

# St. Brigid's Girls' School



# Bí Cineálta Policy

# Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St. Brigid's Girls' School has adopted the following policy to prevent and address bullying behaviour.

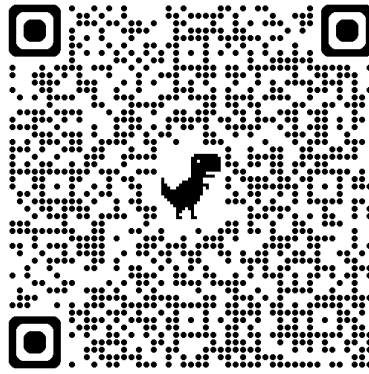
This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

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.

*Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024:*



## 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 development/review of this policy.

	Date consulted	Method of consultation
School Staff	January/February 2025	Questionnaire - staff completed a survey which asked about their views on preventing and addressing bullying in the school as well as reviewing current strategies that we had in place across the school. Staff training day - In February, the staff completed a training day where they were briefed and gave input on the new Bí Cineálta policy.
Students	January 2025	Questionnaire - students from 2nd to 6th class completed a survey based on bullying in the school and sought their input for suggestions of how to keep the school environment safe and inclusive for everyone.
Parents	May 2025	Parents completed a survey
Board of Management	May and July 2025	Meetings
Wider school community as appropriate, for example, bus drivers		
Date policy was approved: 1st July 2025		
Date policy was last reviewed:		

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## Section B: Preventing Bullying Behaviour

### The Promotion of Wellbeing

Cineáltas is grounded in UNESCO's Whole Education Approach to prevent and address bullying and is aligned with the four key areas for wellbeing promotion as outlined in the Wellbeing Policy Statement and Framework for Practice. Cineáltas: Action Plan on Bullying is rooted in the four key principles of prevention, support, oversight and community. Cineáltas provides a collective vision and clear roadmap for how the whole education community and society can work together to prevent and address bullying in our schools.



**Figure 1: Whole School Approach - Four Key Areas Wellbeing Promotion**

The next section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

## **Culture and Environment**

As a school community, we strive to have a school culture and environment where we:

- Create a positive and inclusive school culture where bullying behaviour is unacceptable and ensure a consistent cohesive approach to addressing bullying behaviour is maintained.
- Support each other's sense of identity, sense of belonging allowing all members of the school community to feel safe, connected and supported.
- Hold high expectations of behaviour for all modelling appropriate and positive behaviours, routines and rules.
- Foster our positive and inclusive school culture and climate which is welcoming of difference and diversity and promote respectful relationships across the school community.
- Uphold the Bí Cineálta partnership approach. Facilitate 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.

### ***The strategies and procedures that are in place:***

- Support a safe 'telling' environment where students should feel comfortable to talk about concerns regarding bullying behaviour and are encouraged to do so.
- Create spaces in our school building and yards where students are visible and safe.
- Incorporate student artwork and signs across the school to promote our five core school values – resilience, respect, kindness, inclusion and nurture.
- Assemblies that promote and educate the girls in our school values.
- Celebration of diversity and uniqueness in our school environment through school events such as Culture and We are Unique week.
- Promotion of friendships, kindness and student wellbeing through different initiatives such as Wellbeing Week, Friendship Week, Cáirde Cineálta, Friendly Fridays, etc.
- Displays and artwork will be showcased around the school with the aim of promotion of staff and student wellbeing and encouragement of positive behaviour.
- Support students with bullying incidents that may occur outside of school.
- Teachers implement their own methods of checking in with students such as through 'check in' surveys, morning meetings, circle time, drop in boxes, etc.
- Place a particular emphasis on the importance of upstanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly. Emphasising that our school is a telling school – that disclosure is proper, necessary and totally acceptable.
- Encouraging upstanders within the school community through consistent awareness and promotion of such positive behaviour both within lessons and through school initiatives.
- Implementation of Restorative Practice as a core approach to fostering positive relationships, promoting relationships, promoting respectful behaviour and embedding a culture of inclusion and accountability throughout all aspects of school life.

## **Curriculum (Teaching and Learning)**

As a school community we strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.

