



# **COLÁISTE CHILLIAIN**

## **Bí Cineálta Policy 2025/26**

### **(Leagan Béarla)**



Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire  
Átha Cliath agus Dhún Laoghaire Education and Training Board

The Board of Management of Coláiste Chilliain 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 Coláiste Chilliain in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

### **Definition of bullying**

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

## **Bí Cineálta: Procedures for Preventing and Dealing with Bullying Behaviour for Primary and Post-Primary Schools**

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### **1. Background and summary:**

The Bí Cineálta procedures for preventing and dealing with bullying for primary and post-primary schools were published on 19 June 2024. These procedures replace the anti-bullying procedures for primary and post-primary schools 2013 and the requirements of those procedures will come into force from 1 September 2025.

These procedures have been developed as a result of a review of the anti-bullying procedures for primary and post-primary schools 2013 and the implementation of the Kindness: An Action Plan on Bullying published in December 2022.

Schools must engage with the whole school community to develop their Bí Cineálta policy. The policy must list prevention strategies used including those used specifically to prevent cyberbullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexual bullying behaviour and sexual harassment, as appropriate.



Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those who exhibit bullying behaviour

- Schools must list specific support strategies for individuals experiencing bullying behaviour, those who witness bullying behaviour and those who exhibit bullying behaviour.
- All incidents of bullying behaviour must be recorded.
- The school principal is required to provide an update on bullying behaviour at each regular meeting of the Board of Management.
- The school's Bí Cineálta policy must be reviewed in partnership with the entire school community once a calendar year and sooner if a serious incident occurs and the Board of Management determines that an urgent review is required.
- The revised procedures provide direction and guidance to schools on measures to prevent bullying behaviour.
- The Bí Cineálta procedures are based on a child rights-centred approach and support a collaborative approach, where all members of the school community work together to prevent and address bullying behaviour. The procedures have been updated to include gender identity-based bullying, cyberbullying, racial bullying and sexual harassment. They support schools in developing clear strategies to prevent and address these bullying behaviours.
- The revised procedures will come into effect from the start of the 2025/2026 school year. Circular 0055/2024 provides details of the changes and the professional development supports that will be provided, to support the engagement, collaboration and professional learning of school leaders and school staff, as they implement them.

## **2. Bullying Behaviour – Chapter 2 Bí Cineálta**

### **2.1 Definition of bullying behaviour as outlined in Cineáltas: An Action Plan on Bullying:**

#### **Basic definition of bullying behaviour:**

Bullying is targeted behaviour that causes harm, online or offline. It may be physical, social and/or emotional. Bullying behaviour continues over a period of time and involves an imbalance of power in relationships between two people or groups of people in society.

Drawing on many years of international research, the above basic definition sets out clear criteria to help school communities prevent, correctly identify and respond to bullying among students. However, alleged incidents of bullying are often complex and need to be considered on a case-by-case basis. There are many different ways in which bullying behaviour is expressed and these include physical bullying, verbal bullying and relationship bullying and can occur online or offline. Bullying behaviour also has many different purposes and can be understood at an individual level (for example, seeking dominance, status, revenge) and/or at a societal level (for example, identity-based bullying such as racist, disability, sexist or LGBTQ+ bullying). Deeply rooted attitudes, behaviours, procedures and power dynamics in our society often strongly influence bullying behaviour in our society.

#### **The key elements of the definition are further described below:**

##### **Targeted behaviour:**

Bullying is behaviour that is intentional, unsolicited and harmful to others, and where the student engaging in the bullying behaviour knows that the child or young person experiencing the behaviour views or will view the behaviour as harmful. Bullying is not accidental or reckless behaviour. It may involve physical harm (for



example, personal injury, damage to or loss of property), social harm (for example, withdrawal, loneliness, exclusion) and/or emotional harm (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the student or young person experiencing the behaviour believes that the ongoing harm is real but the student does not intend to cause harm, this does not constitute bullying but it is still important that it is addressed under the school's code of conduct.

### **Ongoing behaviour:**

Bullying is a pattern of behaviour that is systematic and continues over a period of time. Single offline incidents of deliberate negative behaviour involving an imbalance of power are not considered bullying but still need to be addressed under the school's code of conduct. Therefore, posting a single message/image/video online when it is likely to be reposted or shared with others could be considered bullying.

