

St. Patrick's Classical School



Bí Cineálta Policy to Prevent and Address Bullying Behaviour Policy

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St. Patrick's Classical 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.

St. Patrick's Classical School Mission Statement

St. Patrick's Classical School is a Catholic Voluntary School for boys of all abilities and backgrounds under the patronage of the Bishop of Meath. The school was established as a secondary school to serve the educational needs of the community of parishes, forming this part of the Diocese. As such it will at all times seek, through opportunities for work and prayer and its Religious Studies programme, to deepen and enrich the Catholic faith of all pupils.

The school aims to provide, through as wide and as varied a curriculum as is possible, for the spiritual, intellectual, emotional, social, cultural and moral development of all its students.

As partners in this educational process Management, Staff and Parents are conscious of the importance of encouraging the growth of positive behaviour and the meaningful understanding of all aspects of living with regard to citizenship, family, work and leisure

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. Patrick's Classical School 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: 19/5/25

(Chairperson of board of management)

Signed:



Date: 19/5/25 (Principal)

Section A: Development/review of our Bi 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	March 2025,May 2026 30/4/25	Online survey Staff Training day
Students	March 2025 May2026	Online survey
Parents	March 2025 May 2026	Online survey/Parents Council
Board of management	May 2025,2026	Policy and Procedure Review
Wider school community as appropriate, for example, bus drivers	March 2025	Survey
Date policy was approved:19/5/25		
Date policy was last reviewed:11/5/25		

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. Patrick's Classical 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 of St. Patrick's Classical School 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.

Scope of Policy.

This policy applies to all students while in school and while attending any school activity or event including trips, games, cultural events and Transition Year work experience. It also applies to all students when travelling to or from school, whenever the school uniform is worn or whenever they are identified as or identifiable as students of St Patrick's Classical School.

St. Patrick's Classical School Bí Cineálta Code

'Bullying is not tolerated in or near our school'

We want St. Patrick's Classical School to be a place where:

- Students, staff, teachers and parents treat each other fairly and with respect
- Bullying behaviour is not tolerated
- People feel safe and are able to report bullying without being afraid
- People stand up for and support one another