### ***The strategies and procedures that are in place:***

- Display a unified understanding of what bullying is and its consequences or impacts.
- Uphold that our school is a telling environment through our teachings of telling a trusted adult through the Stay Safe programme - encouraging pupils to disclose and discuss incidents of bullying behaviour with an emphasis on not being a bystander.
- Explicitly teach children what an 'upstander' is. The explicit teaching of being an 'upstander' will involve an extra lesson that all teachers will add onto their teaching of 'Bullying' within the Stay Safe programme.

- Delivery of the SPHE curriculum - in particular the themes of bullying, friendships, kindness, respect in this regard.
- Implement programmes that tackle the topics that are relevant to prevention and addressing of bullying such as, Friends for Life, Walk Tall, which can help build a sense of connection, belonging and empathy.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Explicitly teach pupils about the appropriate use of social media.

### **Policy and Planning**

- The aim of our policy is to support the wellbeing of the whole school community as well as to prevent and address bullying behaviour.

### ***The strategies and procedures that are in place:***

- Supporting the participation of students in the development and implementation of school policies and plans has helped us increase awareness and ensure effective implementation of such policies. The school will develop and implement a student-friendly, easy to understand version of this Bí Cineálta policy/charter.
- Teachers are encouraged to and are supported with engaging in appropriate teacher professional learning courses which supports school staff in preventing and addressing bullying behaviour.
- Staff are also facilitated in sharing their experiences and examples of best practice.
- Specific training days designated to our updated bullying prevention and addressing of bullying policies and where staff are briefed and consulted on the whole school cohesive approach to handling all reports of bullying.
- Regular review of school policies in line with current practice

To support and complement the development and implementation of our schools Bí Cineálta Policy and student friendly Bí Cineálta policy we have the following policies in place:

- *Code of Behaviour*
- *Child Protection Policy*
- *Supervision of Pupils Policy*
- *Acceptable Use Policy*
- *Attendance Policy*
- *Extra-Curricular Activities Policy*
- *RSE Policy*

### **Relationships and Partnerships**

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. The following, which is not an exhaustive list, is considered to strengthen relationships and partnerships between members of our school community:

### ***The strategies and procedures that are in place:***

- Restorative Practice: Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils
- Age appropriate awareness initiatives that look at the causes and impacts of bullying behaviour including those dealing with navigating friendships.
- Supporting the active participation of students/student voice 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.
- Meaningful involvement of the board of management, staff, students and their parents in the development, implementation and review of their school's Bí Cineálta policy and a student friendly version for effectively preventing and addressing bullying behaviour.

- Efficient communication where necessary between staff and management team, including deputy principal and principal.
- Involve parents with the delivery of the SPHE and Stay Safe programmes.
- Open communication with parents regarding matters of bullying - as well as appropriate recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
- Actively involve parents and/or the Parents' Association in cyber safety awareness.
- Involving our stakeholders, including parents, in the promotion of our school environment where bullying is not tolerated.
- Supporting the establishment and work of our student council and their involvement in contributing to a safe school environment e.g buddy system, mentoring, yard leaders, and other student support activities that can help to support a culture of peer respect and support.
- Implementation of the Bí Cineálta policy across the entire school community and on-going evaluation of the effectiveness of this policy.

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

### **1. Cyber Bullying**

The increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour. We aim to proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments.

***Strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:***

- Implementing the SPHE and Stay Safe curriculum.
- Implementing lessons that will teach students about responsible online behaviour and digital citizenship.
- Having regular conversations with students about developing respectful and kind relationships online.
- 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.
- The provision of the school of Anti-Cyber Bullying and Internet Safety Workshops for pupils and parents in senior classes. Each child will access this at least once in their senior cycle in St. Brigid's.

These measures imply that cyber bullying, if it were to occur, would most likely occur outside of school. Therefore, it is strongly recommended that parents should seek to ensure the following:

- Children should not have access to the Internet on a phone, computer or any device which cannot be in full view in the home and, in particular, children should not have unsupervised access to these devices in their bedrooms.
- No primary school child should have access at any time to Facebook, Instagram, Snapchat, TikTok, Whatsapp or any such social media sites.
- Parents should be aware of and monitor all of their children's online activity.
- No child under 13 should have access to those social media platforms to which access for that age group is illegal.

