



Drumcondra N.S., Church Ave, Drumcondra, Dublin 9

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School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Drumcondra National 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.

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.



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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	Date of half day closure Friday 11th April 2025.	Staff questionnaire completed by all staff. Discussions on the Bí Cineálta policy during our half day closure.
Students	Questionnaires were completed on 12th - 13th March by all classes. The student council created the child friendly policy during their meetings in March.	The pupil questionnaire was completed by class teachers with each class their wording, examples and suggestions were all taken into account when drafting this Policy. The Student council formed the child friendly policy with Ms Neale.
Parents	Google form was emailed on 14th March. All parents completed the questionnaire by 20th March.	Google Form emailed to all parents to complete a parents questionnaire. Consultation with the Parents' Association.
Board of Management	Ratified by the BoM at our meeting on: Wed. 4th June 2025.	Board of Management training on Bí Cineálta.
Wider school community as appropriate, for example, bus drivers	The questionnaire was completed during the half day closure on Friday 11th April 2025.	Caretaker, secretary, cleaner and school lunch operative completed the staff questionnaire and attended the half day school closure.
Date policy was approved:		

Date policy was last reviewed:

Section B: Preventing Bullying Behaviour

This 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: We strive to:

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- Promote the concept of a trusted adult – stay safe linkage – who to tell. Golden and Circle times.
- Create safe spaces in our school building and yards – visibility. Cosy corners where needed. Staff are aware of blind spots in the yard - side alleyway
- Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Create a positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
- Paired activities
- Staggered break times in the yard
- Effective leadership
- Check in with pupils

Ways in which we work to achieve these goals are as follows:

- Staff are briefed on the uniform approach we must take to handle all reports of bullying.
- Anti Bullying week activities such as Random acts of Kindness homework, Poster making, slogan making, etc
- Child Friendly Anti- Bullying Policy was formed with pupils and parents input and is distributed to parents, children and staff to discuss.
- Parents receive information at times regarding useful information on Anti Bullying.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.

Curriculum (teaching and learning)

We strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.

Ways in which we work to achieve these goals are as follows:



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- Teach Stay Safe - SPHE and RSE content which fosters student's well-being and self confidence as well as promoting personal responsibility for their own behaviours and actions.
- Teach Webwise, Fun Friends, Friends for Life, Weaving Well-Being, Zippy Friends, Incredible Years and the FUSE programme when deemed suitable/appropriate.
- Teach pupils about 'Zones of regulation' and teach them strategies on how to cope with different zones of regulation.
- Implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- Teach about gender equality by using the programme Gender Equality Matters - PDF.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs, international events.
- Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

Policy and Planning:

The aim of Drumcondra National School's Bí Cineálta policy is

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and

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promoting anti bullying behaviour.

The following policies support the implementation of the Bí Cineálta policy.

- SEN Inclusion Policy
- SSE: Wellbeing in Education
- Code of Behaviour
- SPHE Policy
- Anti-Bullying Policy
- Bí Cineálta
- Internet Safety Talks
- Acceptable Usage Policy
- Meet the teacher

This list is not exhaustive.

Relationships and Partnerships:

- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association and our various and multiple student committees and groups, such as the Student Council and Green Schools committee.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Conducting workshops and seminars for students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support
- Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.
 - One to one check in with the teacher - having regular conversations with students about developing respectful and kind relationships in person and online.
 - Engaging with outside agencies such as TUSLA - social worker and NEPS to look for support for all those involved.



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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):

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

In addition to above mentioned strategies, the school has the following in place to prevent and address bullying, which is not an exhaustive list:

- Staff at all times endeavour to encourage pupils to show respect for each other.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- SEN Inclusion Policy
- Ensuring the library has material which reflects our diverse school population from different national, ethnic and cultural backgrounds. We do this through our 'Diversity Library'.
- Making clear that our school has a zero tolerance approach to bullying of any kind with enforceable policy - Code of Behaviour
- Implementation of the SPHE curriculum.
- The school's anti-bullying policy/ Bí Cineálta is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- Ensuring that pupils know who to tell and how to tell.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Promote online safety events or materials for parents through internet Safety talks - National Parents Council.
- Digital Media Policy includes learning about responsible online behaviour and digital citizenship. Acceptable Usage Policy was also developed for technology in our school.
- Teachers and SNA's on yard duty when needed
- Parent Volunteers for trips

Section C: Addressing Bullying Behaviour

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

- The class teacher supported by the Principal will oversee recording of bullying reports for students in their class - this includes using the correct form see Appendix E - Recording Bullying Behaviour.
- The DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform the Board of Management of incidents of Bullying.

