Bí Cineálta Policy

Scoil Naomh Pádraig

Corr a Chrainn

The Board of Management of **Corracrin NS** 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.
We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued and everybody has a part to play in the school community, regardless of difference.

Additional Policies that have informed the development of this policy include:

- 2013 Anti Bullying Policy
- 2015 Children First Act
- 2017 - Child Protection Procedures - primary - Revised 2023
- GDPR (2018)
- Harassment , Harmful Communications and related Offences Act /Coco's Law 2020
- Report on the Implementation of Anti Bullying Measures
- Cineáltas Action plan 2022
- Perspectives on Bullying Behaviour 2023
- Bí Cineálta 2024

Definition of Bullying Behaviour

Corracrin NS adopts the definition of bullying behaviour as outlined in the Bí Cineálta: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024:

"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." Section 2.1, Bí Cineálta.

This definition encompasses a wide range of behaviours, including:

Physical Bullying: Pushing, shoving, hitting, kicking, damaging property.
Verbal Bullying: Name-calling, insults, threats, teasing.
Relational Bullying: Spreading rumours, social exclusion, manipulating friendships.
Cyberbullying: Sending hurtful messages, sharing embarrassing photos or videos online, creating fake profiles, online exclusion.

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.
HOWEVER, posting a single harmful message/image/video online, and which is highly likely to be reposted/shared with others can therefore be seen as bullying behaviour.
Behaviour that is not Bullying Behaviour

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.
These behaviours, while not defined as bullying can be distressing.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.
Some online behaviour may be illegal, and students need to be aware of the far reaching consequences of posting inappropriate or harmful content online.

If bullying behaviour involves physical violence or threats of violence, it may be considered assault.
If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

The Impact of Bullying Behaviour

Bullying can have a severe impact on children in both long and short term, can cause stress, insecurity and anxiety. It can damage self-confidence and self - esteem, lower mood and in extreme cases can result in mental health difficulties. Cyber bullying can be anonymous, go unnoticed, can have a wider audience and can be difficult to have offensive comments/ material removed.

Where can Bullying occur ?

It can happen anywhere: inside or outside school, online, coming to or from school, in organised clubs/ after schools/ on the school bus. When the bullying occurs outside of school, but has an impact in school, we are required to **support** the students involved.

How bullying behaviour occurs

<u>Direct</u> Bullying Behaviour

• **Physical**:

Pushing, shoving, punching, kicking, poking and tripping students. Physical assault.
Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, schoolbooks and other learning materials or interference with a student's bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

• **Verbal**

Continual name calling which insults, humiliates the student – this may refer to physical appearance, clothes, gender, accent, academic ability, race or ethnic origin.

• **Written**

Writing insulting remarks in public places, passing notes or drawings about the student.

• **Extortion**

Where something is obtained through force or threats.

<u>Indirect</u> Bullying Behaviour

- **Exclusion**

> Exclusion bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.

- **Relational**

> Relational bullying behaviour involves spreading rumours, social exclusion, manipulating friendships

Online Bullying Behaviour

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This form of bullying behaviour can include:

> sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps

> posting information considered to be personal, private and sensitive without consent

> making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students

> excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game
Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

Where Bullying behaviour can occur

Inside School
- School yard
- In the classroom

Outside School
- Coming to and from school
- Online Bullying/Cyberbullying

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.

Types of Bullying Behaviour

There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:
- disablist bullying
- exceptionally able bullying
- gender identity bullying
- homophobic/transphobic (LGBTQ+) bullying
- physical appearance bullying
- racist bullying
- poverty bullying
- religious identity bullying
- sexist bullying
- sexual harassment

Section A: Introduction & Policy Development

Corracrin NS - a rural co - educational primary school of 215 pupils ranging in ages from 4-12, with a staff of 24 (including teachers, SNAs, caretaker, cleaners and a secretary), is deeply committed to providing a safe and inclusive learning environment. The school firmly believes that bullying behaviour is unacceptable and is dedicated to preventing and addressing all forms of bullying to safeguard the well-being, academic performance, and social development of each student. Recognising that bullying contradicts the values of respect and dignity inherent in their Catholic ethos, Corracrin NS strives to create a school community where every child feels cherished and supported.

How Corracrin NS Engaged with the School Community/ Stakeholders

All members of our school community were provided with the opportunity to input into the development /review of this policy. The school is committed to a collaborative approach and have engaged with the following stakeholders in the development of this policy

Consultation with the Student Council : The role of student Council in providing feedback on anti-bullying initiatives and the policy itself was valued.