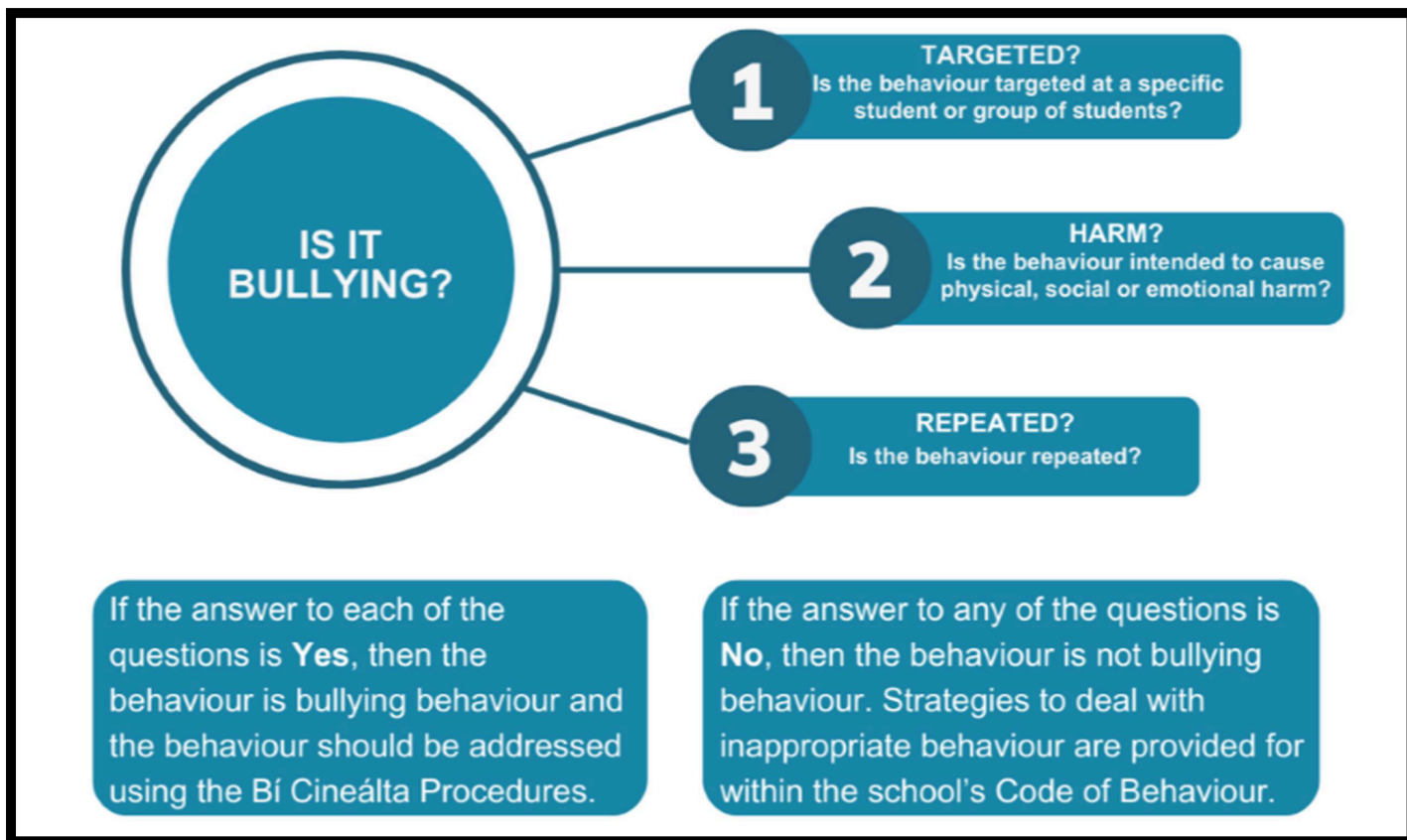
A positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity; St. Patrick's Classical School encourages students to disclose and discuss incidents of bullying behaviour in a non threatening environment and promotes respectful relationships across the school community.

- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in students; and to explicitly address the issues of all bullying behaviour.
- Effective supervision and monitoring of students;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
- On-going evaluation of the effectiveness of the Bí Cineálta policy

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.



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. Posting a single harmful message/image/video online, and 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 special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

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 for 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 1989, 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)**

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> • 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 • Slagging • 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 • The “look” • Invasion of personal space • A combination of any of the types listed. • Exclusion • No innocent bystander
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, 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 Tok/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 Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).
----------------------------------	---

Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person’s sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g., gay, queer, lesbian ... used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • 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 • The “look” • Use of terminology such as “nerd” in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability – Learning Difficulties and Gifted	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some students vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability • Setting others up for ridicule

Rights and Responsibilities of Each Member of the School Community

Rights and Responsibilities of all

Right	Responsibility
<ul style="list-style-type: none"> • I have the right to be safe in school 	<ul style="list-style-type: none"> • 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:
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 are able to learn without disruption • Bullying behaviour is addressed, acted upon and reported as appropriate.

Rights and responsibilities of parents

I have a right to:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • Expect that my child is safe in school and can learn without disruption 	<ul style="list-style-type: none"> • I report bullying behaviour to the school • Cooperate fully with the implementation of school policy

Responsibilities of bystanders/witnesses

I should:	I should not:
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc. • Cheer on somebody who is bullying. • Stay in a dangerous situation, e.g. a fight. • Bully the 'bully'.

Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used in the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist behaviour, sexist bullying behaviour and sexual harassment as appropriate. (See Chapter 5 of the Bú Cinealta Procedures):

- An Anti-Bullying Committee made up of one staff member for each year that act as liaison persons on incidents of suspected bullying.
- Bú Cineálta Awareness Week and Wellbeing week during the first term of each academic year.
 - Bú Cineálta Awareness reminder lesson once a term during one tutor time each term
- Bú Cineálta curriculum to be taught in S.P.H.E. from the beginning of first year. This curriculum, made up of five lessons, will be taught throughout school. Five additional lessons from third year onwards will be taught on relational bullying.
- Confidential Bú Cineálta Questionnaire at the beginning of each term, to encourage disclosure. Disclosures will be followed up by the relevant year head and Deputy Principal.
- The Student Friendly Bú Cineálta Code is present and visible in every classroom and at various points around the school.
- An Anti – Bullying QR Code in the student journal to encourage disclosure. Disclosures will be monitored and followed up by the relevant year head and Deputy Principal.
- A suggestion box that allows students alert staff to issues that may be arising, (which will also be employed for other activities so as to reduce the possibility of stigma).
- An Bú Cineálta box in the staffroom where staff who feel they may have witnessed an incident of negative behaviour between one student and another, which may constitute bullying, can put in an anti-bullying slip that records the incident, which will then be picked up by the Anti-Bullying Committee. –Using Template- appendix 1
- A Prefect system for all first year and second year classes.
- A summarised version of the policy included in the student’s school journal.
- Ongoing teacher training in the management of bullying and awareness of the HSE’s Children First Guidelines.
- Induction of new staff to all policies and procedures.
- Diversity Week promotes inclusion and respect for all faiths, race, sexuality, gender, age, ethnicity.

- Internet Safety day/week events linked with SPHE personal safety etc. (not one-off events)
- Extra-curricular activities to encourage team-spirit and cooperation
- Parents' Council events/talks on the subject/talks
- Student Council, prefects to have a particular role in looking out for bullying and reporting it to the relevant authorities
- RSE Curriculum -respect for self and others, appropriate relationships, abusive relationships, the power to say "no"
- Ensure the school internet access has appropriate content filtering in place/use of passwords
- Talks by Community Gardai to schools. Dealing with forms of Bullying, Cyber bullying and the Misuse of Social Media. (Garda Frank Scully.)
- Positive behaviour management
- Direct interventions involving the Gardaí if necessary, bringing in parents/guardians
- Zero tolerance of the misuse of mobile phones, school computers etc.
- Offer of Counselling for both victims and perpetrators
- Restorative justice approaches to restore the broken relationships, if appropriate.

The measures listed above do not take the place of possible sanctions laid down in the School's Code of Behaviour. Students who are guilty of instances of bullying may also be liable for sanction in the School's Code of Behaviour. Responsibility for deciding this will remain with Subject Teacher, Tutor, Year Head, Deputy Principal or Principal.

Preventing Bullying Behaviour

Culture and Environment

- Open Door Policy
- School Pastoral CAre System -tutor, year head, DP
- Student Support Team
- Prefect/Mentoring System
- Establishment of a Safe Telling Environment
- Seating Plans
- Visible Displays around the school
- Display of students' work
- Designated area to report bullying issues
Student Voice Post Box,QR code.
- Empowerment of student voice Students' Council, Prefects, Student representatives Committees, Focus Groups
- Lunchtime Clubs, sports teams
- Autism Centre/ Sensory Garden Access 2025/26
- Themed weeks e.g. Christmas ,Wellbeing
- School counsellor class visits
- Speakers
- Grounds and spaces
- Assemblies
- Retreats
- Awards and graduation
- Student work displayed

Curriculum

- Various awareness weeks throughout the school calendar e.g. Friendship Week
- Tutor Time resources
- TY programme
- Anti- Bullying (Cyber Bullying) Week,
- Stand Up Awareness Week, Internet Safety Week, Inclusion & Diversity Week,
- Variety of programmes/lessons run in SPHE/CSPE and RE Class ,History class
- Peer Teaching
- All subject plans include the promotion of wellbeing in the subject.
- Wellbeing indicators addressed in all areas of Teaching & Learning
- 1st year transition programme through SPHE/Wellbeing
- School Shows /Music events
- AEN/ASD: Primary school visits, weekly AEN meetings, school, culture of inclusion,updates to staff from management & AEN meetings, regular staff meeting updates, whole school AEN, yearly meetings of AEN lead teachers and class teachers
- Staff CPD on area of anti-bullying
- Whole school survey regarding bullying four times per year conducted by the year head

