawing, nightmares, crying, not eating, vomiting, bedwetting.
- Spontaneous out-of-character comments about either students or teachers.
- Becoming disruptive or aggressive.
- Possessions missing or damaged.
- Increased requests for money or stealing money to meet extortion demands.
- Unexplained bruising or cuts or damaged clothing.
- Reluctance and or refusal to say what is troubling them.
- Becoming isolated in the class.
- Unexplained absences.
- May begin to bully other younger students.

These signs do not necessarily mean that a student is being bullied. They can also be indicative of other problems. If repeated or occurring in combination, these signs warrant investigation to establish if bullying is the root cause.

# Investigating A Report Of Bullying Behaviour

## Stage 1 Guidelines For Teachers

A staff member, parent / guardian or student can report hurtful behaviours or complete a Bullying Behaviour report form.
Teachers will:

- Ensure they have the facts by speaking privately with the person who is reporting the alleged behaviour.
- Investigate taking the steps outlined below

Bullying is:
"Targeted behaviour, online or offline, that causes physical, social and/or emotional harm. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people.
*Cineáltas Action Plan On Bullying, 2022*

| | |
|---|---|
| 1. | Explore And Restore<br>• Help Resolve issues and identify hurtful **behaviours using the 'Relationship Repair' document.** Give completed document ….<br>• Meet with Principal….<br>• Inform **parents /guardians** of above.<br>• Document details on report form. |
| | *If Any Behaviours Identified In Step 1 Are Allegedly Repeated……* |
| 2. | Meet & Discuss<br>• Inform **Anti-bullying Coordinator.**<br>• Complete **'Discussion Document'** to establish facts.<br>• Inform **parents / guardians** of findings.<br>• Complete **Bullying Behaviour Action Log** recording details.<br>• Give completed document to Principal for filing. |
| | *If Bullying Behaviour Has Been Confirmed……* |
| 3. | Pledge And Promise<br>• **Invite parents / guardians in to meet** with student, teacher.<br>• **Review details** of incident/s<br>• Revisit the **Anti-Bullying** pledge with the student (in the student journal).<br>• Request that they stop the behaviour immediately and sign a '**Student Promise'.**<br>• Advise the student that they are in breach f the **Anti-Bullying Policy / Code of Behaviour.**<br>• Discuss steps 4,5&6 of this procedure.<br>• Ask the student not to discuss the issue with any other students.<br>• Complete Bullying Behaviour Action Log (Appendix 6) recording details.<br>• File all documents. |
| | *Inform & Support* |
| 4. | • Inform class teachers, where necessary ('need to know')<br>• Liaise with SET to offer support if required.<br>• Document supports offered on **Bullying Behaviour Action Log.** |
| | *Monitor And Review* |
| 5. | • **Monitor Interactions** between the students and **follow up** to ensure the behaviour has ceased.<br>• Check in with the student and parents / guardians **within 20 school days.**<br>• Document the outcome of the check-ins on **Bullying Behaviour Action Log.**<br>• File all documents. |
| | *Record And Refer* |
| 6. | • **Escalate to the Principal,** who will operate Stage 2 of the procedure.<br>• Record details on **Bullying Behaviour Action Log.**<br>• File all documents. |

# Appendix C: Bí Cineálta Report Form

## Part 1: Alleged Bullying Behaviour

| | |
|---|---|
| Date of Alleged bullying behaviour: | |
| Date Part 1 of form completed: | |
| Location of alleged bullying incident: | |
| Staff member report was made to:<br>Behaviour reported by:<br>Student(s) who experienced the behaviour: Class:<br>Student(s) who displayed the behaviour: Class:<br>Student(s) who witnessed the behaviour: Class: | |
| Summary of Behaviour (please include nature of the behaviour, where it occurred, when it occurred): | |
| To determine whether the behaviour is bullying behaviour please answer the following questions: If the answer is **'yes' to all three** questions then it is bullying behaviour but if the answer is **'no' to any of the questions** then it is not regarded as bullying behaviour and should be dealt with using the code of behaviour. | |
| 1) Is the alleged bullying behaviour targeted at a specific student or group of students? | |
| 2) Is the alleged bullying behaviour intended to cause harm? YES □ NO □<br>If 'yes ' Please state physical, social or emotional in the adjoining boxes. | |
| 3) Is the behaviour repeated? | YES □ NO □ |
| One-off incidents may be considered bullying in certain circumstances.<br>A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour. | |
| Based on the above information gathered, is it determined that the behaviour is bullying behaviour? | |
| YES □<br><br>Proceed to Part 2: Record of Bullying Behaviour. | NO □<br><br>Address the behaviour under the Code of Behaviour. |

Signature of teacher: Date:

Account of Alleged Bullying Behaviour:

( To be joined to and filed with part 1-Use as many copies of this template as needed)

Name:_____

Date: _____

Please Tick as Appropriate:

I am the:

Child experiencing Alleged Bullying Behaviour: ☐

Child displaying Alleged Bullying Behaviour: ☐

Child witnessing Alleged Bullying Behaviour: ☐

In your own words, please explain what happened in the case being discussed:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

This information is true and accurate to the best of my knowledge.

