St. Finbarr's NS

Bí Cineálta Policy 2025

"A Caring, Creative Community where every child counts"

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

In accordance with the requirements of the Education (Welfare) Act 2000 and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, the Board of Management of St. Finbarr's has adopted the following Policy to prevent and address bullying behaviour in conjunction with and within the framework of the school's overall Code of 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.

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

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

Signed:

Date: _____

(Chairperson of the board of management)

Signed:

Date: _____

(Principal)

Mission Statement and Ethos

St. Finbarr's is a DEIS Band 1 school which allows for smaller class sizes, a school completion programme and increased supports and resources. The ethos of our school is to foster the full potential of all our students in a caring and supportive environment. The school was opened in 1943 and is under the patronage of the Archbishop of Dublin. We celebrated our 75th birthday in 2019.

This policy reflects the school's core values as identified by students, teachers and parents.

The core values we seek to promote in all aspects of school life are:

- Respect
- Ambition
- Confidence
- Inclusivity

Our priority in St. Finbarr's is to ensure a safe, positive, supportive and optimal educational environment for all, in line with the ethos.

Link to Mission Statement & Key Principles of Best Practice

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to ensuring that policy and practice in the school is guided by the four key principles of Cineáltas:

1. Prevention
2. Support
3. Oversight
4. and Community

The Board of Management of St. Finbarr's 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 of St. Finbarr's 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, 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 well-being of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students, and we are fully committed to preventing and addressing bullying behaviour.

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

Definition of Bullying

Bullying is a targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying is repeated over time and involves an imbalance of power in relationships between two people or groups of people.

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

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are, however, often complex and must be considered on a case-by-case basis.

The core elements of the definition are further described below:

- **Targeted behaviour**
  Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be **physical** (for example, personal injury, damage to or loss of property), **social** (for example, withdrawal, loneliness, exclusion) and/or **emotional** (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

- **Repeated behaviour**
  Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour should the need arise. Posting a single harmful message/image/video online, which is highly likely to be reposted or shared with others, can therefore be seen as bullying behaviour.

- **Imbalance of power**

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin, including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

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

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, including deliberate manipulation of friendship groups.

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 that they can't control. It is also important to note that this does not mean that students with additional educational needs cannot be held accountable for bullying behaviour.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying. These behaviours, while not defined as bullying, can be distressing.
Strategies to deal with inappropriate behaviour are provided within the school's Code of Behaviour.

Criminal Behaviour
Bullying behaviour can be considered criminal behaviour under certain circumstances, and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, ***criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images.***

If bullying behaviour ***involves physical violence or threats of violence***, it may be considered ***assault.***

If bullying behaviour involves ***discrimination or hate speech*** targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be ***considered a hate crime*** under the Prohibition of Incitement to Hatred Act 198911, and those engaging in such behaviour may face criminal charges.

If bullying behaviour ***involves sexual harassment or sexual assault***, this may also be ***considered criminal behaviour.***

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

Types of Bullying behaviour deemed to be inappropriate: (this list is not exhaustive)

General behaviours which apply to all	• Harassment based on any of the nine grounds in the equality legislation, e.g., sexual harassment, homophobic bullying, racist bullying, etc. • Physical aggression • Damage to property • Name calling • Use of slurs, e.g. racial, homophobic, • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • Invasion of personal space • A combination of any of the types listed. • Exclusion
Cyber	• **Denigration**: Spreading rumours, lies or gossip to hurt a person's reputation • **Harassment**: Continually sending vicious, mean or disturbing messages to an individual • **Impersonation**: Posting offensive or aggressive messages under another person's name • **Flaming**: Using inflammatory or vulgar words to provoke an online fight • **Trickery**: Fooling someone into sharing personal information, which you then post online • **Outing**: Posting or sharing confidential or compromising information or images • **Exclusion**: Purposefully excluding someone from an online group • **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks, e.g., Facebook/Instagram/Tik TikTok/Be Real/Twitter/YouTube, etc. or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
Identity-Based Behaviours	**Including any of the nine discriminatory grounds mentioned in the Equality Legislation** (Gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	• Spreading rumours about a person's sexual orientation or gender identity • Taunting a person of a different sexual orientation or gender identity • Name-calling/use of slurs, e.g., queer, fag, tranny ... used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Name-calling/use of slurs, e.g., monkey ... used in a derogatory manner • Exclusion based on any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear. • Use of terminology such as "weird" in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability – Learning Difficulties and Gifted	• Name calling • Taunting others because of their disability or learning needs. • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying. • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

This Policy applies:

- In class, between classes and while on the school premises
- On the way to and from school
- On school-based activities, school tours, etc.
- To anything done in the school's name
- To any behaviour that adversely affects the school's reputation or the education of any student in the school.

