Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of St Saviour’s N.S. has adopted the following policy to prevent and address bullying behaviour.

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

The board of management 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.

# 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 | 19/2/2025 | School closure and all staff attended a workshop for 2 hours |
| Students | 24/2/2025 | Junior classes through class discussion, 3rd to 6th class filled in an online survey |
| Parents | 24/2/2025 | Online survey |
| Board of Management |  |  |
| Wider school community as appropriate, for example, bus drivers | 20/2/2025 | The deputy principal spoke with the other staff members directly |
| 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: |
| -Parent’s sign up to adhering to the school Code of Behaviour upon enrolling in the school.  -There is visible supervision and monitoring of pupils from the time they come on site in the morning with teachers at the gates and teachers supervising breakfast club.  -The school HSCL teacher is available to parents to contact should they have concerns regarding bullying in or outside the school.  -Students go directly to classrooms in the morning or to breakfast club (there is no congregating on the yard).  -There is a no phones policy in the school and no student is permitted to have a mobile phone on their person in school. Staff members are asked to model this throughout the school day and keep their phones away during work hours.  -The culture of being ‘A telling school’ is embedded in Students’s learning from Early Start and Infants throughout the school. This is embedded in the SPHE school plan and celebrated during weeks such as ‘Friendship week’ and ‘Anti-Bullying Week’.  -Students from the travelling community take part in ‘Brighter Future Programme’, a Programme that celebrates Traveller and minority cultures.  -Through taking part in initiatives such as ‘The Yellow Flag’ and ‘Show Racism the Red Card’, ‘Intercultural Day’, Students are taught to celebrate diversity in our school.  -Link workers from the Waterford School Completion Programme work with pupils from a range of senior classes and the ‘trusted adult’ concept is continued on into secondary school.  -There are structured lunch time activities for children at risk of exhibiting bullying behaviours at yard times.  -The school library is stocked with reading material to represent students from different national, ethnic and cultural backgrounds.  -The Student Council meetings provide a forum for input from the students in issues such as bullying and strategies to prevent it in the school. The active participation of students in their life at school is vital to making St Saviour’s N.S. a happy place to grow and learn.  -The Well-Being Ambassadors in the yard help support the Students in the middle classes during yard time. There are structured games to play and the Ambassadors look out for Students who may appear isolated at play times.  -There is a whole school approach to the teaching of SPHE. September lessons all focus ono Friendship and how to be a kind friend. While November has lessons targeted at Bullying and age appropriate lessons including dealing with identity based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment.  -There are sensory rooms in each building to support students who may require a quiet space during the day or a space in which they can regulate.  -Pupils are always monitored by teachers when they are on the corridor, particularly when transitioning from their classroom to yard or the SET rooms.  - Safety online will be taught in all classes and parents will be encouraged to attend both online and face to face information seminars on this topic. Where possible during the school year the Community Garda will visit classes to support the teaching in this area. Visiting speakers such as those from the Laochas Project will address this with targeted classes.  -Teaching staff will be visible at the school gates in the mornings providing opportunities for parents to informally discuss concerns. The HSCL teacher will also be available to liaise with parents.  - ‘Buddy Benches’ will be in each yard to encourage Students to include everyone in their games  -Staggered lunch breaks, avoiding over-crowding in the yard. Students at risk of exhibiting bullying behaviours are targeted with individual and small group interventions during yard times.  -Pupils with a range of special needs are integrated in to mainstream classes. This supports the students in St. Saviour’s NS in developing skills of kindness, patience and understanding that we are all unique and learn in different ways.  -Students are not permitted to have phones in their classrooms and these must be handed into the office before school each morning.  -Indoor yard time pupils play games such as chess- this avoids Students ‘wandering’ in the classroom.  - Members of staff will model respectful behaviour and treat students equally irrespective of their sex. Students will have the same opportunities to engage in school activities irrespective of their sex.  -Where possible students who are at risk of exhibiting bullying behaviours or indeed those students who have experienced bullying will have access to therapeutic interventions such as Art or Play Therapy within the school setting.  -As a Catholic School, we teach Students the Christian values of kindness, goodness and acceptance. Through the ‘Grow in Love’ Programme we will teach the Students to live as Jesus asked us to. |

|  |
| --- |
| The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour: |
| -Code of Behaviour  -SEN policy  -EAL policy  -Acceptable use of ICT  -SPHE policy (this includes Stay Safe and RSE)  -Code of Conduct for Parents  -Restorative Practice  -Play/Art therapy will be offered when available  -SPHE and Stay Safe Policy  -Wellbeing Policy  -Dignity at Work Policy  -Digital Strategy  -Religious Education Policy |

**Section C: Addressing Bullying Behaviour**

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

All staff both teaching and non-teaching staff are responsible for addressing bullying behaviour