Surveys and Feedback: The Student Council conducted surveys in the school year 2024/25 and these were used to develop and monitor the effectiveness of the policy.

Parent Consultation : Parents were consulted through the Parents Association meetings and their feedback was used to help develop this policy.

Collaboration with Staff: Teachers, SNAs, the school secretary/ ancillary staff, bus escorts and bus drivers were engaged in discussions and their perspectives were included.

	DATE CONSULTED	METHOD OF CONSULTATION
ISM-T	28th January 2025	Principal & Deputy Principal attend training in Bí Cineálta.
SCHOOL STAFF	5th February 2025	Initial presentation of the draft policy at the staff meeting.
STUDENTS	21st January 2025	Pupil questionnaire completed by the Student Council and discussion therein.
PARENTS	28th January 2025	Parent questionnaire completed by the Parents Association members, discussion held at their termly meeting and feedback provided to the Principal.
BOARD OF MANAGEMENT	2024-25 School Year, subsequently 2025-26 School Year	Bí Cineálta policy development is on the agenda at all BoM meetings with formal adoption and ratification to

		take place in September 2025.
WIDER SCHOOL COMMUNITY BUS ESCORTS/		
DATE POLICY WAS APPROVED	30-9-2025	
DATE POLICY WAS LAST REVIEWED		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. **In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way.** 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.
• Create safe spaces in our school building and yards – visibility
• 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;
o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
o promotes respectful relationships across the school community;
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 – this is distributed to staff and a copy is displayed on the Staff Room notice board for ease of access also.
• Anti Bullying week activities such as Random acts of Kindness homework, Poster making, slogan making, etc
• Playground helpers – students in higher classes volunteer to support younger classes on yard to help with games and positive interactions. Minders at lunchtime also.
• Child Friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
• 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.

• Class and School Charter development as well as notice board to promote kindness and build responsibility amongst 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 this:
• Teach 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.
• Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
• Curricular and Extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
• 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 Corracrin National School's Bi Cinealta 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 promoting anti bullying behaviour.

The Acceptable Use Policy, Supervision policy, Special Education Policy and Code of Behaviour all support the implementation of the Bí Cineálta policy.
Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all middle management focused on supporting the implementation of this policy.

Relationships and Partnerships
• Interpersonal connections are supported through a range of formal and informal structures such as our parents' association, our walking bus, our cycling bus, our various and multiple student committees and groups.
• 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
• Supporting active participation of students in school life and active participation of parents in school life also.
• 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.

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:
• Staff at all times endeavour to encourage pupils to show respect for each other.
• Implementation of the SPHE curriculum.
• Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
• Digital Media Policy includes learning about responsible online behaviour and digital citizenship. AUP also developed for technology in our school.
• The school's anti-bullying policy is discussed regularly with the pupils.
• Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
• All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff.
• School wide awareness raising on all aspects of bullying, supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
• Involvement of pupils in contributing to a safe school environment e.g. Kindness/ anti-bullying week, and other activities that can help to pupils and encourage a culture of peer respect and support
• 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.
Refer to appropriate online behaviour when using devices and in SPHE lessons.
• Promote online safety events or material for parents
• The listing of supports currently being used in the school and the identification of other supports available to the school e.g. www.tacklebullying.ie, www.antibullyingcentre.ie>fuse, www.webwise.ie
• Shared folder of resources for teaching of bullying including lessons from above websites – shared Google drive for all teachers to access.
• Challenge gender- stereotypes – equal participation of all. Equal recognition.
• Foster a culture where diversity is celebrated and students "see themselves" in the school environment. In 2027 we plan a "This is Me" day where children of all our nationalities and range of additional needs are celebrated.
• Modelling of respectful behaviour by staff of all irrespective of sex.
• Ensuring all students have the same opportunities to engage in school activities irrespective of sex.
• Making clear that our school has a zero tolerance approach to sexual harassment of any kind with enforceable policy - See Code of Behaviour.

The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16.
For the purposes of data collection, students between the age of 13 and 16 years old must have parental permission to sign up to social media services where companies use the legal basis of consent to collect process and store users' data. Most social media platforms and services have a minimum age requirement and for the majority of these services it is 13 years' old. **Therefore technically, children under the age of 13 should not have a social media account.**
It is important for their child's safety, that parents are aware of their children's use of technology including smartphones and gaming consoles.