Rights and Responsibilities of Each Member of the School Community

Right	Responsibility
● I have the right to be safe in school	● I have a responsibility to make our school a safe and secure place for others

Rights and responsibilities of students and staff

I have a right to be:	I have the responsibility to ensure that:
● Treated with respect. ● Physically safe and to expect my property to be safe at school. ● Free from all forms of bullying ● Able to learn & teach without disruption	● Others are treated with respect. ● Others are physically safe, and the property of others is safe. ● Others are free from all forms of bullying. ● Others/students can learn without disruption. ● Bullying behaviour is acted upon as appropriate.

Rights and Responsibilities of Parents

I have a right to:	I have the responsibility to ensure that:
• Expect that my child is safe in school and can learn without disruption	• I report bullying behaviour to the school. • Co-operate fully with the implementation of the school policy

Responsibilities of Bystanders/Witnesses

I should:	I should not:
• Say 'no' or 'stop' when you see or hear someone behaving unfairly - be assertive but not aggressive. • Seek help immediately from an adult if the situation is dangerous. • Tell when you know a student is being bullied.	• Join in bullying behaviour, for example, laughing at, sneering, 'slagging' or fightin,g etc. • Cheer on somebody who is bullying. • Stay in a dangerous situation, e.g. a fight. • Bully the 'bully'.

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	27th of May 2025	Half-day consultation
Students	26th May 2025	Focus group
Parents	8th April	Survey
Board of Management	10th June 2025 10th June 2025	Presentation and Survey Policy Review and Approval

Date policy was approved: June 2025
Date policy was last reviewed:

Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by our school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate:

Bullying Prevention aligned with Key Areas of Wellbeing Promotion

Culture and Environment	Curriculum
• Active Student Support Team • Establishment of a Safe Telling Environment • A trusted adult • Seating Plans • Open Door Policy of management and staff. • Visible Displays around the school • Display of students' work • Student Voice Post Box • Empowerment of student voice- Students' Council, Student Leaders Programme, Well-Being Ambassadors, Green Schools Committee, and Displays celebrating the uniqueness of children in the lobby • Random Acts of Kindness-Dublin City Council's Kindness Initiative • Student-friendly anti-bullying policy in all classrooms, canteen, homework journals, etc.	• Wellbeing Calendar, e.g. Friendship Week, Anti-Bullying (Cyber Bullying) Week, Stand Up Awareness Week, Internet Safety Day, Friendship Week, etc. • A variety of programmes are run to promote Wellbeing in St. Finbarr's, including Incredible Years • Autism Friendly Schools Training • Peer Teaching between classes • Team Teaching • Well-being at the Centre of all subject plans • Well-being indicators are addressed in all areas of Teaching & Learning • Inclusive School: culture of inclusion between classes. Autism-Friendly Schools training for staff, regular staff meeting updates, whole-school AEN, yearly meetings of AEN lead teachers and class teachers. • Staff CPD on the area of anti-bullying • Whole school survey regarding bullying. • Regular assemblies address any issues that arise between children.

Relationships and Partnerships	Policy and Planning
• Linking with external services e.g. Psychological Services, CAMHS, Tusla, Gardaí. • School Completion Programme • Home School Community Liaison • Parents Committee • Linking with BOM, PA, Students' Council, Local Youth Services, Community Activities and Sports Groups, Fundraising events • Student Support Team • Guest Speakers • Garda Visits • Extra-Curricular- Coaches, Artists, Creative Schools	• Bi Cineálta Policy • Code of Behaviour Policy • Acceptable Use Policy • Child Safeguarding Statement • Data Protection Policy • Staff are aware that they are all mandated persons, child protection procedures are handed out each year as a reminder, and they complete the Children First E-Learning Programme. • Principal & Deputy Principal complete DLP/DDLP training and refreshers • Students are aware of the anti-bullying policy, and aware of what happens when bullying behaviour occurs

Supervision & Monitoring

In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships, St. Finbarr's has the following supervision and monitoring policies to prevent and address bullying behaviour:

- Students are supervised at all times during class and break times.
- A schedule of supervision is in place during lunchtime in the school building and in the school yard. Staff are required to report any causes of concern to school management.
- All staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are always expected.
- Survey of Students - Students are surveyed regularly throughout the year regarding bullying behaviour as part of the school's mentoring sessions.
- Well-Being Ambassadors – the student support team meets weekly and operates a check and connect system where teachers meet students, where concerns may have been brought to their attention.
- Assemblies – This occurs every two weeks, where children are recognised for their achievements

Addressing Bullying Behaviour

The teacher with responsibility for addressing bullying behaviour is as follows:

- **Teacher assisted by the Principal or Deputy Principal**

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 on time.
- inform parents of those involved.