### **Power imbalance:**

In bullying incidents, it is difficult for the student being bullied to defend themselves because an imbalance of power, whether real or perceived, is being exploited. This power imbalance may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including being a member of the Traveller and/or Roma community, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or being in receipt of special education. In incidents involving online bullying (or cyberbullying), the power imbalance may be related to online anonymity, technical proficiency, possession of information/images/videos, and the inability of the student targeted by the behavior to remove offensive online content or escape the bullying.

## **2.2 Non-bullying behaviour:**

A one-time incident of negative behavior towards another student does not constitute bullying behavior. However, hurtful messages posted on social media can be considered bullying behavior because they may be seen by a wider audience and are more likely to be shared frequently and therefore constitute ongoing behavior. Bullying behavior is not considered to occur when there is a disagreement between students or when students do not want to be or remain friends with someone unless there is a deliberate, ongoing attempt to harass, exclude, or create hatred for the person among others, including the deliberate manipulation of friendship groups. Some students with special educational needs may have difficulties with social communication and may express their needs through behaviours that may harm themselves or others. It is important to note that these behaviours are not spontaneous and are not planned but, in certain circumstances, are an automatic response that they cannot control. Bullying is not accidental or reckless behaviour. If the student being harmed believes that they are being harmed but the other student does not intend to harm them, this does not constitute bullying. These behaviours can be destructive. Strategies for dealing with inappropriate behaviour are provided within the School Code of Behaviour.

## **2.3 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. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the nonconsensual sharing of intimate images and also criminalises threatening to share these images. 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. If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour. An Garda Síochána is the appropriate



authority to investigate alleged criminal behaviour. Nuair atá iompraíocht bhulaíochta ina hábhar imní maidir le cosaint leanaí

## **2.4 When bullying behaviour becomes a child protection concern**

Section 10 of the Children First Act, 2015 places a statutory obligation on schools, as a “provider of a relevant service” to ensure, as far as practicable, that each child attending the school is safe from harm while attending school or otherwise participating in school activities. Teachers registered with the Teaching Council are Mandated Persons under the Children First Act. They have a legal obligation under the Act to report harm of children that meets or is above a defined threshold to Tusla, and also to assist Tusla if requested, in assessing a concern which is the subject of a mandated report. If the concern does not reach the threshold for mandated reporting, but a teacher feels that it is a reasonable concern about the welfare or protection of a child, a report should be made to Tusla under the Children First National Guidance. The Children First National Guidance applies to everyone. All school staff and volunteers must report reasonable concerns to Tusla. The Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023) provide that all school staff should report reasonable concerns to the Designated Liaison Person (DLP) who may take advice and/or report the concerns to Tusla. If the staff member is a registered teacher and the concern is at or above the threshold of harm at which a mandated report must be made the concern shall be submitted as a mandated report to Tusla jointly by the DLP and the registered teacher. See Chapter 5 of the Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023).

The Children First Act defines harm as assault, ill treatment, neglect or sexual abuse and covers single and multiple instances. The threshold of harm is reached where the mandated person believes that a child’s health, development or welfare have been, or are being seriously affected, or are likely to be seriously affected. The Children First National Guidance document 2017 is the national, overarching guidance with regard to child safeguarding. The Guidance provides that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Generally, bullying behaviour can be addressed without the involvement of Tusla. However, bullying behaviour may become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are not effective.

In determining when bullying behaviour should be reported to Tusla the following factors should be considered:

- the impact on the child
- protective/appropriate action taken by the parents
- protective/appropriate action taken by the school
- engagement of child/family with support services such as NEPS

If there is doubt about whether bullying behaviour is a child protection concern schools should contact Tusla’s social work department for advice. This will enable the social worker to explore the situation with school staff and provide advice on the best course of action. Contact details for Tusla are included in the Resources Guide which accompanies these procedures.

## **2.5 How bullying behaviour occurs**

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

### **Direct bullying behaviour:**

#### **Physical bullying behaviour:**

- Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and

tripping students. It may also take the form of severe physical assault. While students can often engage in “mess fights” they can sometimes be used as a disguise for physical harassment or inflicting pain.

- Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student’s locker or 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 bullying behaviour:**

- Continual name-calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student’s accent, distinctive voice characteristics, academic ability, race or ethnic origin.

#### **Written bullying behaviour:**

- Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

#### **Extortion**

- Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

#### **Indirect 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 occurs when a student’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: “Do this or I won’t be your friend anymore”; a group of students ganging up against one student; non-verbal gesturing; malicious gossip; spreading rumours about a student; giving a student the “silent treatment”; and the deliberate manipulation of friendship groups to make someone unpopular.