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

- fostering a school culture where diversity is celebrated and where students "see themselves" in their school environment
- having the cultural diversity of the school visible and on display
- conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- encouraging peer support such as peer mentoring and empathy building activities
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- inviting speakers from diverse ethnic backgrounds
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Supervision and monitoring policies in place to prevent and address bullying behaviours

All students are supervised during school hours, including break times, lunch periods, and during transitions between classes. Staff members are assigned to various designated supervision zones to ensure that students are monitored effectively. Specific measures include:

- Classroom Supervision: Teachers ensure that students are supervised within the classroom at all times.
- Playground/Outdoor Supervision: SNAs and teachers are stationed at strategic locations around the playground to monitor student interactions.
- Hallways and Common Areas: Teachers, office staff and the Principal are present in hallways during high-traffic times to observe and monitor student behaviour.
- Morning and evening supervision: The school yard is supervised before and after school by Principal, ISM-T members and SNA staff.
- Extra supervision is provided on school tours and school outings.
- 24 CCTV cameras cover the school grounds and corridors.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.
In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

Section C: Addressing Bullying Behaviour

When bullying behaviour occurs, teachers 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 teachers with responsibility for addressing bullying behaviour are as follows: Class teachers, ISM-T, Principal.

At Corracrin NS allegations of bullying are taken seriously. Bullying reports can be, in the first instance, reported to the class teacher. Parents may also report alleged bullying behaviour to the Principal or member of the In-School Management Team whereby the procedures in the School's Bí Cineálta policy will be followed.

- The bullying behaviour will be recorded as set out in Bí Cineálta policy.
- The Principal and ISM-T will follow up after twenty days to investigate if bullying has ceased.
- Principal will inform Board of Management of incidences of Bullying.

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 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. **Requests to take no action** A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe. Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. **Parents should put this request in writing** to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

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 (STEPS system).
- 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.
- **These meetings will take place in the Principal's Office with the Class Teacher or a member of the ISM-T present.**
- thereafter, all students involved should be met as a group
- at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each student should be supported as appropriate, following the group meeting
- it may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

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

Follow up where bullying behaviour has occurred.

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.
- the date that it has been determined that the bullying behaviour has ceased should also be recorded.

- any engagement with external services/supports should also be noted
- ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- if the bullying behaviour has not ceased the teacher should review the strategies used in

consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased

- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school 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.

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):

For those having experienced or witnessed bullying behaviour

- Social and emotional support for those affected
- Check ins/ increased supervision
- Conversations with affected parties
- Monitoring yards and play spaces, corridors
- Organising outside speakers
- Seek NEPS Psychologist support
- Cyber-bullying computer programmes, e.g. FUSE, Webwise
- Oide supports

For those who have displayed bullying behaviour

- *Code of Behaviour sanctions, including **slate wiped clean** policy once issue dealt with*
- *Check ins from staff*
- *Use strategies in Welcome to Wellbeing and Weaving Wellbeing to raise self-esteem of those who were involved in bullying behaviour*
- *Give praise when the child improves their behaviour and turns away from unwanted incidences of bullying behaviour*

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. *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 (September) or as soon as practicable after there has been a material change in any matter to which this policy refers.

Conclusion

Corracrin NS is dedicated to creating a school environment where all students and staff feel safe, respected, and valued. The school believes that by working collaboratively as a school community and implementing this comprehensive Bí Cineálta policy, we can effectively prevent and address bullying behaviour and ensure that all students have a positive and enriching educational experience. This policy is available on our website and on display in the school. It will be updated annually at our first Board meeting or as soon as practicably possible thereafter.

Policy Adopted: 30th September 2025

Policy Review Date (Annually): September

Signed: Mr. Adrian Corrigan _____

(Chairperson of Board of Management)

Signed: Mr. Richard Baxter _____

(Principal) Date: 30th September 2025

Date of first review: September 2026

External Resources:

Gov.ie https://www.gov.ie/en/publication/e8f46-bi-cinealta-resources-for-primary-schools-post-primary-schools-and-parents/

National Educational Psychological Service (NEPS): Provides psychological assessments, consultations, and support to schools.