When bullying behaviour occurs, the school will:

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



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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):

Identifying if bullying behaviour has occurred

When identifying if bullying behaviour has occurred the teacher should consider the following: what, where, when and why?

If you're establishing if bullying has occurred use 3 questions

- Is it hurtful?
 - Is it intentional?
 - Is it repeated behaviour?
1. Targeted? Is the behaviour targeted at a specific student or group of students?
 2. Harm? Is the behaviour intended to cause physical, social or emotional harm?
 3. Repeated? Is the behaviour repeated?

****** If the answer to **all** three questions is yes then it is bullying and the behaviour should be addressed using the Bí Cineálta Procedures. If the answer to any of the questions is no, **therefore**, it is not bullying but the school will keep a record and refer to the Code of 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 as the image can be screenshotted and reshared, therefore happening more than once.
- 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.
- 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, if able.
- Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying. Remember is it targeting against one person? N.B. Is it a disagreement or is it intention to cause harm. Strategies that deal with inappropriate behaviour are

- provided for within the school's Code of Behaviour.
- Some students with special educational needs may have social communication difficulties which 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 or a once off incident.

Where bullying behaviour has occurred

School staff should know what to do when bullying behaviour is reported to them or when they witness bullying behaviour. The schools Bí Cinéalta policy to prevent/address bullying behaviour and the student friendly policy explain what actions will be taken when bullying behaviour is reported.

The following principles must be adhered to when addressing bullying behaviour:

- 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 those involved
- The school must be consistent and fair in their approach to both sides
- 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
- Identify supports needed for both sides.
- A school is not expected to deal with bullying behaviour that occurs when students are not under the care of responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved.
- 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 should 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.

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's important that the pupil who has experienced bullying behaviour feels safe.

Parents may also make the school aware of bullying behaviour that has occurred and specifically request that the school take no action. N.B. the school must receive in writing from the parent that no further action is to take place. This is to be kept short. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Determining if bullying behaviour has ceased

The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention. The timeline can be extended if more time is needed to review.

Even though the bullying behaviour may have ceased, ongoing supervision and support from



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both parties may be needed.

If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.

Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using strategies to deal with inappropriate behaviour as provided with the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.

Recording bullying behaviour

All incidents of bullying behaviour should be recorded. This document (see Appendix E) should record the following:

- Form of bullying
- Type of bullying
- Where and when did the bullying occur (if known)
- Dates of initial engagement with student(s)/parent(s)
- Views of student(s)/parent(s) regarding the actions to be taken to address bullying behaviour
- Date of review with student(s) /parent(s) to determine if bullying behaviour has ceased and the views of the students and their parents in relation to this.
- Place the written record in the students support file or note it on their student support file
- Engagement with external services/supports (if any) should be noted
- These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations.

** See Appendix E: Recording of Bullying Behaviour for the form to fill out.

Complaint process:

If a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/ guardian(s) must be referred, as appropriate to the school's complaints procedure.

In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent may make a complaint to the Ombudsman for Children if they believe that the school's actions had had a negative effect on the student.

The Office of the Ombudsman for Children can be contacted at ococomplaint@oco.ie

**** Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools**

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

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

Supporting Bullied pupils:

- Ending the bullying behaviour,
- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding)
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

Supporting Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
- Making adequate counseling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

Drumcondra National School will use some of the following support services to those who experience, witness and display bullying behaviour.

- NEPS
- Webwise
- Oide training for staff
- National Parents Council
- DCU Anti-Bullying Centre
- Tusla



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Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools

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*. See Appendix E for the recording sheet.

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: 
(Chairperson of the Board of Management)

Date: 5/6/25

Signed: 
(Principal Drumcondra N.S.)

Date: 5th June 2025

Guide to Addressing Bullying Behaviour

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.



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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/guardians 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 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



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Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for board of management meeting of DD/MM/YY

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 C

Review of the Bí Cineálta Policy



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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?