Steps to Be Taken

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:

- Where a member of the staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, the staff should, without delay, refer the matter to the Deputy Principal and Principal.
- In investigating bullying behaviour or addressing bullying behaviour in any way, the Year Leader is welcome to seek the assistance and support of the principal, the deputy principal or the student support team at any time. Indeed, given the extent to which the principal and deputy principal are privy to all kinds of personal information about students, it would be prudent for the year leader to check in with either of them before taking any action in relation to bullying behaviour.
- The School reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the school community and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside of the school/college.
- The School reserves the right, in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools, to seek the assistance of agencies such as Tusla, the HSE, and the Gardaí, where it deems such assistance is necessary to deal effectively with bullying behaviour. In any case, where the School/College deems bullying behaviour to be potentially abusive (Section 2 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate

response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES Child Protection Procedures for Primary and Post Primary (revised 2023)

- Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6 Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools. These are summarised as follows:
    - ensure that the student experiencing bullying behaviour feels listened to and reassured.
    - seek to ensure the privacy of those involved.
    - conduct all conversations with sensitivity and 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 promptly.
    - inform adults at home of those involved*

Adults at home are an integral part of the school community and play an important role, in partnership with the school, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the parties will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta policy.

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

- If a group of students is involved, each student will be engaged with individually at first.
- Thereafter, all students involved will be met as a group.
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views.
- Each student should be supported as appropriate, following the group meeting.
- It may be helpful to ask the students involved to write down their account of the incident(s)

In circumstances where a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and explain how their parents will be informed.

The school will consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

Recording of bullying behaviour

Those involved in investigating and resolving bullying behaviour will note and report developments as follows, and, in doing so, they will comply with relevant data protection legislation. All recordings of bullying incidents must be done objectively and factually.

The school's procedures for noting and reporting bullying behaviour are as follows:

- Record all incidents of bullying behaviour (using Appendix B)
- Document the following details:
    - Type and form of bullying behaviour (if known).
    - Where and when it took place.
    - The date of the first engagement with the students and their parents.
- Include the views of students and parents on actions to address the bullying.
- Track the review process with students and parents to check if the bullying behaviour has stopped and get their feedback.
- Record the date of each engagement and when it is confirmed that the bullying has ceased.
- Note any involvement with external services or supports.
- Keep the records according to the school's record-keeping policy and in line with data protection rules.
- If there's a Student Support File, place a copy of the record there to help the support team provide consistent help for the student's well-being.

Follow up where bullying behaviour has occurred

Engagement with Students and Parents:

- The teacher, supported by the Deputy Principal and Principal, must engage with the students involved in the bullying and their parents.
- This engagement should occur no later than 20 school days after the initial contact.

Factors to Consider:

- During this engagement, important factors to consider include:
    - The nature of the bullying behaviour.
    - The effectiveness of the strategies used to address the bullying.
    - The relationship between the students involved.

Review of Strategies:

- If the bullying behaviour has not stopped, the teacher/deputy principal/principal should:
    - Review the strategies used to address the bullying.
    - Consult with the students involved and their parents to determine next steps.

Agree on a Timeframe:

- A timeframe should be set for further engagement and follow-up until the bullying behaviour ceases.

Further Action if Bullying Continues:

- If the bullying behaviour continues, the school should consider using strategies from the school's Code of Behaviour to address the inappropriate behaviour.

Disciplinary Sanctions:

- If disciplinary sanctions are necessary, the matter should be handled between the student, their parents, and the school.

If Parents Are Unsatisfied:

- If a parent is not satisfied with how the bullying has been addressed, they should refer to the school's complaints procedures, as outlined in the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Complaint to Ombudsman for Children:

- If a parent remains dissatisfied after the complaint process, they can contact the Ombudsman for Children if they believe the school's actions negatively affected the student.

Requests to take no action

A student reporting bullying behaviour may ask that a member of staff do nothing about the behaviour other than "look out" for them. The student 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 member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student 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 student 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 should put this request in writing to the school or be facilitated to do so, where there are literacy, digital literacy or language barriers. However, while acknowledging the parents' request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Support

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):

Students who experience Bullying or Witness Bullying:

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

- Pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills, and thereby build resilience whenever this is needed.
- In this regard, the relevant staff will work closely with the student to ensure they are actively supported in the school and to engage in school-based activities they enjoy. They may be placed on our school's focus in/out support list and/or engage in check and connect.
- The school will also put in place a program of support in conjunction with the Year Leader
- The learning strategies applied within the school will also allow for the enhancement of the pupils' self-worth.

