



Bí Cineálta Policy

Prevention and Addressing of Bullying Behaviour

Summary of this Anti-Bullying Policy

Compliance	This policy fully complies with the requirements of Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024
Definition	<p>“Bullying is 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.”</p> <p>Once off incidents may be considered bullying in certain circumstances. A single hurtful message/image posted on social media as there is a likelihood of it being shared.</p>
Dealing with alleged bullying	<p>Relevant persons:</p> <ul style="list-style-type: none"> - Class teacher - School principal <p>Fair process must be followed as per these guidelines. There are templates appended to these guidelines to direct teachers and the principal in dealing with matters of bullying in an effective manner</p> <ul style="list-style-type: none"> - Interviewing the people involved - Identifying where hurt has been caused - Giving a voice to the two parties <p>Developing a plan of restoring relationships and future actions</p>
What should happen?	If a staff member is notified of an alleged bullying incident, they must record all information on appendix 2. This should then be submitted to the principal as soon as possible so an investigation can continue. It is important that the alleged bullying person is given fair process without judgement. Appendix 2 should be filled out in an impartial and unbiased manner.
Programme of support	The school will employ a restorative approach to matters of a bullying nature, where the person demonstrating bullying behaviour and the person who has been affected by the behaviour are given supports following the process.
Non action	If the school are asked not to take any action other than “look out” for them - then this wish should be respected. A request for this should be received in writing from the parent/s. However, should the school decide that based on the circumstances, it may proceed in investigating the issue

Introduction

The Board of Management of Citywest & Saggart CNS 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.

The school community of Citywest & Saggart believes that each pupil has a right to an education free from fear and intimidation. The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of the targeted pupil(s). Therefore, it does not tolerate bullying of any kind. Every report of bullying is treated seriously and investigated, having due regard for the well-being of the children involved.

The immediate priority, should a bullying incident occur, is ending the bullying, resolving the issues and **restoring the relationships** involved insofar as is practicable. Restorative approaches to dealing with conflict and hurt have been proven to cease such behaviour and reduce the chances of reoccurrence. Providing a voice to the injured party allows the person to be empowered in dealing with this conflict.

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 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.”

Once off incidents may be considered bullying in certain circumstances. A single hurtful message/image posted on social media as there is a likelihood of it being shared.

Please see Appendix 1 for additional information on different types of bullying.

How Bullying Occurs

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list. A detailed description of each type can be found in the Bí Cinéalta Guidelines (Section 2.5)

Direct	Indirect	Online
<ul style="list-style-type: none">• Physical• Verbal• Written• Extortion	<ul style="list-style-type: none">• Exclusion• Relational	<ul style="list-style-type: none">• Online exclusion• Posting hurtful comments on social media• Creating fake online profiles of another person

Aim of this Policy

The main aims of this policy are as follows:

- To create a positive school culture and climate that is inclusive and welcoming of difference;
- To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour;
- To raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers, etc.) that bullying is unacceptable behaviour;
- To provide procedures for investigating and dealing with bullying behaviour;
- To provide procedures for noting and reporting bullying behaviour;
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;
- To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour; and
- To facilitate the ongoing evaluation of the effectiveness of the school's anti-bullying policy.

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	11 th March 2026	Groupwork/staff meeting
Students	January 2026	Focus groups facilitated by 5 th class pupils. All classes visited.
Parents	30 th January 2026	Google forms survey
Board of Management	23 rd April 2026	Meeting
Date policy was approved:	23 rd April 2026	
Date policy was last reviewed:		

SECTION B Preventing Bullying Behaviour

Our Education & Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

Culture and Environment

- Explicit teaching of the school values
- Bright colourful environment
- Daily check-ins
- Annual Bí Cinéalta event
- Welcome meetings
- Ethos and RP leaders
- Expectations displayed in every room
- Prioritising positive relationships
- Visual reminders of the values in the school
- Materials in the classrooms, books etc.
- Whole school celebrations to develop understanding
- Human rights week annually
- A culture of seeking help
- Zen dens and spaces for withdrawal
- Modelling respectful behaviour
- Yard games
- **Identifying their One Trusted Adult and know how to access them.**
- student -made anti-bullying posters hung around school
- posters promoting online safety guidelines designed by senior classes for younger students