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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

Signed: _____

(Chairperson of board of Management)

Date of next review: _____

Signed: _____

(Principal)

Date: _____

Appendix E

Recording Bullying Behaviour

1. Names of Children Involved

Student(s) Experiencing Bullying _____

Student(s) Engaging in Bullying Behaviour: _____

Other Witnesses (if any) _____

2. Form of Bullying

(Refer to Section 2.5 – Tick all that apply)

- ☐ Physical (e.g., hitting, kicking, pushing)
- ☐ Verbal (e.g., name-calling, teasing, insults)
- ☐ Psychological (e.g., intimidation, manipulation)
- ☐ Cyberbullying (e.g., harmful messages, social media misuse)
- ☐ Relational (e.g., exclusion, spreading rumors)
- ☐ Other: _____

3. Type of Bullying

(Refer to Section 2.7 – Tick all that apply)

- ☐ Peer-to-Peer
- ☐ Teacher-to-Student
- ☐ Student-to-Teacher
- ☐ Group Bullying
- ☐ Prejudicial Bullying (e.g., based on race, religion, gender)
- ☐ Sexual Bullying (e.g., inappropriate comments, harassment)
- ☐ Other: _____

4. Where and When

(If known)

-Location: _____

-Date/Time: _____

5. Date of Initial Engagement

- With Student(s): _____
- With Parent(s): _____

6. Views of Student(s)/Parent(s)



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(Regarding the actions to be taken to address bullying behaviour)

7. Date of Review

(To determine if bullying behaviour has ceased)

- Review Date: _____
- Outcome: _____
- Views of Student(s): _____
- Views of Parent(s): _____

8. Engagement with External Services/Supports

(If any)

- Services Contacted: _____
- Details of Engagement: _____

9. Recording Teacher

- Name: _____
- Date Recorded: _____

Appendix F

Overview of the Bí Cineálta Procedures for Preventing and Addressing Bullying Behaviour

The following is a guide to the main changes between the requirements of the 2013 *Anti bullying Procedures for Primary and Post-Primary Schools* and the requirements of the 2024 *Bí Cineálta procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, which replace the 2013 procedures. This is not an exhaustive list.



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Chapter 1	Responsibilities of the school community	All members of the school community must work together in partnership to prevent and address bullying behaviour at school.
	Legal basis	Legislation underpinning Bí Cineálta: Children First Act 2015. Harassment, Harmful Communications and Related Offences Act 2020 also known as Coco's Law.
Chapter 2	What is bullying behaviour?	Updated definition of bullying behaviour based on Cineáltas: Action Plan on Bullying (2022).
	Criminal behaviour	Updated information on when bullying behaviour can be considered criminal behaviour.
	Child protection concerns	Updated information relating to when bullying behaviour becomes a child protection concern.
Chapter 3	Impacts of bullying behaviour	Updated information on how bullying behaviour can impact students who experience bullying behaviour, students who witness the behaviour and students who engage in bullying behaviour.
Chapter 4	Bí Cineálta Policy	<p>Schools must engage with the whole school community to develop their Bí Cineálta policy, using the template in Appendix A.</p> <p>The policy must list preventative strategies that are used including those to specifically prevent cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.</p> <p>Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those displaying bullying behaviour.</p> <p>All incidents of bullying behaviour must be recorded.</p> <p>The school principal is required to provide a bullying behaviour update at each ordinary board of management meeting.</p> <p>The school's Bí Cineálta policy must be reviewed in collaboration with the whole school community once each calendar year and sooner if a serious incident occurs and the board of management determines an urgent review is required.</p>

Chapter 4	Appendix A Bí Cineálta Policy	This template document must be used as a basis for each school's Bí Cineálta Policy.
	Student-Friendly Bí Cineálta Policy	Every school must develop a student-friendly version of its Bí Cineálta policy and display it where students and the school community can see it.
	Appendix B Student-Friendly Bí Cineálta Policy	This template document can be used by schools as a basis for their student-friendly policy.
Chapter 5	Preventing Bullying Behaviour	<p>Prevention measures are linked to the four areas of Wellbeing Promotion.</p> <p>Importance of fostering a "telling environment" in schools and the role of the trusted adult.</p> <p>Prevention strategies must be provided relating to specific types of bullying behaviour including cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment, as appropriate.</p>
Chapter 6	Appendix C Guide to Addressing Bullying Behaviour	Guide can be used to address bullying behaviour.
	Remit of the school in addressing bullying behaviour	A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with their Bí Cineálta policy.
	Requests to take no action	Guidance for schools on how requests by students and parents to "take no action" should be addressed.
	Engagement with students involved in bullying behaviour and their parents	<p>Schools must engage with students who have experienced bullying behaviour to decide the actions to be taken to address the incident of bullying behaviour.</p> <p>Schools must also engage with their parents.</p> <p>Schools must engage with students who have displayed bullying behaviour as well as their parents when deciding actions to be taken.</p> <p>Schools must engage with all involved when reviewing progress and determining whether bullying behaviour has ceased.</p>
	Recording Incidents of Bullying Behaviour	All incidents of bullying behaviour must be recorded by the teacher addressing the behaviour.