#### **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, e-mail, 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.

As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an “offline” experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the non-consensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

## **2.6 Where bullying behaviour can occur**

Bullying behaviour can happen anywhere, online or offline and at any time, but there are certain places and times where bullying behaviour can be more likely to occur. These can include the following, which is not an exhaustive list:

**Inside School:**

School physical environments can have a significant influence on social relationships among students and can impact on the ability of school staff to effectively prevent and address bullying. Well-designed school environments play a vital role in preventing bullying behaviour and promoting inclusion, positive relationships, and a safe and supportive learning environment.

**School yard:**

Bullying behaviour can take place in the school yard. School grounds with hidden or obscure parts may provide an environment where bullying behaviour is more likely to occur. Many common school yard games present opportunities for bullying behaviour because of their physical nature. Continuing provocation may lead to a physical fight and in some cases the student experiencing bullying behaviour may appear to be the aggressor as they give vent to their frustration.

**In the classroom:** Bullying behaviour can take place in class. It may occur subtly through



glances, looks, sniggers or may take the more overt form of physical intimidation or deliberate isolation. Bullying behaviour may also occur between class periods when the students or the teacher moves.

Other areas: Bullying behaviour can take place in other areas such as toilets, corridors, cloakrooms, locker areas, changing rooms, showers, gym, canteen and assembly hall.

Online bullying (cyberbullying) behaviour, along with all other types of bullying behaviour, can cause significant harm and can have a lasting impact on students who experience this behaviour. Access to technology means that online bullying behaviour can happen anytime, and 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

## **2.7 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 behaviour:** behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- **exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- **gender identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity
- **homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- **physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body
- **racist bullying:** behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community.

Racism is defined in the National Action Plan Against Racism<sup>13</sup> as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding

or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”<sup>14</sup>

- poverty bullying: behaviour and language that intends to humiliate a student because of a lack of resources
- religious identity bullying: behaviour and language that intends to harm a student because of their religion or religious identity
- sexist bullying: behaviour and language that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- sexual harassment: any form of unwanted verbal, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student.



**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.

	<b>Date consulted</b>	<b>Method of consultation</b>
School staff	28/03/2025 06/05/2025	Questionnaire Staff meeting- half day 'Bí Cineálta'
Students	31/03/2025	Questionnaire
Parents	28/03/2025	Questionnaire
Board of Management	11/06/25	Consultation with Board of Management
Wider school community as appropriate, for example, bus drivers	08/01/2025	Staff meeting Consultation when necessary
Date policy was approved: 11/06/2025		
Date policy was last reviewed: N/A		

## Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

The Board of Management of Coláiste Chilliain recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour

### Prevention Strategies

#### Culture and Environment:

- Create and foster a positive and inclusive school culture and environment, where students feel safe, connected and supported.
- Ensure that relationships between all members of the school community are based on respect, care, integrity and trust, by fostering open communication, and every effort is made to encourage students to disclose and discuss incidents of bullying behaviour with a trusted adult.
- Establish clear expectations for behaviour and enforce them at all times.
- Anti-bullying notices will be posted around the school, and the Bí Cineálta policy, which is easily understood by students, will be prominently displayed, as well as murals, artwork and signage to help promote the school's values, such as equality, diversity, inclusion and respect.
- Create safe physical spaces in the school.
- Provide a Relaxation Room for students.
- Provide a mix of organised activities during break times, e.g. chess club, coding club, quiet space, etc.

#### What is the school currently doing in this key area to prevent bullying behaviour?

- Various clubs
- Sensory room
- Extra-curricular activities
- Anti-bullying posters around the premises
- Pastoral care system
- Various toilets available
- Supervision at break and lunchtime
- Weekly assembly theme
- School therapy dog

#### Curriculum: Teaching and Learning

- Promote cooperation, empathy and respect through group and peer work.
- Enable students to create, foster and maintain respectful and healthy relationships with themselves and others through the SPHE curriculum. Students will also learn about bullying and its effects, and how to deal with it, in this course.
- Foster an understanding of diversity through teaching human relationships and sexuality as part of the RSE course.
- Focus on the interdependence of people in communities and at national and international levels, as well as learning about Traveller culture and history in the CSPE course. Students will also learn about



the status of families and homeless people during this course.

- Raising awareness of racism and colonialism in the History course, which will give students an understanding of the root causes of prejudice and bias.
- Developing social and emotional skills in the SPHE and Wellbeing course.
- Facilitating Kindness Week, Stand Your Ground Week and Health and Wellbeing Week in the school each year.
- A class contract created by each class that develops mutual respect.
- Providing a mentoring system between Transition Year students and Year One students to ease the transition from primary to secondary school.

