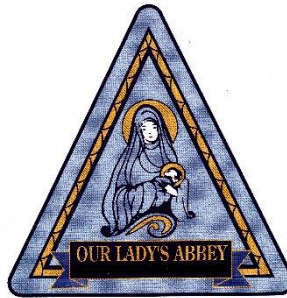


OUR LADY'S ABBEY



Bí Cineálta Policy



Our Lady's Abbey

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Our Lady's Abbey has adopted the following policy to prevent and address bullying behaviour.

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

The Board of Management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

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

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

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

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

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 follows:

- Bullying is targeted behaviour, online or offline that causes harm.
- The harm caused can be physical, social and/or emotional in nature.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the *Bí Cineálta* procedures.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behavior.
- A once off instance of negative behavior towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour, as it may be

visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Behaviour that is not bullying behaviour:

- Disagreements between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour, unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.
- Some students with special educational difficulties may have social communication difficulties, which may make them communicate their needs through behaviours that can hurt themselves and others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.
- Bullying is not accidental or reckless behavior. If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, that is not bullying, but, importantly, must be addressed under the school's code of behaviour.

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

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

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

| | Date consulted | Method of consultation |
|---------------------|--|--|
| School Staff | 2/05/25 30/05/25 | Staff Meetings/ Bí Cineálta Half Day Closure |
| Students | Survey – March 2025 Wellbeing Survey – October 2025 | Survey Students were asked for their input in developing a student friendly version of Bí Cineálta. A Bí Cineálta Day was held and all students got the chance to design a student friendly version with key messages for all our pupils. |
| Parents | Survey – March 2025 Draft consultation - June 2025 Consultation 2025 | Survey to all Parents/ Guardians Bí Cineálta policy draft shared with all parents for feedback |
| Board of Management | October 2025 | Consultation at Board of Management Meeting Review new policy draft leading to |

| | | |
|---|--|--|
| | | final ratification after amendments made where necessary |
| Wider school community as appropriate, for example, bus drivers | | Consultation as deemed necessary |
| Date policy was approved: 20/10/25 | | |
| Date policy was last reviewed:20/10/25 | | |

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):

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

Culture and Environment:

- Create a school culture where bullying behaviour is unacceptable and a culture in which a consistent approach to addressing bullying behaviour is adopted.
- Promote a school-wide approach to the fostering of respect for all members of the school community. (**Appendix A:** Practical Tips for Building a Positive School Culture and Climate)
- Promote the value of diversity and inclusion in all aspects of school life.
- Foster and enhance 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.
- Provide 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.
- Promote school wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervise and monitor 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.

- Develop and encourage Yard Leagues and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Creation of safe physical spaces in school, where staff have a clear line of sight in order to supervise students.
- Develop and promote a Bí Cineálta Code for the school-to be displayed publicly in classrooms and in common areas of the school.
- Discuss school's Bí Cineálta and Golden Rules annually with pupils in September and all new parent(s)/guardian(s) are given a copy of the Bí Cineálta Policy and Code of Behaviour of the school (every year).
- Communicate the Bí Cineálta on the school website for all members of the school community.
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. dedicated notice boards in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual student surveys; Health Promoting Committee; regular school or year group assemblies by principal and staff, where Kindness Awards are presented
- 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 but are behaving responsibly.
- Ensure that pupils know who to tell and how to tell, e.g.:
- Direct approach to a trusted adult in school at an appropriate time, for example after class.
- Hand note up with homework.
- Make a phone call to the school or to a trusted teacher in the school.
- Tell it Box
- Get a parent(s)/guardian(s) or friend to tell on your behalf.
- 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.

Policy and Planning:

- Develop a clear and consistent Bí Cineálta policy, which is enforced by all staff members.
- Review and update this policy annually.
- Provide training for staff on how to recognise and respond to bullying.
- Establish clear procedures for reporting and responding to bullying incidents.
- The school has developed an Acceptable Use Policy which includes the necessary steps to ensure that the access to technology within the school is strictly monitored.
- School Policies: The following policies, practices and activities that are particularly relevant to bullying include Code of Behaviour; Child Safeguarding Statement and Risk Assessment; Acceptable Use Policy; Attendance; SPHE; RSE; PE; SEN policy.
- The school has developed a Wellbeing Policy Statement

The school has been a HSE Health Promoting School since 2018 and has a Health Promoting Committee in place. We have annually reviewed health and wellbeing through the Health Promoting Schools framework. Key initiatives in place in the school already include:

- Health Promoting Committee
- Healthy Body in a Healthy Mind Policy
- Active Schools Committee
- Active Treats Instead of Sweets
- Green Schools Committee
- Coiste Gaelbhratach
- Yard Leagues and Active Schools Week
- Friendship Week
- Display of Golden Rules
- Classroom Charters
- Displays promoting friendship and kindness
- Code of Behaviour
- Guest Speakers in area of Wellbeing/Anti-Bullying
- Obairbhaile Off Days
- Fun Day per half term including Halloween Fun Day/ Odd Sock Day/ Pyjama Day/ Seachtain na Gaeilge
- Assembly – Gaeilgeoir na Míosa, Healthy Hero, Remarkable Reader, Act of Kindness Awards
- Extra Curricular Activities – Art, Choir, Sport, Quiz/ Strong links with community-based clubs and organisations
- Development of Outdoor Classroom

Curriculum:

- The full implementation of the SPHE and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence-based programmes, e.g. The Walk Tall Programme, Stay Safe programme, RSE Programme.
- Delivery of the Friends for Life Programme.
- School wide delivery of lessons on Cyber Bullying and annual Internet Safety Day (Web wise Primary teachers' resources).
- Delivery of the Garda SPHE Programmes at primary level when necessary. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school specifically considers 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.

Relationships and Partnerships:

Relationships and partnerships are supported through:

- Student committees, - Health Promoting Committee, Active Schools Committee, Gaelbhratach Committee and Green Schools Committee
- Yard Leagues and Play Leaders
- Active Parents' Association and parental involvement in school life
- Promotion of Acts of Kindness through Friendship Week, Wellness activities and assemblies
- Regular workshops/ TPL for students, staff and parents to raise awareness of the impact of bullying

- Strong links with wider school community and community organisations

Preventing Cyberbullying Behaviour:

- Implementation of the SPHE curriculum, including Stay Safe
- Annual Internet Safety Day and use of Webwise resources
- Develop and communicate Acceptable Use Policy for Technology
- Refer to appropriate online behavior as part of the standards of behaviour in the Code of Behaviour
- Actively work with parents and students to educate them about the dangers of cyberbullying by facilitating outside speakers.
- The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. Technically, children under the age of 13 should not have a social media account. It is important for their child's safety that parents are aware of their children's use of technology including smartphones and consoles.

Preventing Homophobic/Transphobic Bullying Behaviour:

- Implementation of the SPHE curriculum
- Maintain an inclusive physical environment
- Encourage peer support and empathy building activities
- Encourage students to speak up when they witness such behavior
- Facilitate outside speakers to educate students, staff and parents about the impact of homophobic bullying behaviour

Preventing Racist Bullying Behaviour:

- Implementation of the SPHE curriculum
- Foster a school culture where diversity is celebrated and where students "see themselves" in the school environment
- Encourage peer support and empathy building activities
- Encourage students to speak up when they witness such behavior
- Invite speakers from diverse ethnic backgrounds
- Provide supports to school staff to respond to students from ethnic minorities or to students for whom English is an additional language
- Facilitate outside speakers to educate students, staff and parents about the impact of racist bullying behaviour
- Ensure the library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

Preventing Sexist Bullying Behaviour/ Sexual Harrassment:

- Implementation of the SPHE curriculum
- Ensure members of staff model respectful behaviour
- Foster a school culture where diversity is celebrated
- Organise awareness campaigns on gender equality and respect
- Encourage parents to reinforce these values of respect at home

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):

In addition to all the practices identified above under Culture and Environment, Curriculum, Planning and Policy and Relationships and Partnerships Our Lady's Abbey has the following supervision and monitoring policies to prevent and address bullying behavior

- Supervision Policy
- Arrivals and Dismissals Policy
- Yard Supervision Rota – ratified by the Board of Management annually.
- Teachers, along with SNAs under the direction of the yard duty teachers, provide yard supervision and wet day supervision inside the school.
- Teachers and SNAs on yard duty should be present, visible and circulating to prevent any yard related incidents.
- Classes are often assigned designated areas on the yard to ensure age-appropriate interactions and ease of monitoring and observing of behaviour.
- Yard Leagues are organised to ensure activity, enjoyment and inclusion on the yard.
- Children are accompanied by at least one teacher, SNAs and vetted parents/guardians, as relevant and necessary, on all trips, outings, swimming etc.
- Supervising personnel are deployed at strategic positions on the yard, buses, walks, trips etc to ensure adequate supervision and monitoring of interactions.
- If patterns of inappropriate behaviour are detected these are investigated and documented.
- If there are reported incidents or issues between children that warrant closer monitoring on yard and trips this is notified to relevant staff.
- A report on supervision and incidents of bullying behaviour is given at each BOM meeting.