### **2. Identity Based Bullying including Homophobic/Transphobic Bullying.**

Gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity.

Homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+

community.

Religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity.

All students, including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school.

**Strategies to prevent identity based bullying behaviour include the following, which is not an exhaustive list:**

- Maintaining an inclusive physical environment such as by displaying relevant posters and ensuring the library has material which reflects our diverse school population from different national, ethnic and cultural backgrounds.
- Encouraging peer support such as peer mentoring and empathy building activities
- Challenging gender stereotypes.
- Encouraging students to speak up when they witness homophobic behaviour.

### **3. Racist Bullying:**

Racist bullying: behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour.

**Strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:**

- Fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment.
- Having the cultural diversity of the school celebrated through initiatives and events that include guest speakers (family members etc.)
- Having the cultural diversity of the school visible and on display.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Encouraging upstanders to report when they witness racist behaviour.
- Providing support to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents.
- Providing support 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.
- Teaching and learning that supports all of the above including the various languages spoken by our students.

### **4. Sexist Bullying**

Behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex. A focus on gender equality is 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.

- Celebrating diversity at school and acknowledging the contributions of all students.
- Organising awareness campaigns, workshops and presentations on gender equality and respect.
- Encouraging parents to reinforce these values of respect at home.

#### **5. Sexual Harassment:**

Sexual harassment is any form of unwanted verbal, nonverbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student. Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. There is a zero tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing.

**Strategies to prevent sexual harassment include the following, which is not an exhaustive list:**

- Promoting positive role models within the school community.
- Challenging gender stereotypes that can contribute to sexual harassment.

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 and monitoring**

- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities.
- All staff members will be encouraged to be vigilant and report issues to relevant teachers.
- Supervision will also apply to monitoring student use of communication technology within the school.

## 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.
- All necessary staff will be vigilant to bullying behaviour.
- Principal will inform the Board of Management of incidents of Bullying.
- Deputy principal
- Anti- Bullying Policy coordinator is available to provide up to date information.

When bullying behaviour occurs in the school, we 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 primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as is practicable, the relationships of the parties involved.

### **1. Identifying if bullying behaviour has occurred:**

When identifying if bullying behaviour has occurred the teacher should consider the following:

- *What, where, when and why?*
- The teacher should also consider the definition of bullying as defined in this policy. To determine whether the behaviour reported is bullying behaviour the following will be considered:
  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 any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within our school's Code of Behaviour.

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 school's Bí Cineálta Procedures.

Note: - 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.

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

#### **1.1 Investigating and Addressing Bullying Behaviour:**

In investigating and addressing bullying behaviour our main goal is to restore relationships.

- Parents, guardians and pupils are required to cooperate with any investigation and assist the school in resolving any issues and restoring, as far as practicable, the relationships of the parties involved as quickly as possible.
- Parents are asked to inform the class teacher of concerns at the earliest opportunity. Dealing with bullying incidents as they occur is much more effective and a resolution is more likely to be reached. The school's ability to effectively manage bullying behaviour is seriously hampered when there is a delay in taking action.
- A calm, unemotional problem-solving approach is needed.
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information if treated with sensitivity.
- If a group of students is involved, each student should be engaged individually at first. Thereafter, all students involved should 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 also be helpful to ask the students involved to write down their account of the incident.
- We aim to restore relationships through dialogue in order to address harm. The following restorative questions may be used in conversations with individual children. Group dialogue will be conducted with all parties involved.

#### **Restorative questions:**

1. What happened?

2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?

- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred the Principal will be informed (if not already aware of the investigation). The parents of the parties involved will be contacted to inform them of the matter and explain the actions being taken (by reference to the school policy). The school will give parents an opportunity to discuss ways in which they can, with the assistance of the school, support their children.