Relationships and Partnerships

- Linking with external services e.g. NEPS, CAMHS, Tusla, Gardaí
- Linking with BOM, PA, Students' Council, Local clubs
- TY community programmes
- Activities, Mini Projects, Subject specific CBAs e.g. CSPE Action Project, SPHE CBA Class events, Fundraising events
- Student Support Team
- Guest Speakers
- Garda Visits
- Extra-Curricular activities
- Bonding ,day trips
- Staff social team, KK at Christmas
- Wellbeing walks
- Lunchtime Clubs

Policy and Planning

- Bi Cineálta Policy
- Code of Behaviour Policy
- Acceptable Use Policy
- Child Safeguarding
- Data Protection
- IT/Internet Acceptable use policy
- Social Media Policy
- Pastoral Care Policy
- Wellbeing Policy
- Staff aware that they are all mandated persons, child protection procedures handed out each year as reminder and complete Children First E-Learning Programme.
- Principal & Deputy Principal complete DLP/DDLP training and refreshers
- BOM role
- SSE
- Staff CPD
- Staff working groups
-

Supervision and Monitoring

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

- Yard and Corridors and in class - A weekly schedule of student supervision on corridors and yard is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported 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 through an online form regularly throughout the year regarding bullying behaviour as part of Year Head duties.
- Student Support Team – the Student Support Team meets weekly and operates a check and connect system where members of the team or other appropriate staff will meet students where concerns may have been brought to their attention.

Addressing Bullying Behaviour

The BÍ Cineálta Committee with responsibility for addressing bullying behaviour is (are) as follows:

Harry Mc Garry, John Kenny, Sinéad Bannon, Fergal Monaghan, Maria O Neill, Bridget Hogan, Enda Monaghan, Seamus Peppard, Martin Cunniffe, Eddie Murphy and Colette O Brien.

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 whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

Approach

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

- When addressing bullying behaviour teachers should:
- 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
- consider the age and ability of the students 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

Identifying if bullying behaviour has occurred

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.

To determine whether the behaviour reported is bullying behaviour you 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 for within the school's Code of Behaviour.

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

- if a group of students is involved, each student should be engaged with 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 be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must 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
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the *Bi Cineálta* procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

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
- if a parent(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 and Post-Primary Schools. 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 that the school's actions have had a negative effect on the student.

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*.

Bullying behaviour update to board of management

At each meeting of the board of management the principal must present an update on the number of incidents of bullying behaviour and the measures taken to prevent and address bullying behaviour.

The purpose of the update is to inform discussion at board level on the effectiveness of the measures that the school is taking to prevent and address bullying behaviour and the effectiveness of the school's Bí Cineálta Policy.

- The update must include the following:
- the number of incidents of bullying behaviour that have been reported since the last meeting
- the number of incidents of bullying behaviour that are currently ongoing
- the number of incidents of bullying behaviour that have been reported since the beginning of the 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

- 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.

It is important that the minutes of the board of management meeting documents 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 as reported by the principal. The minutes should 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 school's Bi Cineálta policy is required.

The guide included at Appendix D may be helpful to assist the principal in preparing the update.

Section D: Oversight

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

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

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

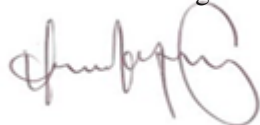
Signed:



Date: 11/5/2026

(Chairperson of board of management)

Signed:



Date: 11/5/2026

(Principal)

Review of a school's Bí Cineálta policy

A school's Bí Cineálta policy must be reviewed each calendar year or as soon as practicable where the board of management determines that a review is warranted.

The review should be completed with input from the school community which includes the board of management, staff, students and their parents and members of the wider school community (as appropriate).