**What is the school currently doing in this key area to prevent bullying behaviour?**

- Teaching and learning in SPHE
- CPDs available to teachers
- Connecting texts in literature to the theme of bullying
- Curriculum yr5 & yr6 – Information about healthy sexual relationships
- Group work, CBAs, presentations, participation
- Extra-curricular clubs – students feel their opinions are valued.

**Policy and Planning**

- Provide training to school staff on how to deal with bullying, e.g. training from NEPS.
- Encourage school staff to participate in appropriate Teacher Professional Learning courses, in relation to preventing and dealing with bullying behaviour, diversity and inclusion.
- The Bí Cineálta policy will be reviewed annually, and an up-to-date version will be ensured.
- Clear procedures will be established for identifying and dealing with bullying.
- The Acceptable Use Policy (Internet) has been developed to monitor the use of technology in the school, and therefore, every effort will be made to prevent cyberbullying.
- Policies, practices and activities, such as the Code of Conduct, Child Protection Policy and Procedures, the Be Cineálta Policy, the Additional Educational Needs Policy, the Emergency Policy and the Mobile Phone Policy in the school, as well as the SPHE, RSE and Wellbeing policies in the school, will be followed and adhered to. These policies relate to bullying and every effort will be made to practice them to prevent and deal with it.
- The student voice will be developed in the school through the Students' Council, and on a daily basis in classes and on the corridors.
- Through the school's approach to bullying; preventing and dealing with it, the school will be mindful of students with additional educational needs (AEN) or students with disabilities. The appropriate policies will be followed and every support will be given to these students. This will be done by fostering an inclusive environment in the school, developing social skills, being mindful of the transition from primary to secondary school, and by fostering a respectful and supportive culture in the school.

**What is the school currently doing in this key area to prevent bullying behaviour?**

- Implement the school code of conduct. Signed by students and parents at the beginning of the year.
- Students' mobile phones placed in phone pouches
- The school policies we have in place; code of conduct, child protection, GDPR, etc

- Showing respect and kindness to each other (school ethos)
- Pastoral care meetings
- Workshops focused on bullying
- Various clubs that encourage respect and friendship - debate, book, sport
- Assembly theme
- Wellbeing periods
- Year heads and class teachers speaking frequently to students - listening

### **Relationships and Partnerships**

• Strong interpersonal connections supported through a range of formal and informal structures such as Student Council, Clubs, Student Support team, Parents' Association, Ethos Ambassadors, focus groups etc. • DEIS Partnership with Parents and Others Plan. • Student and parent/guardian active participation. • Workshops and seminars for students, school staff, and parents to raise awareness of the impact of bullying. • Promoting acts of kindness and activities that build empathy, respect, and resilience e.g. Random Acts of Kindness Day, Well Being Week, Stand Up week, Darkness into Light etc. • Culture Day. • Teaching problem-solving skills. • Critical Thinking Skills. • Promoting self-awareness and awareness of others. • Encouraging peer tutoring and buddying.

### **What is the school currently doing in this key area to prevent bullying behaviour?**

- Strong interpersonal connection between staff and students
- Support available for CPD
- Students' Council
- Various clubs
- Workshops based on bullying
- assembly themes- wellbeing etc.
- Programme - Helping Hands
- Pastoral care system

### **Preventing Cyber Bullying Behaviour**

Technology and social media have created many positive opportunities in the areas of entertainment, community, and education. However, as the use of technology increases, students are becoming more vulnerable to cyberbullying or inappropriate online behavior.

Coláiste Chilllainn is committed to actively addressing this challenge by promoting digital literacy, digital citizenship, and safe online environments.

### **Strategies to prevent cyberbullying behavior include:**

- 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
- Taking part in Safer Internet Week, having safer internet ambassadors with Webwise.

### **Preventing Homophobic/Transphobic Bullying Behaviour**

All students including gay, lesbian, bisexual, and transgender students, have a right to feel safe and supported at school. Strategies to prevent homophobic and transphobic bullying behaviour include:

- Maintaining an inclusive physical environment such as by displaying relevant posters, having gender neutral bathrooms, etc.
- Encouraging peer support such as peer mentoring and empathy building activities. o Challenging gender stereotypes.
- Conducting workshops and seminars for students, school staff, and parents to raise awareness of the impact of homophobic bullying behaviour.
- Encouraging students to speak up when they witness homophobic behaviour.

