Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of Gaelscoil Thromaire 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 sta□ 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 Sta□	Colm Mac Donncha Cruinniú 10/1/'25 Tracey Adams Áine Mhic Aodha Bhuí	Cruinniú Foirne/ Staff Meeting
Students	Coiste na Scolairí/ Students Councili: Rang a 5 agus rang a 6 Mí Feabhra Páistí sna ranganna éagsúla/ Children from the different classes	Cruinniú /meeting Speaking with children from the different classes
Parents	Mí Feabhra	Coiste na dTuismitheoirí/ Parent's Council Checklist and survey
Board of Management		Cruinniú Bord Bainistíochta / Board of Management Meeting14/5/'25
Wider school community as appropriate, for example, bus drivers	Cuntóir Ranga/SNA: Ríona Runaí/Secretary: Ciara Sport's Coach Múinteoir Fraincíse Múinteoir Cheoil TR students Placement Students	
Date policy was approved: 14/5/'25		
Date policy was last reviewed:		

Section B: Iompraíocht Bhulaíochta a chosc / Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):
In our school there will be a positive and inclusive school culture and environment to prevent and address bullying behaviour. The school environment will be a space where students and school staff experience a sense of belonging and feel safe, connected and supported. Relationships between all members of the school community will be based on respect, care, integrity and trust. The patron, boards of management, school staff, students and their parents will help to foster a collaborative approach and responsibilities will be shared in relation to preventing and addressing bullying behaviour.

Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.

Parents, as active partners in their child's education, can help foster an environment of respect and empathy.

It is important that the school community supports a 'telling' environment.

Children should be comfortable to talk about concerns regarding bullying behaviour. The adult must have the skills to put the child at ease and gain the child's trust.

The class teacher, special education teacher and the SNA are the adults that the child can tell/ report the bullying to in school.

The reasons why students may not report include the following: - fear of retaliation from the student displaying the bullying behaviour or their friendship group -concerns about being seen as a "telltale" for reporting bullying behaviour - fear that the adult may make the situation worse - fear that the adult doesn't have the knowledge and skills to deal appropriately with the bullying behaviour .These reasons need to be addressed by the classroom teacher in the different lessons SPHE, Religion, Bí Folláin and the children need to have the confidence and appropriate skills to report bullying.

The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. Spaces that have a clear line of sight make it easier for school staff to supervise students. Hidden spaces in hallways, around staircases and in the schoolyard can be areas where there is a greater risk for bullying behaviour to occur.

Appropriate supervision is seen in our school as an important measure to help prevent and address bullying behaviour. In this school all reasonable measures will be taken to ensure the safety of our students and to supervise students when students are attending school or attending school activities and at breaktimes in the yard and on wet days in the classroom and morning and evening times.

School staff will be clearly visible supervising at break times including during yard duty.

Murals, artwork and signage will be used to help promote the school's values such of equality, diversity, inclusion and respect. We are a small community promoting the Irish language and Irish culture with a respect for all cultures. The older children help and encourage the younger children in the school yard and in the classroom.

Curriculum: Teaching and learning that is collaborative and respectful will be promoted. Students will have regular opportunities to work in small groups with their peers, which can help build sense of connection, confidence, belonging and empathy among students.

The curricular subjects SPHE and RSE will provide opportunities for students to foster inclusion and respect for diversity. Students will be encouraged to develop a sense of self-worth through both. The Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) programmes and these will foster student's wellbeing, self-confidence and sense of belonging and to develop students' sense of personal responsibility for their own behaviour and actions. Students' social and emotional learning (SEL) skills will be improved through the SPHE curriculum.

Policies that support the 'Bí Cineálta 'Policy /

Polasaithe a chudaíonn leis an polasaí 'Bí Cinealta'

SPHE

RSE Relationship and Sexuality Programme

Religion Programme: I n Grá Dé

Wellbeing Policy /Polasaí Folláine

Code of Behaviour/An Cód Iompair

Special Education Policy /An Polasaí Teagaisc Oideachas Speisialta

Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship

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):

Appropriate supervision is seen in our school as an important measure to help prevent and address bullying behaviour. In this school all reasonable measures will be taken to ensure the safety of our students and to supervise students when students are attending school or attending school activities and at breaktimes in the yard and on wet days in the classroom and morning and evening times.