Oide: Offers professional development and support to teachers on a range of topics, including bullying prevention and intervention. www.oide.ie

Tacklebullying.ie

Webwise: Provides resources and support for online safety, including cyberbullying prevention.AUP generator
Html Heroes (3rd and 4th class)
www.webwise.ie/BeKindOnline

All Together Now LGBTQ+ resources 5th / 6th class

PDST Restorative Practice training

CDI Tallaght Restorative practices

National Parents Council (NPC): Represents parents and provides information and support on various educational issues, including bullying.

Dublin City University (DCU) Anti-Bullying Centre: Conducts research and provides training and resources on bullying prevention and intervention.www.antibullyingcente.ie/fuse Free programme for 4th 5th 6th from DCU

Tusla: The Child and Family Agency provides support and services for child protection and welfare, including cases where bullying behaviour is a child protection concern

Appendices

Section A: Development/review of our Bi Cineálta Policy to Prevent and Address Bullying Behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff		
Students		
Parents		
Board of management		
Wider school community as appropriate, for example, bus drivers		
Date policy was approved:		
Date policy was last reviewed:		

Appendix B

Corracrin NS: Bullying Incident Recording Template

Date of Incident:_____
Date Initial Report Completed:_____
Class Teacher Name:_____
Investigator(s):
(Name(s) of those investigating the incident)

Section 1: Incident Details

- **Form of Bullying:**
  (Please select one or more from the following)
  - Physical Bullying (e.g., hitting, pushing)
  - Verbal Bullying (e.g., name-calling, teasing)
  - Social Exclusion (e.g., deliberately leaving someone out, spreading rumours)
  - Cyberbullying (e.g., online harassment, messages, social media abuse)
  - Other (please specify): _____
- **Type of Bullying:**
  (Please select one or more from the following)
  - Direct Bullying
  - Indirect Bullying
  - Racial Bullying
  - Homophobic Bullying
  - Gender-based Bullying
  - Disability-related Bullying
  - Other (please specify): _____

Section 2: Parties Involved

- **Student(s) Affected:**
  (Please list all students involved, including those targeted, witnesses, and perpetrators)
  - **Student Name(s):**
    1. _____
    2. _____
    3. _____
- *(If more students are involved, please list on a separate sheet)*
- **Student(s) Responsible:**
  (If applicable, list names of those believed to have engaged in bullying behaviour)
  - **Student Name(s):**

1. _____
2. _____

Section 3: Incident Timeline

- **Date and Time(s) of Incident(s):**
  (Please include all specific instances of bullying, or note if ongoing behaviour over a period of time)
  1. _____ Date _____ Time _____
  2. _____ Date _____ Time _____
- **Date of Initial Engagement (when first reported or discovered):**Date _____ Time _____

Section 4: Student and Parent Views

- **Views of Affected Student(s):**
  (Summarise the views of the affected student(s) regarding the incident, including any concerns expressed about their well-being or the bullying behaviour)
  - _____
  - _____
  -
- *(If multiple students, continue on a separate sheet)*
- **Views of Parent(s):**
  (Summarise the views or concerns expressed by the parents of the affected student(s), including any requested actions or outcomes)
  - _____
  - _____

Section 5: Action Taken

- **Immediate Actions Taken:**
  (What actions were taken immediately following the report of the incident? Include any initial support offered to the student(s) and communication with parents)
  - _____
  - _____
- **Ongoing Actions/Interventions:**
  (Describe any ongoing support provided, including counselling, restorative meetings, mediation, etc.)
  - _____
  - _____
  -
- **Referral to External Services (if applicable):**
  (If the case was referred to external agencies, such as counselling services or other support, please provide details)
  - Yes
  - No
  - **Details of external referral(s):**
    - _____
    - _____

Section 6: Review and Outcomes

- **Date of Review with Student(s) and Parent(s):**Date _____ Time _____

- **Has the Bullying Behaviour Ceased?**
  (Please summarise the outcome of the review meeting, including whether bullying behaviour has stopped and any ongoing concerns)
  - Yes, bullying behaviour has ceased.
  - No, bullying behaviour persists.
  - Inconclusive at this stage.
- **Outcome of Review:**
  (If bullying has not ceased, outline next steps, including any further actions taken or additional supports required)
  - _____
  - _____

Section 7: Additional Notes

- **Note for Student Support File:**
  (Should any additional information be added to the student's support file, such as ongoing monitoring or further action plans?)
  - Yes
  - No
  - **Details:**
    - _____
    - _____

Section 8: Confidentiality and Data Use

This form contains sensitive information and will be kept confidential in accordance with GDPR guidelines. The information will be used to monitor trends, evaluate the effectiveness of prevention and intervention strategies, and inform future policy development. All details will be securely stored and may be shared only with those directly involved in the resolution of this case, including school staff, parents, and external services (if applicable).