Curriculum (Teaching and Learning)

- Teaching of Stay Safe
- Weaving Wellbeing
- Explicit teaching of Restorative practice
- Explicit teaching at assembly
- Peer mentoring through Ethos leaders
- Mixed ability preference
- Differentiation within the classroom
- Teaching materials (Webwise etc)
- Explicit lessons on 'Bullying'
- Nurture groups in school
- Roots of Empathy Programme
- GMGY Curriculum

- Policy and Planning

- Wellbeing and SPHE policy in place
- Wellbeing as a priority for Posts of Responsibility
- Equality Policy, Inclusion Policy
- Friendship Week as part of annual events
- CPD opportunities for staff
- GMGY Policy and implementation
- Wellbeing Wednesday
- Development of Student Friendly policies
- Communications Policy and AUP make specific mention to online usage
- Safer Internet Day and support for parents around the use of online platforms
- Code of Behaviour reviewed regularly
- Child Protection Policy
- Supervision Policy

- Relationships and Partnerships

- Morning Check-In's
- Student Council and other committees
- Staff profile sent out each year
- Kindness box
- Student-led committees
- Pupil-Consultation on fortnightly plans
- Staff share personal information
- Dear teacher letters
- Acknowledging achievements
- RP Circles
- scheduled 1 to 1 check ins with individual children
- Positive promotion of social media through school accounts, celebrating that space
- Share of home life through online learning platform, demonstrating good etiquette in that community
- RP mentors on junior yard
- In-class monthly check ins for assessment portfolios

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour

- Supervision policy for each yard time
- Additional adults added to yards where needed
- RP mentors on Junior Yards to encourage positive behaviour and to monitor
- SNAs tasked with supervision and monitoring of individual children
- Sporadic supervision at the external gate
- Ipads are centrally monitored and supervised while in use
- IT coordinator in place to monitor the usage
- While teachers are having lunch, the children are supervised by another teacher. Where appropriate, children with SNA access may have another SNA supervising while they are on their break.
- Monitoring happens through student check ins after a case of Bullying is identified.
- Bi annual surveys of senior pupils to check in and monitor potential cases of bullying behaviour

SECTION C Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing behaviour are:

- Classroom teacher
- School principal

When bullying behaviour occurs, the school will:

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

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). The following are the agreed steps when an alleged incident of bullying is reported to school staff.

1	<p>Collect information as soon as practically possible: The class teacher should speak to each person involved individually and witnesses. Write (or have the children write) an account of what has happened and what they were thinking at the time.</p> <p>The accounts should take note of where and when the alleged incident happened. It is important that all parties are given a fair chance to be interviewed without prejudice.</p> <p>Inform the principal. The recording sheet in Appendix should be used and all documentation must be scanned and uploaded to the children's Aladdin profile.</p>
2	<p>Where appropriate*, meet the children as a group. Each child should give their account of what happened. The teacher should make notes.</p>
3	<div data-bbox="571 1330 1117 1617" data-label="Diagram"> </div> <p>The 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.</p>
4	<p>Parents should be informed that bullying behaviour has occurred at the earliest opportunity, including the actions that will be taken. The teacher should have a conversation with the student impacted by the bullying as to what course of action they would like to take including a request for no action (Section 6.3 guidelines)</p> <p>This will include what actions will make them feel safe and help to rebuild.</p>

