

# Crumlin N.S.

## Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Crumlin 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 *Cineálta: 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.

Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

### Behaviour that is not Bullying Behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, 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.

Disagreement between two students, or instances where students don't want to be friends or to remain

friends, is not considered bullying 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 their behaviours are not deliberate or planned, but, in certain situations, they are an automatic response which they can't control.

## Bullying Behaviour that Occurs Outside of the School

As per the Bí Cineálta Procedures, 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 bullying behaviour has an impact in school, schools are required to support the students involved.

Examples of prohibited bullying behaviours that can occur outside of school (non-exhausted list):

- Bullying behaviour that occurs in the area immediately outside the school, the local shops and the wider local area.
- Bullying behaviour that occurs on the journey to and from school.
- Bullying behaviour that occurs in organised clubs and groups outside of school such as sports clubs.
- Online bullying (cyberbullying) behaviour, along with other types of bullying behaviour can cause significant harm and have a lasting impact on students who experience this behaviour. Access to technology means that online bullying behaviour can happen any time and that the student's home is no longer a safe place. The nature of these technologies means that digital content can be shared and seen by a very wide audience almost instantly and the content is almost impossible to delete permanently.

## 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 have a right to act and may decide that, based on the circumstances, it is appropriate to address the bullying 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	14/02/2025	Half Day Closure- discussion of Bí Cineálta Policy & Procedure Follow up at staff meetings
Students	17/02/2025	Student Council meeting- pupils are made aware of Bí Cineálta and tasked with designing Student Friendly Bí Cineálta Policy and an Is It Bullying Poster to be displayed in each classroom
Parents	03/06/2025	Parents surveys distributed for completion
Board of Management	17/06/2025	Board made aware of Bí Cineálta policy & procedures. Board give input into draft policy
Wider school community as appropriate, for example, bus drivers	Ongoing Consultation with bus driver	In person and phone calls
Date policy was approved: 13 <sup>th</sup> October 2025		
Date policy was last reviewed: 13 <sup>th</sup> October 2025		

## Section B: Preventing Bullying Behaviour

The *Wellbeing Policy Statement and Framework for Practice* provides the following four key areas that are essential for a holistic, whole-school approach to wellbeing promotion: Culture and Environment; Curriculum; Policy and Planning and Relationships and Partnerships. This section sets out the prevention strategies that are used by the school to prevent bullying behaviour.

### **Culture & Environment**

- An encouraging culture of reporting has been created, where pupils feel comfortable relaying bullying behaviour or behaviour which makes them feel uncomfortable
- Staff reassure pupils who report bullying behaviour
- Pupils are encouraged to tell a trusted adult or older pupil/buddy
- Supervising school staff are visible at break times
- Artwork and signage promoting school's values is clearly visible in hallways and classrooms
- Safe physical outdoor spaces where all pupils clearly visible are a feature of our school
- A member of staff is visible in each section of yard during break
- Staff monitor access to school building during breaks for example toilet and first aid visits
- School provides equipment for pupils to play with during breaks
- Staff patrol corridor and classrooms during wet play

### **Curriculum**

School-wide delivery of lessons on bullying from evidence-based programmes;

- Stay Safe Programme, programmes to teach about cyberbullying (e.g. Webwise teachers' resources)
- Organise seminars/workshops given by relevant professionals to older pupils and to parents/guardians, focusing on educating pupils on appropriate online behaviour, how to stay safe while online and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents is of great importance in this regard.
- SPHE lessons – All classes using Mindful Matters SPHE programme
- Grow in Love programme
- Zippy Friends
- RSE Lessons
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

### **Policies & Planning**

Develop a clear and consistent Bí Cineálta Policy that is enforced by all staff members and review this policy regularly.

- Establish clear procedures for responding and reporting to bullying incidents
- Have our child-friendly Bí Cineálta Policy on display prominently around the

school.