Section C: Addressing Bullying Behaviour

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

Class Teacher and In-school Management 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):

IDENTIFYING IF BULLYING BEHAVIOUR HAS OCCURRED:

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

Bullying Behaviour that occurs when students are not under the care or responsibility of the school

- A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school.
- However, where this bullying behaviour has an impact in school, schools are required to support the students involved.
- Where the bullying behaviour continues in school, schools should deal with it in accordance with their *Bí Cineálta* policy.
- Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school should support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.

General Principles:

- It is important for school staff to be fair and consistent in their approach to address bullying behaviour.
- Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.
- It is important that the student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured.
- School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

Requests to take no action:

A student who reports bullying behaviour may ask a member of staff not to do anything and just “look out” for them due to not wanting to be identified as having told someone about the bullying behaviour. They might 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 behaviour.

- It must be made clear to the pupil that other parties may need to be informed for their welfare.
- Parents may also make the school aware of bullying behaviour and specifically request that no action is to be taken by the school. Parents should put this in writing to the school.
- The school will consider each such request on a case-by-case basis while reserving the right, if determined that based on the circumstances, it is appropriate to address the bullying behaviour through the Bí Cineálta procedures and/or the Code of Behaviour where appropriate.

To determine whether the behaviour reported is bullying behaviour the following questions will be considered:

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 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.

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore as far as is practicable, the relationships of the parties involved (rather than to apportion blame). With this in mind the school's procedures are as follows:

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant)teacher (s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved;
- Teachers should take a calm, unemotional problem-solving approach.
- Parent(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;
- 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;
- When analysing incidents of bullying behaviour, the relevant teacher(s) should seek answers to questions of what, where, when, who and why. This should be

done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

- If a group is involved, each member should be interviewed individually at 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 from 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)

Where bullying has occurred

- In cases where it has been determined by the relevant teacher(s) 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 to consult with them on the actions to be taken to address the matter. The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher(s) have 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 to get him/her to see the situation from the perspective of the pupil being bullied;
- A record should be kept of the engagement with all involved
- The record should document the form and type of bullying behavior, if known (See Section 2.5 and 2.7 of the BÍ Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents. **(Appendix B)**
- The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behavior.

Follow up where bullying behavior 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 (Appendix B) and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- The date that it has been determined that the bullying behaviour has ceased should also be recorded
- Any engagement with external services/supports should also be noted
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased

- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour.
- If disciplinary sanctions are considered, it must be made clear to all (pupils and parents/guardians) that this is a private matter (under GDPR) between the student being disciplined, his/her parents/guardians and the school.

Recording Bullying Behaviour: See template **Appendix B** which includes all the required details/fields.

- 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.
- Where a Student Support File exists for a student a copy of the record should be placed on the student's support file with a brief reference to it on a Behavioural Log of Actions(priority document)
- where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.
- where no Student Support Plan exists open a Behavioural Log of Actions on Aladdin and mark it as a 'Priority document'. Add date and reference to the completed record (Appendix B). (This form can be found by selecting - Child's profile >documents > new document >Bullying Incident Recording Form)
- 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 2.4)

Complaint Process

- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*, they should be referred to the school's complaints procedures.
- If a student and/or 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):

Supports:

The school's programme of support for working with pupils who experience, witness and display bullying behaviour, in addition to supports referenced in the steps above, may include but is not limited to the following:

- Promoting a positive school culture, where students feel safe, respected and valued.
- Supporting the pupils who have experienced bullying behaviour, displayed bullying behaviour and witnessed bullying behaviour.
- Raise awareness through the teaching of appropriate programmes, TPL and facilitating outside speakers.
- Making it clear that adopting the strategies is a positive step towards creating a more respectful and inclusive school environment.
- In dealing with challenging behaviour, encouraging teachers and parents to focus on positive reinforcement.

Supports available to help prevent and address bullying include the following:

- NEPS- providing advice on best practice to prevent and address bullying when issues arise in schools and/or training in preventative initiatives pg.46
- Oide – providing TPL pg.47
- Webwise – online safety awareness raising and education initiative for pupils and parents pg.47
- National Parents Council – online and in person courses to support parents to prevent and address bullying pg. 48
- DCU Anti bullying centre- FUSE programme that can be used to promote a positive school culture and assist in preventing and addressing bullying behaviours. Pg.48
- Tusla – for cases where it is considered that bullying behaviour becomes a child protection concern. Pg.48
- Cyberbullying and Internet Safety experts - Parent and pupil seminars.

Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. 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: Pat O Connell
(Chairperson of Board of Management)

Date: 20/10/25

Signed: Mary Lavin
(Principal)

Date: 20/10/25

Appendices:

Appendix A: Practical Tips for building a positive school culture and climate

Appendix B: Our Lady's Abbey Bullying Behaviour Incident Report Form

Appendix C: Student Friendly-Bí Cineálta Policy

Appendix D: Guide to Providing Bullying Behaviour Update

Appendix E: Review of the Bí Cineálta Policy

Appendix F: Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy

Appendix A:

Practical tips for building a positive school culture and climate.