Signed: _____

## Part 2: Record of Bullying Behaviour

Date Part 2 of form completed:_____

Staff member report was made to: _____

Where did the bullying behaviour take place? (Tick as appropriate – can be more than one)

| | | | |
|---|---|---|---|
| Online | | Toilets | |
| In the Classroom | | Outside School Gates | |
| School Common Areas | | Other | |
| School Yard | | | |
| | | | |

When did the bullying behaviour take place? (Tick as appropriate- can be more than one)

| | | | |
|---|---|---|---|
| During Lessons | | Online during school hours | |
| During Lunch or Break times | | Online outside of school hours | |
| During Extra-Curricular activities | | On the way to or from school | |
| During Unsupervised Times in School | | Outside of school hours | |

| What form of bullying behaviour was reported? (Refer to section 2.5 of the procedures for description of forms) This is not an exhaustive list. | |
|---|---|
| Form | |
| □ Direct Physical | |
| □ Direct Verbal | |
| □ Written Bullying Behaviour | |
| □Extortion (where something is obtained through force or threats) | |
| □Other | |
| What was the type of bullying behaviour displayed? (not an exhaustive list) (Refer to section 2.7 of the procedures for description of motivations) | |
| Motivation | |
| □Academic Ability (high/low) | □Peer Conflict |
| □Additional Education Need | □Physical Appearance |
| □Cultural Background | □Poverty |
| □Disability | □Racist |
| □Family Status | □Religious Identity |
| □Gender Identity | □ Sexism |
| □ Homophobic/transphobic (LGBTQ) | □ Sexual Harassment |
| □Member of Travelling Community/Roma | □Other |
| | |

Signature of teacher: _____ Date: _____

# Initial Engagement

(Please use this form in conjunction with Part 2 page 3 - Record of bullying behaviour)
This form must be filed with all other documentation on this case.
Please use one form per child. i.e. use one form for every child experiencing the bullying behaviour and one for each child displaying bullying behaviour.

Date of initial engagement with student and parent(s): _____
Name of Student: _____
Name of Parent: _____
Name of Staff Member: _____

How were the discussions conducted e.g. (phone call, in person etc.):

Student_____Parent(s)_____
_____

Summary of initial engagement:

_____
_____
_____
_____
_____
_____
_____
_____
__

Feelings and views of the child/parent(s)

_____
_____
_____
_____
_

## Part 3: Actions to be taken

| Actions to prevent further bullying behaviour |
| --- |
| For students involved; / for whole class / for whole school: |

| Actions to address bullying behaviour |
| --- |
| To support student experiencing bullying behaviour:<br><br>To support student(s) displaying bullying behaviour:<br><br>To support student(s) witnessing bullying behaviour: |

| Discussions |
| --- |
| Date of Discussion with the **student experiencing bullying behaviour:**<br>_____<br>What are the views of the student **in relation to the proposed actions?**<br><br>Date of discussion with **parents of student experiencing the bullying behaviour:**<br>_____<br>What are their views in relation to the proposed actions?<br><br>Agreed actions for parents (as appropriate)<br><br>Date of discussion with **student displaying the bullying behaviour:**<br>_____<br>What are their views in relation to the proposed actions? |

Date of discussion with parents of student displaying the bullying behaviour?
_____

What are their views in relation to the proposed actions?

Agreed Actions for Parents (as appropriate)

| Collaboration with external agencies or bodies (if appropriate) |
| --- |
| Name of Agency/Body:<br><br>Date of engagement:<br><br>Name of individual engaged with:<br><br>Description of discussion and outcome: |

Signature of teacher: Date:_____

These actions will be reviewed no later than 20 days from the above date.

## Part 4. Follow Up in Relation to Effectiveness of Measures Taken

| Date of review | |
|---|---|

Please state how discussions were conducted with parents i.e., phone call, in person etc.
Views of **student who experienced the bullying behaviour:**

Views of **their parents:**

Views of student who **displayed the bullying behaviour:**

Views of **their parents:**

Views of student who **witnessed the bullying behaviour:**

Views of the relevant teacher on the relationship between the students and the effectiveness of the strategies used:

Has the bullying behaviour been resolved? YES □ NO □

If 'No' the strategies used should be reviewed and/or support should be sought from external agencies.

If 'Yes'
Date of Final Determination that Bullying Behaviour has Ceased: _____
Date of record Completion: _____

Signature of teacher: Date:

## Part 5. Report to the Board of Management

All incidents of bullying behaviour should be reported to the Board of Management at each meeting of the Board. When this record has been included in the Bullying Behaviour Oversight Report to the Board of Management the date of the Board of Management meeting should be inserted below.

| | |
|---|---|
| Date Reported to Board of Management | |

Signature of Principal Date:

Notification regarding the Board of Management's annual review of the Anti-Bullying Policy

Principal: *Agnes Martyn*

Email: contact@belclarens.ie

Website: belclarens.ie

Roll No: 18021H

To: All Stakeholders.

The Board of Management's annual review of the school's Anti-bullying Policy and its implementation was completed at the Board meeting _____

The review was conducted in accordance with the checklist set out in the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools (Appendix 8).

This policy and its implementation will be reviewed by the Board of Management annually. Written notification that the review has been completed will be made to School personnel, published on the school website and provided to the Parent's and Guardians' Community. A record that the review and its outcome will be made available, if requested to the patron and the DES.

Signed: Sarah Molloy Date: _____

(Chairperson of board of management)

Signed: Agnes Martyn Date: _____

(Principal)