**School policies:** The following policies, practices and activities that are particularly relevant to bullying include;

- School has an Acceptable Use Policy in place for use of laptops and iPads
- School has Code of Behaviour Policy in place
- Child Safeguarding Policy & Risk Assessment Policy
- Well-being Framework
- Supervision Policy
- Dignity in the Workplace Policy
- Attendance Policy
- SPHE policy
- RSE policy
- PE policy
- SEN policy

**Other practices that are relevant:**

- Staff CPD in Wellbeing and Mental Health
- School Assemblies
- Student Council/Pupil Voice

### **Relationships & Partnerships**

Support the active participation of students in school life through formal and informal structures, for example;

- Student Council
- Buddy System
- Bí CineáltaWeek
- Cyberbullying talk for pupils
- Friendship Week
- Seachtain na Gaeilge mixed teams
- Amber Flag Committee
- School Bus Driver
- Star Creative Cluster
- Local GAA coaches
- Music Generation
- Visiting Workshops
- Participation in school sporting events, sports day, debating event, chess competitions etc

Support the involvement of parents in our school;

- Parent's Association
- Parents invited to bake sales etc.
- Grandparents & families invited for Grandparents day and other events
- Cyberbullying talk & webinar for parents & staff

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

## School-wide Approach to Preventions of Bullying

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour which includes physical, emotional, mental, cyber, sexist, homophobic, transphobic, racist bullying and sexual harassment.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Development and promotion of Bí Cineálta Policy
- The school's Bí Cineálta Policy is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales or a snitch but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g:
  - Direct approach to teacher at an appropriate time, for example after class.

- Hand note up
- Send Class Dojo message
- Make a phone call to the school or to a trusted teacher in the school.
- Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Administer a confidential questionnaire regularly to all pupils.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.
- Pupils are not allowed mobile phones in school

### Preventing Cyberbullying

- implementing the SPHE curriculum
- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online
- holding an Internet safety day to reinforce awareness around appropriate online behaviour

### Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows:  
Mainstream teachers and SET (when needed)

The Principal/Deputy Principal will provide support and advice and will become involved where appropriate.

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 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):

The whole school community has a responsibility to prevent and address bullying behaviour. The following approach and steps are *based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.*

### **Approach**

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour, the teachers with responsibility will:

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

### **Stage 1: Identifying when Bullying Behaviour has Occurred.**

Bullying is defined in *Cineálta: 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.

Where bullying behaviour is suspected, parents/guardians report it to the class teacher.

To determine whether the behaviour reported is bullying behaviour we will 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.

*Note: One-off incidents may be considered bullying behaviour in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.*

If the answer to any of these questions is **No**, then the behaviour is not bullying

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

When identifying if bullying behaviour has occurred (Stage 1), teachers should consider what, where, when and why? as follows: (Note that these steps are required – as outlined in the Procedures):

- Where one student is reported to be involved, the student should be engaged with individually at first.
- Thereafter, this student and the student who is reported to be experiencing the bullying behaviour should be met together
- If a group of students is involved, each student should be engaged with individually at first.
- Thereafter, all students involved and the student who is reported to be experiencing the bullying behaviour 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).
- Parents will be supported by the school, if needed, with recommendations for useful resources/guides to help them support their children,

### **Stage 2: 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.
- All bullying behaviour will be recorded. This will include the form and type of behaviour if known (see pages 20–24, Section 2.5 and 2.7 of the Bí Cineálta procedures for descriptions/examples of the forms and types of bullying 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*.
- The record should be shared with the Principal.

### **Stage 3: 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 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 (available on our website).
- 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):

We take all instances of bullying behaviour on a case-by-case basis, but we may use the following approaches generally:

All students involved will be checked-in with regularly and behaviour will be monitored carefully. The teacher will check-in with parents too and will look for their ongoing support to monitor their child at home and to communicate with the school if needed.

We will use resources, as appropriate – including those developed by NEPS (National Educational Psychological Service), Oide (support service for schools) and in class circle time and SPHE lessons will be used to promote and foster a culture where pupils feel safe, respected and valued.

National Parents Council- delivers online and in person courses to support parents of both primary and post-primary students to prevent and address 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 or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: Tomás Heneghan  
(Chairperson of Board of Management)

Date: 13<sup>th</sup> October 2025

Signed: Niamh Molloy  
(Principal)

Date: 13<sup>th</sup> October 2025