### **Preventing Racist Bullying Behaviour**

Strategies to prevent racist bullying behaviour include:

- 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. o 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.

### **Preventing Sexist Bullying Behaviour**

Strategies to prevent sexist bullying behaviour include:

- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex.
- Ensuring all students have the same opportunities to engage in school activities irrespective of their sex.
- Celebrating diversity at school and acknowledging the contribution of all students.
- Encouraging parents to reinforce these values of respect at home.

### **Preventing Sexual Harassment**

Coláiste Chilliain promotes a zero-tolerance approach to sexual harassment. It strives to support this through a focus on education, awareness, and clear enforceable policies. Sexual harassment should never be dismissed as teasing or banter.

Strategies to prevent sexual harassment include:

- Promoting positive role models within the school community.
- Using the SPHE specification for Junior and Senior Cycle to teach about healthy relationships and how to treat each other with respect and kindness.
- Challenging gender stereotypes that can contribute to sexual harassment.
- Encouraging bystanders to report when they witness sexual harassment.

**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:**

- At each meeting of the Board of Management, the principal will present an update on the number of incidents of bullying behaviour and the measures taken to prevent and address bullying behaviour.
- The school's Bí Cineálta policy will be reviewed each calendar year or as soon as practicable if the Board of Management determines that a review is necessary. The review should be undertaken with input from the entire school community, including the Board of Management, staff, students and their parents and members of the wider school community (as appropriate). Appendix E of the Bí Cineálta procedures should be completed here.
- Regular feedback will be sought from the school community on the implementation of their Bí Cineálta policy.
- The school community will be notified that the annual review has been conducted and the form at Appendix F may be used for this purpose. This confirmation will be published on the school website when the annual review is completed.
- Schools will be required to submit anonymised data on incidents of bullying behaviour. This will be done to obtain information at a national level on the prevalence of bullying behaviour and on strategies to prevent and address bullying behaviour.
- Staff supervision: All staff should be aware of how to recognise and respond to bullying. They should be present and visible in common areas at the start of the day, break times, lunchtimes, and the end of the day, as well as in the corridors throughout the day.
- Student supervision: No class should be in a classroom without a teacher with them. The teacher should be aware of what is happening in their classrooms and at break times and lunchtimes.
- Visitor supervision: Visitors should be supervised at all times. Visitors should not be with students alone.

**Monitoring:**

- Recording bullying behaviour: All reported or suspected bullying behaviour will be investigated with a view to recording facts and information on the Unique Schools Appendix 3 record form. (Appendix C of the Bí Cineálta procedures can be referred to here).
- Investigating bullying behaviour: A teacher should consider the following: what, where, when and why? If a group of students is involved, each student should be contacted individually first. After that, each student involved should be met as a group. Each student should be supported in the process and all conversations should be sensitive. It should be ensured that it is bullying, and not inappropriate and hurtful behaviour. The latter case relates to the Code of Conduct.
- All incidents of bullying will be reviewed



## **Section C; Addressing Bullying Behaviour**

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

Year head, Deputy Principal, Principal or member of Student support team.

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):