- **Completed by:**
  - **Name:** _____
  - **Role:** _____
  - **Date:** _____

For Administrative Use Only

- **Reviewed by (Principal or Designated Staff Member):**
  - **Name:** _____
  - **Date:** _____
  - **Comments:**
    - _____

End of Form

Appendix C

Corracrin NS: Parent Feedback Questionnaire on Anti-Bullying Policy

Dear Parent/Guardian,
As part of our ongoing commitment to creating a safe and supportive learning environment for all students, we are seeking your feedback on our school's Anti-Bullying Policy. Your insights will help us ensure that our approach is effective and aligned with the values of our school community. We kindly ask you to take a few moments to complete this questionnaire.

"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." Section 2.1, Bí Cineálta.

All responses are confidential, and your input is greatly valued.

Please provide some basic information about your child. This will help us understand the context of your responses.

1. **What class is your child in?**
   ☐ Junior Infants - 2nd Class ☐ 3rd – 6th Class

2. **Has your child ever experienced bullying at school?**
   ☐ Yes
   ☐ No
   ☐ Not sure
3. **Do you feel that your child is safe at school?**
   ☐ Yes, always
   ☐ Mostly
   ☐ Sometimes
   ☐ No, not really
   ☐ No, never

4. **How familiar are you with the school's Anti-Bullying Policy?**
   ☐ Very familiar
   ☐ Somewhat familiar
   ☐ Not familiar at all

5. **Do you think the school effectively communicates its Anti-Bullying Policy to parents and guardians?**
   ☐ Yes, definitely
   ☐ Yes, to some extent
   ☐ No, not really
   ☐ No, not at all

6. In your opinion, how effective is the school's Anti-Bullying Policy in preventing bullying?
☐ Very effective
☐ Effective
☐ Somewhat effective
☐ Not effective
☐ I don't know

7. What aspects of the Anti-Bullying Policy do you think are most important? (Please rank in order of importance: 1 = Most Important, 5 = Least Important)

☐ Prevention of bullying
☐ Clear reporting mechanisms for students and parents
☐ Staff training and awareness
☐ Consequences for bullying behaviour
☐ Promoting a positive school culture (respect, kindness, etc.)

8. What do you think the school could do better to prevent bullying?

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9. Do you feel comfortable reporting bullying incidents to the school?
☐ Yes, definitely
☐ Yes, somewhat
☐ No, not really
☐ No, not at all

10 What positive aspects of the school's approach to bullying would you like to highlight?

11. What additional comments or suggestions do you have regarding the school's Anti-Bullying Policy?

Thank you for your valuable feedback!

Your responses will play a critical role in helping us improve our approach to preventing and addressing bullying at Corracrin NS. We appreciate your time and commitment to the well-being of our students.

Appendix D – Student Council Anti-bullying survey

Scoil Naomh Pádraig

Corr a Chrainn

Student Council Survey: How Does Our School Handle Bullying?

We value your feedback to help improve our school environment. Please take a few minutes to complete this short, anonymous survey about how well our school addresses bullying.

Part 1: General Information

1. What year group are you in?
    - 3rd Class
    - 4th Class
    - 5th Class
    - 6th Class

2. Have you ever experienced or witnessed bullying at school?
    - Yes, I have experienced bullying.
    - Yes, I have witnessed bullying.
    - No, I have not experienced or witnessed bullying.

Part 2: School's Response to Bullying

3. Do you feel the school takes bullying seriously?
    - Always
    - Sometimes
    - Rarely
    - Never
4. If you reported bullying, how satisfied were you with the school's response?
    - Very satisfied
    - Somewhat satisfied
    - Not satisfied
    - I haven't reported bullying
5. Are there enough resources (e.g., SNAs, teachers, support teachers) to help students who experience bullying?
    - Yes, definitely
    - Somewhat
    - No, not really
    - Not sure

Part 3: Suggestions for Improvement

6. What do you think the school could do to better handle bullying?
   (Open-ended question)

7. Is there anything else you'd like to share about bullying in our school?
   (Open-ended question)

Thank you for sharing your thoughts! Your input helps us create a safer and more supportive environment for everyone.