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 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: |
| -The member of staff will determine if bullying has occurred using the criteria from the Bí Cineálta Procedures i.e. Is the behaviour targeted, intended to cause physical, social or emotional harm? And is the behaviour repeated?  Where the staff member can answer yes to these three questions then bullying behaviour has been identified and the Bí Cineálta procedures will be followed.  - School staff will record the incidence of bullying behaviour on the reporting form and this form will be held on file in the Principal’s office.  -Support from outside agencies such as Oide, NEPS, the Department of Education online safety initiative ‘Webwise’, Tusla, the National Parents Council and DCU Anti Bullying Centre may be accessed. Local resources such as the School Completion Project, Laochas Warrior Soul Project, the BRILL family resource centre or the school play therapist may also be supports for the students involved.  -Given the complexity of bullying behaviour there is no one approach that will be followed for addressing it. Factors such as the age of the student, the student’s cognitive ability and history of incidents of exhibiting bullying behaviour are all factors which will be taken into consideration when the Principal is determining sanctions and restorative strategies.  -The Principal will engage with the students and parents no more than 20 days after initial discussion to review progress following the initial intervention.  -Where bullying has ceased support and supervision will continue for the student who has experienced bullying and for the student who has carried out the bullying behaviour.  -Where it is clear that the student who is displaying bullying behaviour is continuing to behave in such a manner, the school will use the strategies to deal with inappropriate behaviour as outlined in the school Code of Behaviour Policy.  -Where a student or parent reports bullying behaviour but requests that no direct action be taken this request will be respected when appropriate to do so. It is important that the pupil who has experienced bullying behaviour feels safe. However, while acknowledging the parent’s request, schools may decide that based on the circumstances, it is appropriate to address the bullying behaviour. |

|  |
| --- |
| The school will use the following approaches to support those who experience, witness and display bullying behaviour): |
| -School staff will be fair and consistent in their approach to address bullying behaviour.  -The privacy of all those involved will be maintained and respected.  -The school will support the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour.  -The staff member will ensure that the student experiencing bullying behaviour feels listened to and reassured. They will be involved where possible in the decision of the actions to be taken.  -The age and ability of all those involved will be considered and all conversations will be conducted with sensitivity.  -The parents of all those involved will be informed and actions will be taken in a timely manner.  -Where possible a restorative approach will be followed in order to support all parties.  -Where a pupil reports bullying behaviour to a member of staff but requests that no action be taken the member of staff will discuss with the pupil how they can support them in school. The staff member will also address whether or not the child’s parents are aware of the situation and in circumstances where they have not been informed the staff member will support the pupil in informing their parents.  -After the initial discussion to review progress ongoing supervision and support will be available for the parties where required.  - If the bullying has not ceased or it has been directed towards a different pupil the principal will review the strategies used in consultation with the parents and students 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’s Code of Behaviour disciplinary sanctions will be followed. |

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*.

# 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.

Signed: Date: (Chairperson of board of management)

Signed: Date:

(Principal)

# Appendix 1

# Notification regarding the Board of Management’s annual review of the school’s Bí Cineálta Policy

The Board of Management of

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 \_\_\_\_\_\_\_\_\_\_\_\_ .

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)

Date: Date:

Date of next review:

Appendix 2

**Guide to providing Bullying Behaviour Update for Board of Management meetings**

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 3

Annual 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

1. Where in the school is the student­friendly Bí Cineálta policy displayed?

|  |
| --- |
|  |

1. What date did the Board publish the Bí Cineálta policy and the student­friendly policy on the school website? / /20
2. How has the student­friendly policy been communicated to students?

|  |
| --- |
|  |

1. How has the Bí Cineálta policy and student­friendly policy been

communicated to parents

|  |
| --- |
|  |

1. Have all school staﬀ been made aware of the, school’s Bí Cineálta

Yes No

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?

8. Has the Board received and minuted the Bullying Behaviour

Yes No

Update presented by the principal at every ordinary board meeting

over the last calendar year?

9.Has the Board discussed how the school is addressing all reports

Yes No

of bullying behaviour?

10.Is the Board satisfied that all incidents of bullying behaviour are

YesNo

addressed in accordance with the school’s Bí Cineálta Policy?

11. Have the prevention strategies in the Bí Cineálta policy been

YesNo

implemented?

12. Has the Board discussed the eﬀectiveness of the strategies used

Yes No

to prevent bullying behaviour?

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 student­friendly policy need to be updated as a result of

this review and if so why?

|  |
| --- |
|  |

Yes No

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?

# List of Appendices

# Appendix 1- Notification regarding the board of management’s annual review of the school’s Bí Cineálta Policy

# Appendix 2: Guide to providing Bullying Behaviour Update for Board of Management meetings

# Appendix 3: Annual review of Bí Cinealta policy

# Appendix 4: Record of Incident of Bullying Behaviour

# Appendix 5: Pupil friendly poster

# 