Students who display bullying Behaviour:

- Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- The staff, in conjunction with the Management Team, will work closely with the student in this regard.

Outside agency support:

- The school, in certain circumstances, may also seek the support and advice of TUSLA, EWO, NCSE, second-level school support services, HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying.

Links with other policies:

- Code of Behaviour
- Internet Acceptable Use Policy
- iPad Acceptable Use Policy
- Wellbeing Policy
- Child Safeguarding Statement

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 been reported since the last meeting, 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.
- any wider strategies to prevent and address bullying behaviour where relevant.
- If any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- If a parent has informed the school that a student has left the school because of reported bullying behaviour.
- If any additional support is needed from the board of management
- If the school's Bí Cineálta policy needs urgent review in advance of the annual review.

This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

The minutes of the board of management meeting will document the number of new incidents of bullying behaviour, the number currently ongoing, and the total number of incidents of bullying behaviour since the beginning of the school year.

The minutes will also note where the board has considered the bullying behaviour, verbal update and document when the board has decided that an urgent review of the policy is required.

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.

Appendix A

Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour, the Year Leader should consider the following questions:

1. **Is the behaviour targeted at a specific student or group of students?**
2. **Is the behaviour intended to cause physical, social or emotional harm?**
3. **Is the behaviour repeated?**

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

Note: One-off incidents **may** be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided within the school's Code of Behaviour.

Appendix B

Student Friendly Bí Cineálta Policy

Alleged Bullying Incident Student Statement Form

Date: _____

Student: _____

Details: Include time, place, names of alleged perpetrators, and names of bystanders. Detail here both sides of the event.

Appendix C

St. Finbarr's Student Behaviour Promise

(Draft for Senior Classes)

Student Name: _____ **Class:** _____

I recognise that my fellow students and I are all unique in many ways - such as our hair colour, skin colour, clothing, height, weight, size, accents, religions, nationalities, sexual orientations, past and current homes, hobbies, personalities, academic abilities, study habits, athletic skills, musical preferences, and much more.

I don't want to be treated unfairly or made to feel bad because of any of these differences, or simply because someone might not like me.

I understand that I have the right to be different, and no one has the right to treat me unfairly or be unkind because of that.

I know I am entitled to fair and respectful treatment both in St. Finbarr's, in line with the school's Bí Cineálta Policy C Code of Behaviour, and outside of school as well.

Likewise, I recognise that all students deserve to be treated with fairness, equality, and respect. It is wrong to treat anyone in any other way. Therefore, I promise to treat all my fellow students with fairness, equality, and respect, regardless of our differences or personal feelings.

In particular: (Handwrite below "I will always treat (Name) equally, fairly and respectfully")

_____

_____

_____

Signed: Student: _____ Date: _____

Teacher: _____

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for the Board of Management meeting of St. Finbarr's NS

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

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

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information, where relevant:

- the trends and patterns identified, such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc.
- the strategies used to address the bullying behaviour.
- any wider strategies to prevent and address bullying behaviour.
- if any serious incidents of bullying behaviour have occurred, which have had a serious adverse impact on a student
- if a parent has informed the school that a student has left the school because of reported bullying behaviour.
- if any additional support is needed from the board of management
- if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.

Appendix E

Review of the Bí Cineálta Policy

The Board of Management must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community.

As part of the review, this document must be completed.

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? *Insert date when the Bí Cineálta policy was last adopted by the school.*

   _____/_____/20_____

2. Where in the school is the student-friendly Bí Cineálta policy displayed?

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

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

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

6. Have all school staff been made aware of the school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools*?	Yes ☐	No ☐
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?	Yes ☐	No ☐
8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?	Yes ☐	No ☐
9. Has the Board discussed how the school is addressing all reports of bullying behaviour?	Yes ☐	No ☐
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?	Yes ☐	No ☐
11. Have the prevention strategies in the Bí Cineálta policy been implemented?	Yes ☐	No ☐
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?	Yes ☐	No ☐

13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

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

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

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? Yes ☐ No ☐

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? Yes ☐ No ☐

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour? Yes ☐ No ☐

Appendix F

Notification regarding the board of management's annual review of the school's Bí Cineálta Policy

The Board of Management of St. Finbarr's NS 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

_____.

This review was conducted in accordance with the requirements of the Department of Education's *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.*

Signed: _____Date: _____

(Chairperson of the board of management)

Signed: _____Date: _____

(Principal)

Date of next review: _____