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Dangan N.S. Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Dangan N.S. has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

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

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

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

Definition of bullying

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

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

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

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

	Date consulted	Method of consultation
School Staff	03/09/2024	Staff Meeting – Introduction to Bí Cineálta
	05/11/2024	Summary of Cinéaltas event from the principal and teacher,
	03/12/2024	Summary from Bí Cineálta training – Principal and DP attended.
	29/01/2025	Half day whole school staff Policy development
	13/02/2025	Draft guidelines shared at staff meeting, emailed to staff and shared on school drive
Students	04/02/2025	Survey given to students
Parents	12/02/2025	Survey emailed to parents
	18/02/2025	Draft Policy emailed to parents/guardians
Board of Management	01/10/2024	Introduction to Bí Cineálta Procedures
	11/12/2024	Summary of the training received so far for the Bí Cineálta Procedures
	18/02/2025	Draft Policy shared with BoM
Wider school community as appropriate, for example, bus drivers		
Date policy was approved: 18/09/2025		
Date policy was last reviewed: 18/02/2025		

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):

Culture and Environment: We strive to:

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Support the idea that our school is a telling environment
- Use of a restorative approach to conflict resolution.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Promote the concept of a trusted adult, Stay Safe link – who to tell.
- Ensure that all spaces in our school and yard are safe spaces, make the children aware that there are cameras on the school yard to assist their safety.
- Use of a sensory room for children to regulate how they are feeling.
- Incorporate artwork and signs to promote our school values and to encourage a sense of belonging and ownership over their own space.
- Create a positive school culture and climate which is :
 - Welcoming of difference and diversity and in based on inclusivity;
 - Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
 - Promotes respectful relationships across the school community.

How we work to achieve these goals:

- Staff meet and discuss the approach we take to handle all reports of bullying, this is documented and distributed to all staff.
- Wellbeing week activities, such as random acts of kindness, poster making, role model activities, meditation etc.
- Older children help younger children to their yard and interact positively with the younger children.
- Child friendly anti-bullying Policy was formed with pupil and parent input and is distributed to all families, children and staff to discuss and is displayed in prominent positions in the school.
- Parents receive useful information on anti-bullying, internet safety etc. regularly.
- Stay Safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils at all times in our school to promote the safety of the children.
- Conduct regular class surveys which form part of the Anti-Bullying Campaign to promote the sharing of any concerns that the children have about bullying.
- School notice board with information regarding anti-bullying and kindness promotion

Curriculum (teaching & Learning) We strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.

How we work to achieve these goals:

- Teach SPHE and RSE content which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Implementation of education and prevention strategies, for example,
 - The Anti-Bullying campaign,
 - FUSE,
 - Weaving Wellbeing,
 - Friends,
 - Friends for Life,
 - Zones of Regulation,
 - Walk tall,
 - Internet safety Programmes, such as Webwise, Barnardos Internet Safety Talk
 - Talkabout
 - Community Garda Visit
 - Build empathy, respect and resilience in pupils
 - Explicitly address the issues of cyber-bullying and identity based bullying, including homophobic and transphobic bullying
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the anti-bullying behaviour.

Policy and Planning

The aim of Dangan N.S.'s policy is to:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils and parents/guardians.
- To promote a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
- Develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- Implement a programme of support for those affected by bullying behaviour and for

those involved in bullying behaviour.

- To work with appropriate agencies in countering all forms of bullying and promoting anti-bullying behaviour.
- The Acceptable Use Policy, Supervision Policy, Special Education Policy and Code of Behaviour all support the implementation of the Bí Cinéalta Policy.
- Effective leadership is a key component with Principal, Deputy Principal, (DLP, DDLP) and middle management focused on supporting the implementation of this policy.

Relationships and Partnerships

- Interpersonal connections are supported through a range of formal and informal structures such as our Parent's Association, our Student Council and Green Schools Committee.
- Age and stage appropriate awareness initiatives that engage the student body into looking at their own behaviour – promoting acts of kindness and friendship, being and active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Encouraging peer mentoring and peer support.
- Supporting active participation of students in school life and active participation of parents in school life also. Students are also encouraged to share their talents in the community, for example, school choir and Scór na bPáistí.
- Engaging parents and students in actively contributing to the formation of a child-friendly Anti-Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

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):