- The year head will investigate all reported or suspected bullying behaviour with a view to documenting the facts and recording them on the programme report form Appendix 3 (unique schools app) .
- The year head will be fair and consistent in their approach when dealing with bullying reported by a student, parent or school staff member.
- Everyone involved in the case will be given a hearing.
- If a group of students is involved, each student will be contacted individually first. After that, each student involved will be met as a group. Each student may be asked to give their account to the group. Each student should also have a written account. Each student will be supported in the process. It should be ensured that it is bullying (see Appendix C of the Bí Cineálta procedures) and not inappropriate and hurtful behaviour. The second case relates to the Code of Conduct.
- In the investigation, the professional judgement of the responsible year head will be used to decide whether bullying is taking place and how to resolve the situation effectively. The year head should consider the following: what, where, when and why? Use the definition of bullying behaviour from Chapter 2 and questions from Appendix C of the procedures to make a decision.
- Year heads should adhere to the following principles when dealing with bullying behaviour
  - > Provide immediate support to the student who is experiencing it – ensure they feel safe.
  - > Also provide support to the student who is displaying the behaviour – there may be other issues involved.
  - > Decide with the student who is experiencing it about the best steps to take – do not make decisions for them without their input.
  - > Inform the parents of all parties involved early on – speak to them with care and respect.
  - > Do everything with confidentiality and integrity, to avoid peer pressure and to make the student(s) feel safe.
  - > If necessary, use approaches such as restorative practice or mediation (only if trained staff are available and both parties consent). Non-teaching staff, such as SNAs, caretakers, cleaners, secretaries, etc. will be encouraged to report incidents of bullying behaviour..
- A school is not expected to deal with bullying behaviour that occurs when students are not in the school's care or responsibility. However, where such bullying behaviour is having an impact on the school, schools are required to support the students involved. Where bullying behaviour continues in the school, it will be dealt with in accordance with the Bí Cineálta policy. (See Section 6.2 of the Bí Cineálta procedures).
- Parents have a central role in the school community in tackling bullying, together with the school. They should be contacted early to explain the situation to them, as well as the activities that are taking place in the school to tackle bullying. Parents will be given the opportunity to discuss ways in which they can support or strengthen the school's activities, as well as the support given to students. It should be clear to every student and every parent that this is a private matter (under GDPR) between the student in question, the parent and the school.
- The year head should contact the parents within 20 school days of the initial discussion to review progress following the initial intervention.
- The primary aim, when addressing reports of bullying behaviour, should be to stop the bullying behaviour and, as far as possible, to restore the relationship between the students involved, rather than to place blame. In some cases, the relationship may never be restored to the state it was in before the bullying behaviour.
- A report of the incident will be kept once the investigation has been completed (while the investigation is ongoing), and/or the bullying case has been resolved, to record all information, the



strategies implemented and the outcomes of the intervention, as well as any other relevant information. The record will be made on the Appendix 3 register.

If the bullying behaviour has not stopped, the year head should review the strategies used, in consultation with the individual students and parents. A timeline should be decided for further discussion and re-meeting until the bullying behaviour stops.

If it becomes apparent that the student who was displaying bullying behaviour is still displaying it, the year head should refer to the Code of Conduct and the strategies in place relating to inappropriate behaviour.

If the bullying behaviour has stopped, the year head will continue to provide support to the students concerned if necessary.

- If a parent is not satisfied with how the school has dealt with the bullying incident, in accordance with the Procedures for Preventing and Dealing with Bullying Behaviour for Post-Primary Schools, they should be referred to the school's complaints procedure.
- If a parent is unhappy with the way a complaint has been handled, the parent may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative impact 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):

- Provide all support to the student experiencing bullying behaviour; engage with them promptly to ensure that they feel supported, at ease and safe. Discussions should also be held with the parents to determine what action can be taken.
- Both the student who is exhibiting bullying behaviour and the school need support. This is important so that the school can identify the supports that the student needs to manage related difficulties more effectively and to ensure that their needs are met.
- It is important that school staff are fair and consistent in their approach to tackling bullying behaviour.

The following principles should be adhered to when addressing bullying behaviour:

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

• In cases where a student expresses concern about parents being informed, an appropriate plan will be put in place to support the student and how their parents will be informed.

• A student who reports bullying behaviour may ask a staff member to do nothing about the behaviour other than to "look out" for them. The student may not want to be identified as having leaked information about the bullying behaviour to someone. They may feel that telling someone would make things more difficult for them. In this case, it is important for the staff member to show empathy to the student, deal with the situation sensitively and talk to the student to work out together what steps can be taken to address the situation and how

their parents will be informed. It is important that the student who has experienced bullying behavior feels safe. Parents may also inform schools of bullying behaviour that has occurred and specifically request that the school not take any action. Parents should make this request to the school in writing or should be facilitated to do so where there are literacy or digital literacy barriers or language barriers. However, in considering the parent's request, schools may decide, depending on the circumstances, that it is appropriate to address the bullying behaviour.

- Both the student who has experienced bullying behaviour and the student who has displayed the behaviour will be provided with ongoing supervision and support.
- A school environment will be fostered that is inclusive, respectful, safe and comfortable, where students are encouraged to speak out against bullying, and where support is always available.

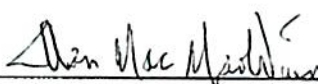
All bullying behaviour will be recorded. This will include the type of behaviour, where and when it occurred, and the date of contact with students and parents. The agreed actions and supports to address bullying behaviour will be documented. If bullying behaviour is a child protection concern, the matter will be dealt with promptly in accordance with the 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:  Date: 11<sup>th</sup> / 6 / 2025

(Chairperson of Board of Management)

Sínte:  Date: 11/06/2025  
(Principal)