### **1.2 Where bullying behaviour has occurred:**

#### ***The following will be adhered to when addressing bullying behaviour:***

- The school must take action in a timely manner.
- The student who is experiencing bullying behaviour is engaged with, without delay so that they feel listened to, supported and reassured.
- Parents of those involved must be informed.
- In developing a plan of action, school staff should consider the age and ability of those involved
- School staff should identify the support needed for the child who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.
- Where the relevant teacher has determined that a child has engaged in bullying behaviour, it will be made clear to her how she is in breach of the school's anti-bullying policy and efforts will be made to try to get her to see the situation from the perspective of the pupil being bullied. This is in line with our Restorative Practice approach.
- The relevant teacher should make an effort to try to get the pupil engaging in bullying behaviour 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.
- If necessary, sanctions will be applied in accordance with the school's Code of Behaviour under the category of serious misbehaviour. The teacher will consult with the principal and school leaders whereby a collective decision is made regarding the appropriate sanction(s).
- It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, her parents and the school.
- In order to ascertain the veracity of an accusation the school principal may look at material on a child's phone, tablet or other such device with parent's consent.
- The Gardaí / Social Services will be contacted in cases of actual or suspected illegal content.

### **2. Requests to take no action**

A student reporting bullying behaviour may ask that a member of staff does 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 parent's request, the school may decide that, based on the impact and welfare of the child, it is appropriate to address the bullying behaviour.

### 3. Recording bullying behaviour

- If it is established by the relevant teacher(s) that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- 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*.
- The relevant teacher(s) must record the bullying incident on the school's Bullying Behaviour Report Form. The 'Relevant Teacher' must inform the Principal.

### 4. Determining if bullying behaviour has ceased

Follow up where bullying behaviour has occurred:

- The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement.
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.
- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.
- The date that it has been determined that the bullying behaviour has ceased should also be recorded.
- Any engagement with external services/supports should also be noted.
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased the teacher 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's consideration should be given to using the 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.

### 5. When Bullying Behaviour that occurs outside of the school

Our 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 this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, St. Brigid's GNS will deal with it in accordance with this Bí Cineálta policy.

Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school will support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

### 6. Complaint process

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in accordance with these procedures, they should be referred to the school's Complaints Procedure.

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):

Supports are available to help prevent and address bullying behaviour. These include the following:

- Building self-esteem and developing social skills
- Use of restorative practices to re-build and maintain relationships
- Co-operation with parents
- Referral to outside agencies (if necessary) in co-operation with parents
- National Educational Psychological Service (NEPS)
- Oide
- Webwise
- National Parents Council
- Dublin City University (DCU) AntiBullying Centre
- Tusla

## 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.

### Policy Sign off:

Signed:  Date: \_\_\_\_\_  
(Chairperson of board of management)

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

## **Recording of Bullying behaviour**

### **1. Names of people involved**

Experiencing bullying - name: \_\_\_\_\_ Class \_\_\_\_\_

Engaging in Bullying Behaviour - name: \_\_\_\_\_ Class \_\_\_\_\_

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Other Witnesses (if any)

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### **2. Form of Bullying**

*(Refer to Section 2.5 of Bí Cineálta Procedures - Tick all that apply)*

Physical	
Verbal	
Psychological	
Cyberbullying	
Relational	
Other	

### **3. Type of Bullying**

*(Refer to Section 2.7 of Bí Cineálta Procedures)*

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### **4. Where and When**

*(if known)*

-Location: \_\_\_\_\_

-Date/Time: \_\_\_\_\_

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

\_\_\_\_\_

### **6. Date of Initial Engagement**

-With Student(s): \_\_\_\_\_

-With Parent(s): \_\_\_\_\_

### **7. Views of Student(s)/Parent(s)**

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**8. Date of Review**

*(To determine if bullying behaviour has ceased)*

-Review Date: \_\_\_\_\_

-Outcome: \_\_\_\_\_

-Views of Student(s): \_\_\_\_\_

-View of Parent(s): \_\_\_\_\_

**9. Engagement with External Services/Supports**

*(if any)*

-Services Contacted: \_\_\_\_\_

-Details of Engagement:

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**10. Recording Teacher**

Name:

Date Recorded:

Signed: \_\_\_\_\_ (Relevant Teacher)

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