- Staff at all times endeavor to encourage pupils to show respect for each other.
- Implementation of the SPHE Curriculum
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- The school's Anti-Bullying policy is regularly discussed with the pupils.
- Staff are particularly vigilant at monitoring pupils who are considered at-risk of bullying or of being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff.
- There is school-wide awareness on all aspects of bullying through our Anti-bullying campaign lessons.
- Our supervision policy outlines the requirements for supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities.
- The pupils of the school are involved in contributing to a safe environment, for example, Friendship/wellbeing week, random acts of kindness and other activities that encourage a culture of peer respect and support.
- Ensure that pupils know who to tell and how to tell.
- Ensure that bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices.
- Promote online safety events or material for parents. Create a list of support with links through our school website.
- Challenge gender-stereotypes, equal participation of all. Equal recognition.
- Raise awareness of the impact of homophobic behaviour and encourage students to speak up when they witness homophobic behaviour.
- Foster a culture where diversity is celebrated and students "see themselves" in the school environment.
- Modelling of respectful behaviour by all staff.

- Ensuring that all students have the same opportunities to engage in school activities regardless of sex.

Section C: Addressing Bullying Behaviour

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

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct forms. The class teacher will make the principal aware of the report and that they have followed correct procedure.
- The Class teacher will follow up after 20 days to investigate if the bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- The Principal, Deputy Principal and school leadership team will also support class teachers.
- The principal will inform the Board of Management of incidences of Bullying.

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 school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying are as follows:

- While all reports including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must use the templates that are in place and keep a record of actions taken and any discussions with those involved regarding same.

Identifying if bullying has occurred

- The teacher should first of all establish is the behaviour that has been reported bullying. Bullying is defined in "Cinéaltas: Action Plan on Bullying and Bí Cinéalta Procedures 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 teacher should consider the following questions:

- Is the behaviour targeted at a specific student or group of students?
- Is the behaviour intended to cause physical, social or emotional harm?
- 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 Cinéalta Procedures.

- The teacher should then consider the following: what, where, when and why?
 - If a groups of students is involved, each student should be engaged with individually at first.
 - Thereafter, all students involved should be met as a group. At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views.
 - All students should be supported as appropriate following the group meeting.
 - It may be helpful to ask all those involved to write down their account of the incident.

Where bullying behaviour has not occurred

- Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Where Bullying behaviour has occurred

- If it is established by the relevant teacher that bullying has occurred, the teacher must keep appropriate written records which will assist her/him to resolve the issues.

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:

- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teachers. 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 incidences of bullying they are not considered to be telling tales but are behaving responsibly.
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents. This sets an example of dealing effectively with conflict in a non-aggressive manner.
- The following principles should be adhered to when addressing bullying behaviour:
 - ensure that the student experiencing bullying behaviour feels listened to and reassured
 - seek to ensure the privacy of those involved
 - conduct all conversations with sensitivity
 - consider the age and ability of 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 teacher will begin by first interviewing the victim(s) to get their account of what has happened and discuss the feelings which the victim experienced. If a group of students is involved, each student should be engaged with individually at first. Thereafter, all those involved should be met as a group. Each member should give his/her account of what has 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 they may face from the other members of the group after interview by the teacher.
- Where the ‘Relevant Teacher(s)’ has/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 perspective of the pupil being bullied.
- The “Relevant Teacher” does not apportion blame but should make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- When an investigation is completed and/or a bullying situation is resolved the “Relevant Teacher” will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. These reports will be retained by the relevant teacher and a copy will be given to the school principal.

** Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has*

occurred, the parents of the parties involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta policy. In circumstances where a student expresses concern about their parents being informed, the school should develop an appropriate plan to support the student and for how their parents will be informed.

Determining if bullying behaviour has ceased

- The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- The date that it has been determined that the bullying behaviour has ceased should also be recorded
- Any engagement with external services/supports should also be noted
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.

Where the bullying behaviour does not cease

- If the bullying behaviour has not ceased, the teacher should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.
- Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school should consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Positive Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school. Such sanctions will be proportionate to the seriousness of the bullying behaviour. It must be made clear to all involved that in any situation where disciplinary sanctions are required that this is a private matter between the pupil being disciplined, his or her parents and the school.
- If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, they should be referred to the school's complaints procedures
- If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

Requests to take no action

- If a student requests that no action be taken other than for the teacher to "look out" for

them, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

- Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents should put this request in writing to the school or be facilitated to do so where there are literacy, digital literacy or language barriers. However, while acknowledging the parent's request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Recording Bullying Behaviour

- All incidents of bullying behaviour should be recorded. The record should document the form and type of bullying behaviour, if known, where and when it took place and the date of the initial engagement with the students and their parents.
- The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour.
- It should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.
- It is important to document the date of each of these engagements and the date that it has been determined that the bullying behaviour has ceased.
- Any engagement with external services/supports should also be noted.
- These records should be retained in accordance with the school's record keeping policy and in line with data protection regulations.
- Where a Student Support File exists for a student, schools are encouraged to place a copy of the record on the student's support file. The plan should be updated to incorporate response strategies and associated supports.