5	<p>Follow up actions:</p> <p>Person impacted by the behaviour:</p> <ul style="list-style-type: none"> - The child should be given a safe space away from the person/people who caused harm - Nomination of a trusted adult in the school to check in on a regular basis (recorded) - In serious incidents, parents will be directed towards external support services and the school may put a programme of support in place - Advice may be sought from NEPS, Oide, TUSLA for advice for staff, parents and students <p>Person causing harm</p> <ul style="list-style-type: none"> - Separation from the person to whom they caused harm. The Code of behaviour will guide decisions around this. - A piece of work on how they can repair the harm will be completed - Behaviour promise will be completed with targets identified and agreed with parents - Nomination of a trusted adult within the school to check in on a regular basis/review targets - Advice from external agencies such as NEPS as to support the student in not repeating the bullying behaviour <p>It will also be made clear to all involved (each set of pupils and parent(s)/guardian(s)), that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.</p>
6	<p>At a later date, and only with the permission of all parties, a Restorative Meeting will be facilitated. Such a meeting should only be conducted after thorough preparation and by a staff member trained in facilitating such meetings. The children involved on both sides will be prepared ahead of the meeting.</p>
7	<p>Within 20 days of the identification of bullying, the team identified above will meet to determine if the bullying behaviour has ceased. This will be informed by the documentation of meetings between the 'trusted adult' and each of the people involved and also a follow up conversation with parents.</p> <p>A plan for ongoing supervision may be considered.</p>
8	<p>The school will use the following approaches to support those who experience, witness and display bullying behaviour</p> <p>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. Therefore, various approaches and intervention strategies may be used. These can include:</p> <ul style="list-style-type: none"> - Whole class lessons on respectful behaviour - Check-ins with link teachers nominated by the children - Restorative circles and conferences - Close monitoring of interactions by the teachers and SNAs <p>Pupils involved in bullying behaviour may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience. They may need to learn other ways of meeting their needs without violating the rights of others. Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.</p> <ul style="list-style-type: none"> ● In-school supports and opportunities will be provided through activities designed to raise self-esteem, to develop friendships and social skills and build resilience e.g. <ul style="list-style-type: none"> - Buddy / Peer mentoring system - Supportive Adult - Care team / Student Support Plan - Group work such as circle time

*The student allegedly harmed may not wish to be present at the group meeting.

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.

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.

Roles & Responsibilities

Principal/BOM

- Principal should act as the anti-bullying coordinator (as DLP) and the deputy principal in their absence
- Liaise with staff members on Bí Cinéalta procedures
- Ensure correct record keeping and reporting of bullying incidents to the BOM and Department of Education
- Ensure the implementation of prevention strategies across the school.
- Consider trends of bullying incidents across the school year
- Conduct an annual review of these procedures and ensure the completion of a child friendly version of the policy

Staff member

- Inform the principal of alleged/confirmed bullying incidents.
- To report suspected bullying incidents to the relevant class teacher
- Class teacher is responsible (or other relevant teacher) for the investigation of the alleged bullying incident
- Liaise with the principal for advice on the matter
- Discuss the incidents around bullying with the relevant persons in a formal manner

Role of Parents

- Report suspected bullying incidents to any teacher/staff member in the school without taking matters into their own hands
- Ensure their child understands the contents of the Bí Cinéalta Policy and helps them adhere to it
- Cooperate with investigations into alleged bullying incidents
- Assist in the restoration of relationships and to assist in the rectification of incidents
- Discuss the incidents around bullying with the relevant persons in a formal manner
- Monitor their child's access and usage of online platforms

Role of Pupils

- Look out for each other
- Don't be a bystander
- Respect each other
- Make sure everyone is included
- Ensure everything is fair
- Tell an adult if we see someone bullying another child

Availability of this Policy

This policy has been made available to school personnel, published on the school website, made available in the school office and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

Communication of the policy

This policy will be communicated in the following way:

Staff

The staff will receive induction at the beginning of the year and will be heavily involved annually in its review and improvement.

Parents

- A narrated PowerPoint will be communicated to parents annually during 'Friendship Week'/Bí Cinéalta Week.
- Parents will receive guidance if their child is involved in a bullying incident
- New parents enrolling their child will be directed to our Bí Cinéalta Policy annually.