Our staff will create an environment that pupils have the confidence to report bullying behaviour and they will have the skills and knowledge from the different lessons from the SPHE and RSE programmes to do so. They will also understand their own behaviour and the behaviour of others more clearly from participation in these programmes.

The child reports to the class teacher, SNA or Special Education Teacher.

The Well Being of the whole school community is at the heart of our Bí Cinealta Policy.

Cyberbullying is forbidden/.Digital Media Policy
Digital Media Literacy curriculum is implemented teaching online safety and responsible online behaviour.

All students have the same opportunities to engage in school activities irrespective of sex

A school culture where diversity is celebrated. A school where children are recognized as having a diversity of talents.

Section C: Addressing Bullying Behaviour

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

múinteoir ranga, múinteoir tacaíochta, (can tell cuntóir ranga.)

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 (see Chapter 6 of the Bí Cineálta procedures):

When the teacher is trying to determine whether bullying took place the following questions must be asked.

Where?

When?

How?

Why?

The teacher needs to deal with this in a fair, calm manner. The teacher will speak with the child on his own first.

Then the teacher will speak to the group.

Sometimes the behaviour if not bullying behaviour can be referred to the Code of Behaviour policy.

The bullying incidence is for bullying that occurs when the pupil is under the responsibility of the school staff. However where bullying behaviour continues in school from outside events the school should deal with it under the Bí Cinealta Programme.

Investigating and dealing with bullying, the Class room teacher will exercise his/her professional judgement to determine whether bullying as occurred and how best the situation might be resolved

- Parents(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

- Teachers should take a calm, unemotional problem-solving approach

- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.

- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.

- If a group is involved, each member should be interviewed individually a first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements

- Each member of a group should be supported through the possible pressures that may face them for the other members of the group after the interview by the teacher. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce of support the actions being taken by the school and the supports provided to the pupils

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's

anti-bullying policy and efforts should be made to try and get him/her to see the situation from the perspective of the pupil being bullied

• It must 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 Follow up and recording

• In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account. –
Whether the bullying behaviour has ceased - Whether any issues between the parties have been resolved as far as is practicable - Whether the relationships between the parties shave been restored as far as is practicable - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal

• Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

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

• In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent the parent(s)/guardian(s) of procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour : All recording of bullying incidents will be done in an objective and factual manner The school's procedures for noting and reporting bullying behaviour are as follows: Informal pre-determination that bullying has occurred

• All staff must keep a written record of any incidents witnessed by them or notified to them. Each teacher will have his/her own incidents book in the classroom. All incidents must be reported to the relevant teacher

• While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same

• The relevant teacher must inform the principal of all incidents being investigated. Formal

• If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her effects to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

• The relevant teacher must use the recording template at Appendix 2 to record the bullying behaviour in the following circumstances: When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal in the office.

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):

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce of support the actions being taken by the school and the supports provided to the pupils
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try and get him/her to see the situation from the perspective of the pupil being bullied
- It must 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

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account. –

Whether the bullying behaviour has ceased - Whether any issues between the parties have been resolved as far as is practicable - Whether the relationships between the parties shave been restored as far as is practicable - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that he school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent the parent(s)/guardian(s) of procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Established intervention strategies

- Negotiating agreements between pupils and following these up by monitoring progress. This can be on a informal basis or implemented through a more structured mediation process

Use of

- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach (pupil behaviour promise)
- Circle Time
- Mediation
- Restorative conferencing
- Implementing questionnaires
- The traditional disciplinary approach
- Strengthening the victims

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

Signed: Maireád Ní Nuallain Date: 11/6/25
(Chairperson of board of management)

Signed: Áine Mhic Aodha Bhuí Date: 11/6/25
(Principal)