Schools should engage with their student council (where one exists) and their parents association (where one exists) to obtain their views on the content and effectiveness of the school's Bí Cineálta Policy.

The template contained in Appendix E must be completed to confirm that all aspects of the annual review are completed.

Aside from the annual review, it is good practice for schools to seek feedback on the implementation of their Bí Cineálta policy on a regular basis. Open discussions with school staff, students and parents around approaches taken to prevent and address bullying behaviour can help support effective implementation.

Where bullying behaviour has had a serious adverse impact on a student, schools must review the measures that they took to prevent and address bullying behaviour, with a view to identifying lessons that could be learned, so as to prevent a similar situation arising in the future. This may require an update to the school's Bí Cineálta policy.

The school community must be given notice that the annual review has taken place and the form included at Appendix F can be used for this purpose. This confirmation should be published on the school website once the annual review has taken place.

Annual reporting of bullying behaviour

To effectively prevent and address bullying behaviour it is important that information on the prevalence of bullying behaviour and effective strategies to prevent and address bullying behaviour is available at a national level.

As part of the implementation of Cineáltas: Action Plan on Bullying the Department is progressing the development of a national database to facilitate data on bullying behaviour being collated in an anonymised manner with a view to informing an annual national report on bullying behaviour in schools. This information will not identify individual schools or students.

Review and Ratification.

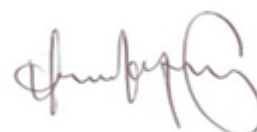
This policy was first introduced and ratified in May 2025.

This policy was reviewed and ratified by the Board of Management on 11/5/2026.

Signed:



Signed:



Chairperson of Board of Management

Principal/Secretary to the Board of Management

Date: 11/5/2026

Date: 11/5/2026

APPENDICES:

Appendix D

Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of

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.	

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 (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

Bí Cineálta Policy Review

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

____/____/20____

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

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

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

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

6. Have all school staff been made aware of the, school's Bí Cineálta policy 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. Patrick's Classical School 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 of [date].

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:

Signed:

Chairperson of Board of Management

Principal/Secretary to the Board of Management

Date:

Date:

Student Friendly Policy:

Bí Cineálta!

We want everyone at our school to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Get help!

Tell someone!

If a student tells a staff member that they think they are being bullied, we will:

- > talk with the student
- > ask the student what they want to happen
- > work out a plan together
- > talk to their parents
- > talk to the other student(s) involved
- > talk with the other student's parents



Please tell someone if you think that you are being bullied or someone else is being bullied.

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

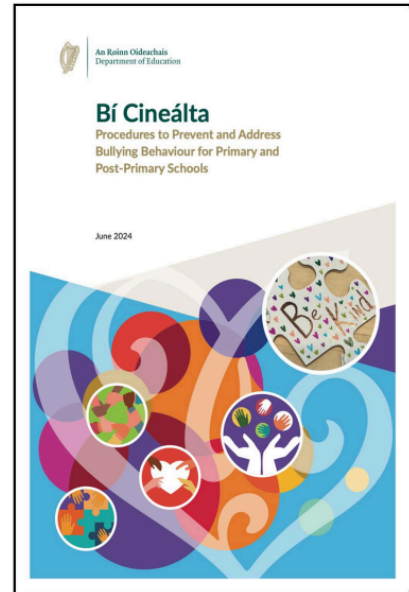
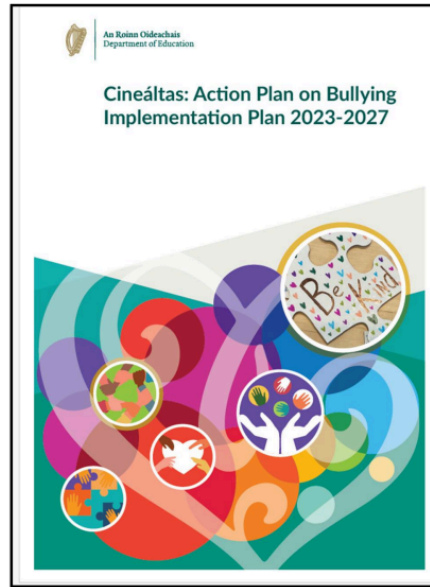
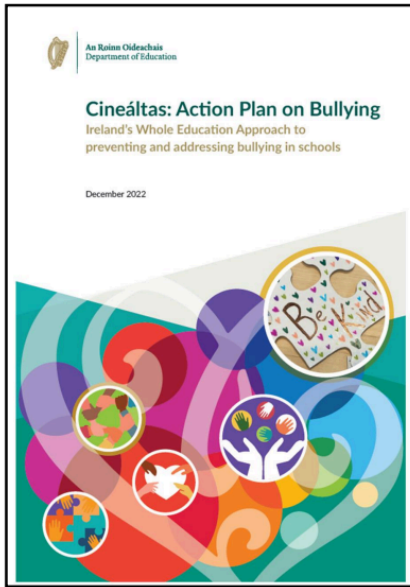
We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.