Children

- SPHE programmes and lessons
- Links to our patrons curriculum GMGY
- Social stories for individual children
- Explicit conversations about the Policy at Assembly and during friendship week
- Home links with parents

Review of this Policy

- The implementation and effectiveness of the anti-bullying policy will be included as an agenda item for all senior management meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.
- The effectiveness of the school's Bí Cinéalta policy will be subject to continuous review in light of incidents of bullying behaviour encountered. The school will annually review the prevention and intervention strategies in place and identify any significant behavioural trends that may benefit from early intervention.
- This policy and its implementation will be reviewed by the Board of Management once in every school year using the checklist in Appendix 3. Written notification that the review has been completed using Appendix 4 will be made available to school personnel, published on the school website, displayed in the school foyer and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy was ratified by the school's Board of Management	
<p>Signed: <i>Lorna Mc Guckin</i></p> <p>Chairperson</p>	<p>Signed: <i>Michael Byrne</i></p> <p>Principal</p>
Date: 23.4.26	Date: 23.4.26

Appendix 1

Examples of Bullying Behaviour

The list of examples below is not exhaustive

General behaviours which apply to all types of bullying

- 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
- Invasion of personal space
- A combination of any of the types listed.

<p style="text-align: center;">Online</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyberstalking: 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/Ask.fm/ Twitter/YouTube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
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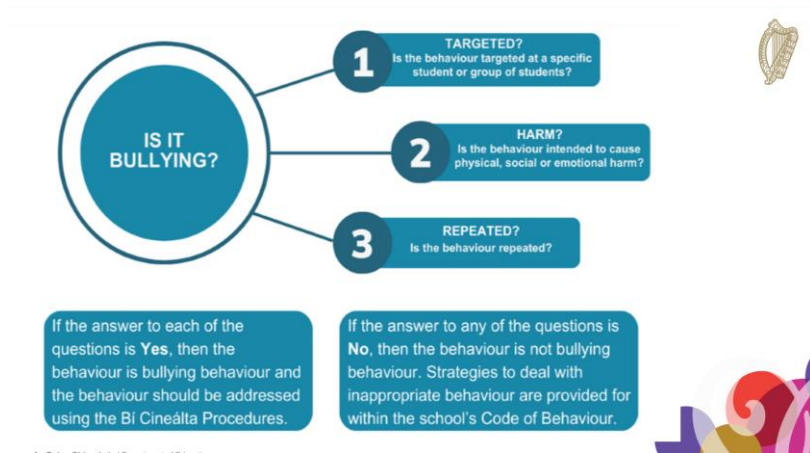
<p>Identity-Based Behaviours</p>	
<p>Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p style="text-align: center;">Homophobic and Transgender</p>	<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

<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<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
<p>Relational</p>	<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 • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
<p>Sexual Harassment/Sexist</p>	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment

Disablist/Exceptionally able

- Name-calling
- Taunting others because of their disability or learning needs
- Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying
- Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.
- Mimicking a person's disability
- Setting others up for ridicule
- Ridiculing someone for giving a correct answer or receiving praise

Template for Recording Bullying Behaviour



1. Name of pupil experiencing bullying behaviour
 Name _____ Class _____

2. Name(s) & classes of pupil(s) engaged in bullying behaviour

3. Form(s) of Bullying: (2.5)
 Physical, Verbal, Written, Extortion, Exclusion, Relational, Online, (Please circle)
 Other (please state) _____

4. Type of Bullying: (2.7)
 Disablist, exceptionally able, gender-identity, homophobic/transphobic, physical appearance, racist, poverty, religious identity, sexist bullying, sexual harassment, (Please circle) Other (Please state) _____

5. Location of incident(s) _____

6. Date of incident(s) _____

7. Name of person(s) who reported the concern _____

8. Brief description of bullying behaviour and its impact: (What happened and who has been impacted/in what way)

9. Date of initial engagement with pupil(s) harmed and pupil(s) engaging in harm.

10. Names of, and date of initial engagement with parent(s) of student(s) experiencing the bullying behaviour

11. Name of, and date of initial engagement with parent(s) of student(s) displaying bullying behaviours

11. Details of actions taken:

12. Views of pupils and parents regarding actions to be taken

13. Date of Review to determine if bullying behaviour has ceased _____

14. Details of Engagement with external supports (if any)

Signed: _____(Teacher) Date: _____