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):

Supporting Bullied Pupils:

- Ending the bullying behaviour,

- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Making adequate counselling facilities available to pupils who need it in a timely manner (subject to availability)
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- Facilitating peer support

Supporting Bullying Pupils

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
- Making adequate counseling facilities (where available) to help those who need it learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
- The use of a restorative approach to deal with conflict
- Making social groups available to the pupil with the support of a special education teacher where appropriate behaviours are modelled.

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*

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: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

Appendix 1 –



Appendix 2 – 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*¹³ 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”¹⁴
 - > **poverty bullying:** behaviour that intends to humiliate a student because of a lack of resources
 - > **religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity
 - > **sexist bullying:** behaviour 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
-

Signs that may indicate that a student is experiencing bullying behaviour include but are not limited to the following:

- > anxiety about travelling to and from school; for example, physical illnesses; for example anxiety or distress; for example, requesting parents to drive or collect them, changing travel routes, avoiding regular times for travelling to and from school
- > not wanting to go to school, refusal to attend
- > a change in how the student performs in school, loss of concentration and loss of enthusiasm and interest in school
- > pattern of physical illnesses for example; headaches, stomach aches
- > unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or after school holidays
- > visible signs of anxiety or distress for example; stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting
- > spontaneous out-of-character comments about either students or teachers
- > possessions missing or damaged
- > increased requests for money or stealing money
- > unexplained bruising or cuts or damaged clothing
- > reluctance and/or refusal to say what is troubling them

The above signs do not necessarily mean that a student is experiencing bullying behaviour. However, if these signs occur over a period of time or if a number occur together, it may be an indication that the student is experiencing bullying behaviour.

Appendix 4 – Bullying Incident Report Form

Name of student being bullied: _____

Class: _____

Name(s) and Class(es) of pupils allegedly engaged in bullying behaviour:

Source of bullying concern/report (tick as relevant)

Student concerned	
Other student	
Teacher	
Other staff member	
Parent	
Other	

Location of Incident(s) (tick as relevant)

School Yard		Other	
Corridor		Out-of-School	
Classroom		Online	
Toilets			

Name of person(s) who reported the alleged bullying concern:

Form of Bullying Behaviour:

Direct		Indirect	
Physical Bullying Behaviour		Exclusion	
Verbal Bullying Behaviour		Relational	
Written Bullying Behaviour		Online Bullying Behaviour	
Extortion			

Type of bullying behaviour (tick as relevant)

Disablist Bullying Behaviour		Physical Appearance Bullying	
Exceptionally Able Bullying		Racist	
Gender identity		Religious identity bullying	
Homophobic/transphobic (LGBTQ+) bullying		Sexist bullying	
Poverty Bullying		Sexual harassment	
Other			

Brief Description of bullying behaviour

Impact of bullying behaviour

Details of actions taken

Signed _____ (Relevant Teacher) Date: _____

Date submitted to Principal: _____

Appendix 5 – Important Points to note from Bí Cinéalta

- Core definition of bullying behavior
 - “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.”
- In order for the behavior to be defined as bullying, “yes” must be the answer to the following three questions
 - Is the behaviour targeted at a specific student or group of students?
 - Is the behaviour intended to cause physical, social or emotional harm?
 - Is the behaviour repeated?
- A single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wider audience and has a higher likelihood of being shared multiple times and so becomes a repeated behavior.
- The age of **criminal responsibility in Ireland is 12 years**. Bullying behavior can be considered criminal behavior under certain circumstances and legal consequences can apply.
- 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 1989¹¹, and those engaging in such behaviour may face criminal charges.
- An Garda Síochána is the appropriate authority to investigate criminal behaviour.
- 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.
- A school is not expected to deal with or investigate 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.
- 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.

Appendix 6 – Additional Resources

- The following link provides access to resources and supports which are available to help prevent and address bullying behaviour:

<https://www.gov.ie/en/publication/74cc1-resources-for-parents/>

- Among the resources are links to:
 - National Educational Psychological Service (NEPS)
 - Oide
 - Webwise
 - Webwise Parent's Hub
 - National Parents Council
 - Dublin City University (DCU) Anti-Bullying Centre
 - Tusla
 - Jigsaw
 - Tacklebullying.ie
 - CAMHS
 - FUSE
 - FUSE Parent's Hub
 - ISPCC
 - Ombudsman
 - And many more.