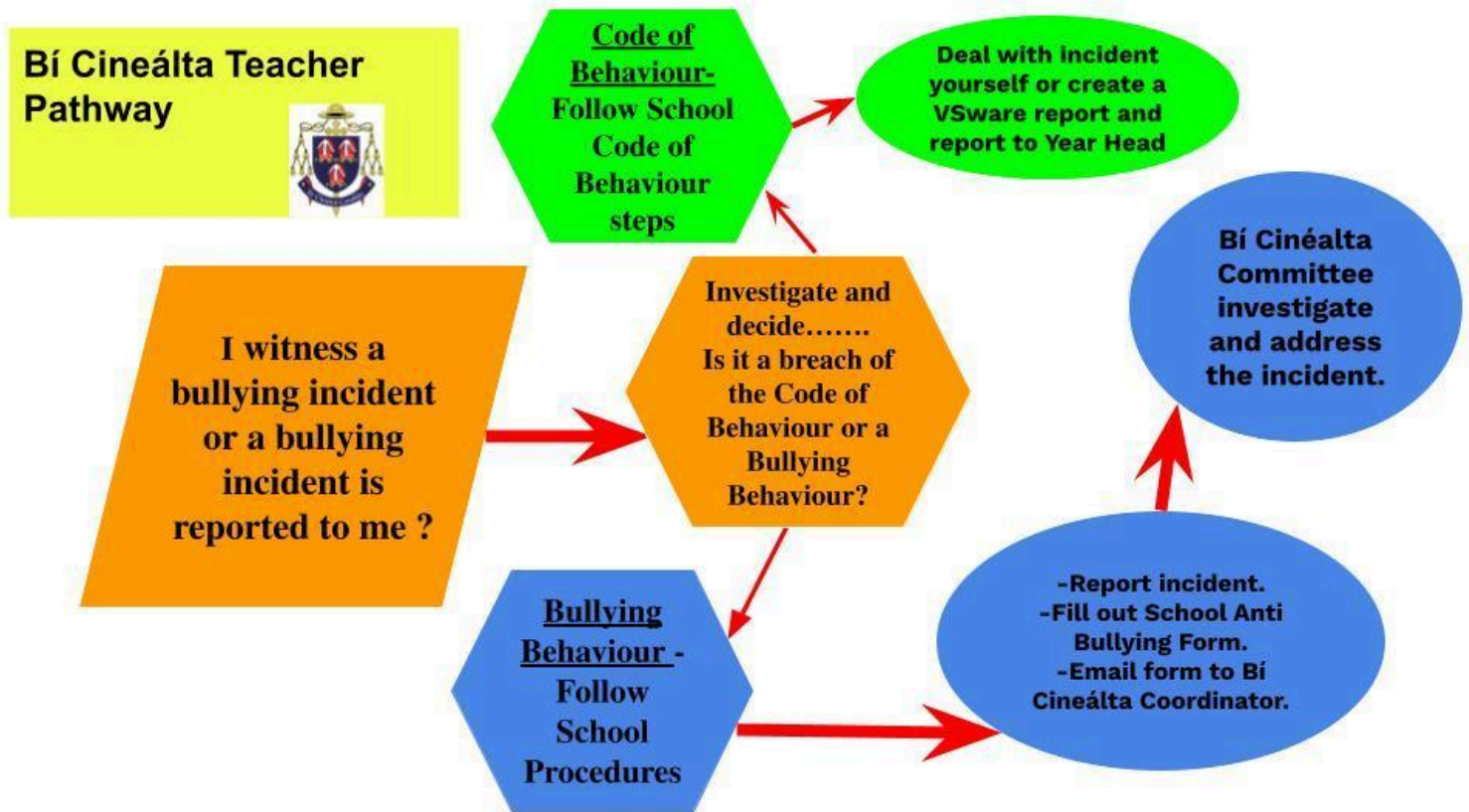


Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

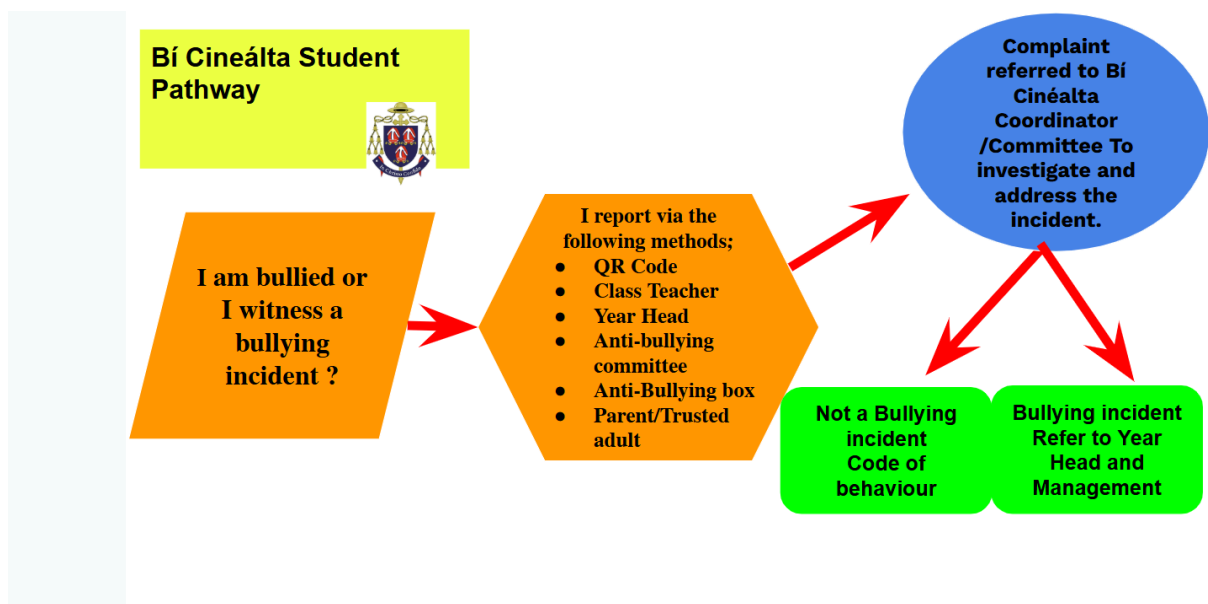
When it happens a lot. Not just once.



Teacher Pathway:



Student Pathway:



Parent Pathway:



Bí Cineálta-First Steps for Parents/Guardians



STEP
01

Notice bullying → Document incident/s

STEP
02

Contact the relevant Year Head

STEP
03

Request a meeting with relevant Year /Head
or Deputy Principal

STEP
04

Meet and submit a report to the school

STEP
05

School investigation will commence

STEP
06

Outcome of investigation shared with relevant
people and support arranged if required



STEP
07

Seek external support as needed

STEP
09

Teacher /Staff Anti Bullying Report Form:

Link in the Teacher Hub for staff to access or a form may be obtained for the BÍ Cineálta Coordinator.