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media. Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision and supervision on school trips and visits.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. (i) Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision. (ii) Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix B: Our Lady’s Abbey Bullying Behaviour Incident Report Form

Bí Cineálta Policy - Bullying Incident Record Form

Section 1: Incident Details

- Form of Bullying Behaviour (See Section 2.5 of Bí Cineálta Procedures):

- Type of Incident (See Section 2.7 of Bí Cineálta Procedures):

- Location & Time (if known) (See Section 2.6 of Bí Cineálta Procedures):

- Date of Initial Engagement with Students & Parents:

Section 2: Student & Parent Views

Students’ Views on Action to Address the Behaviour:

Parent's Views on Action to Address the Behaviour (Only in relation to their own child):

Section 3: Review & Follow-Up

- **Review Date(s):** _____
- **Has the Bullying Behaviour Ceased? (Yes/No)** _____
- **Students' Views on Outcome:**

- **Parents' Views on Outcome:**

- **Date Bullying Behaviour Ceased (if applicable):** _____

Section 4: Additional Actions & Support

- **Engagement with External Services/Supports (if applicable):**
- **If a SSF (Student Support Plan) exists for a pupil involved, has a copy of this record been placed in their support file? (Yes/No)** _____
- **If a SSP (Student Support Plan) exists has it been updated to incorporate response strategies and associated supports? (Yes/No)** _____
- **Has this Record Form been added to a Behavioural Log of Actions on Aladdin? (Yes/No)** _____

Recorded by: _____

Date: _____

Reviewed by: _____

Date: _____

Appendix C: Student Friendly Bí Cineálta Policy

Bí Cineálta!

We want everyone at our school to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Get help!

Tell someone!

If a student tells a staff member that they think they are being bullied, we will:

- > talk with the student
- > ask the student what they want to happen
- > work out a plan together
- > talk to their parents
- > talk to the other student(s) involved
- > talk with the other student's parents

Please tell someone if you think that you are being bullied or someone else is being bullied.

Our school has a Bí Cineálta policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.

Be Kind

Bullying behaviour is when someone keeps being mean or hurtful to others on purpose over and over again.

When it happens a lot.
Not just once.

Appendix D: Guide to Providing Bullying Behaviour Update

Guide to providing Bullying Behaviour Update for Board of Management meeting of Our Lady's Abbey

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

| | |
|--|--|
| Total number of new incidents of bullying behaviour reported since the last board of management meeting. | |
| Total number of incidents of bullying behaviour currently ongoing. | |
| Total number of incidents of bullying behaviour reported since the beginning of this school year. | |

Where incidents of bullying behaviour have been reported since the last meeting, the update must include a verbal report which should include the following information where relevant:

- > the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc
- > the strategies used to address the bullying behaviour
- > any wider strategies to prevent and address bullying behaviour
- > if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- > if a parent has informed the school that a student has left the school because of reported bullying behaviour
- > if any additional support is needed from the board of management
- > if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.

Appendix E: Annual Review of the Bí Cineálta Policy

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed.

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the *Bí Cineálta Procedures for Primary and Post-Primary Schools*? *Insert date when the Bí Cineálta policy was last adopted by the school.*
20 /10 /2025
2. Where in the school is the student friendly Bí Cineálta policy displayed?
In every classroom and in the school reception
3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website?
25/10/25
4. How has the student friendly policy been communicated to students?
Art competition/In every classroom and SPHE lessons in September
5. How has the Bí Cineálta policy and student friendly policy been communicated to parents ?
Aladdin
6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post- Primary Schools*?
Yes
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?
Yes
8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?
Yes
9. Has the Board discussed how the school is addressing all reports of bullying behaviour?
Yes
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?
Yes
11. Have the prevention strategies in the Bí Cineálta policy been implemented?
Yes
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?
Yes
13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

Surveys/ staff meetings/ wellbeing surveys in October

14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

Anti Bullying Speaker

15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?

Anti-Bullying Speaker to be engaged this year

16. Does the student friendly policy need to be updated as a result of this review and if so, why?

No

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

Yes

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

No

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?

No

Signed: _____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

Date of next review: _____

Appendix F: Notification regarding the Board of Management's Annual Review of the School's Bí Cineálta Policy

The Board of Management of Our Lady's Abbey confirms that the Board of Management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of _____ [date].

This review was conducted in accordance with the requirements of the Department of Education's *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Signed: _____

—
(Chairperson of Board of Management)

Signed: _____

(Principal)

Date: _____

Date: _____

Date of next review:
