



Bí Cineálta Policy

to prevent and address bullying behaviour

The Board of Management of Presentation Primary School 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 fore front 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 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 and/or review of this policy.

	Date consulted	Method of consultation
School Staff	23 rd January 24 th March 2025	Principal/DP Inservice Half Day Whole Staff Training
Students	March/April 2025	Discussion and input into student questionnaire and pupil friendly policy
Parents	April 2025	Draft policy shared on Aladdin and feedback invited
Board of Management	April 2025	Draft policy shared for consideration with follow up discussion at meeting.
Wider school community as appropriate, e.g. bus drivers, school completion project workers, traffic wardens	April 2025	Draft policy shared for consideration
Date policy was approved:		
Date policy was last reviewed:		

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):

Presentation Primary School promotes a positive and inclusive environment where pupils and staff experience a sense of belonging and feel safe, connected and supported. The school leadership team sets the standards and expectations for the school community. Relationships between all members of the school community are based on respect, care, integrity and trust.

Open communication encourages a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

Presentation Primary School is a "School of Sanctuary" where kindness and inclusion are actively promoted and are central to the maintaining of a positive and supportive environment. This is reinforced during regular school assemblies and our "Shining Lights" awards

Presentation Primary School promotes a 'telling' environment where pupils feel comfortable to talk about concerns regarding bullying behaviour. The concept of a "trusted adult" is promoted in our school and can be an effective strategy to encourage pupils to report if they or another pupil is experiencing bullying behavior.

Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) curricula aims to foster pupil's wellbeing, self-confidence, and sense of belonging and to develop pupils sense of personal responsibility for their own behaviour and actions.

Students social and emotional learning skills can be supported and developed through the programmes delivered in our school at various levels. These include:

- Stay Safe Programme
- Walk Tall Programme
- Prim-Ed Anti- Bullying- Identify, Prevent, Cope
- Be Safe-Be Web Wise
- HTML Heroes
- INET Safety Talk
- Zeeko Internet Safety lessons – posters for cyber-bullying with Prim-Ed lessons)
- Prim- Ed Cyber-Bullying Programme
- Friends for Life
- Get UP Stand UP
- All Together Now – Identity based anti-bully programme
- Time to Talk Social Skills
- Zippy's Friends
- Circle Time
- Zones of Regulation
- The Helping Hands Anti-Bullying Programme
- LEANS Programme
- School Completion Transfer Programme – conflict resolution lessons
- School Completion Life Skills Programme - 4th Class
- Smart Moves Resilience Programme (Barnardos)
- A Lust for Life - 5th Class
- Creative Mindfulness Programme
- Roots of Empathy (Barnardos)
- Restorative Practice
- Morning Meets

The wellbeing of the school community is at the heart of school policies and plans. The school has a 'pupil-friendly' Bí Cineálta policy to prevent and address bullying behaviour.

The school's Code of Behaviour, Special Education Policy, DEIS Plan, Acceptable Use Policy, Safe Use of Photography and Video Policy and supervision arrangements also support the implementation of the school's Bí Cineálta policy.

Staff members are afforded the opportunity to engage in appropriate learning courses.

Strong interpersonal connections are a vital part of effectively preventing and addressing bullying behavior. These interpersonal connections are supported through a range of formal and informal structures such as the student councils, school clubs and student support teams.

Presentation Primary School promotes many activities which build empathy, respect and resilience e.g. fundraising for local and global charities, buddy systems

To address the challenges of cyberbullying, the school promotes digital literacy, digital citizenship and fosters safe online environments. The school holds an “Internet Safety” events to reinforce awareness around appropriate online behavior engaging with programmes from Webwise such as HTML Heroes, Myselfie & the Wider World. Guest speakers e.g. INET and Zeeko are organised to speak to pupils and parents.

To address the challenges of homophobic/transphobic, racist and sexist bullying behavior, all pupils are afforded the same opportunities to engage in school activities and staff members model respectful behaviour and treat all pupils equally.

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):

Presentation Primary School works to create safe physical spaces to support psychological safety. The school has art work and signage which promotes the school’s values e.g. kindness and empathy. Our Anti-bullying code, ‘Say No. Walk Away. Get Help.’ and the online safety code, ‘Stop, Block, Tell’ can be seen throughout the school.

Staff on supervision duty maintain a clear line of sight. There is appropriate supervision before school, during school break times and during after school activities. Split breaks are in operation to ensure that adequate space is allocated to each class level. Supervising teachers wear high-viz vests in the yard to increase their visibility.

Section C: Addressing Bullying Behaviour

The responsibility for addressing bullying behavior primarily lies with the class teacher but all teachers will be involved when deemed appropriate.

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):

To determine whether the behaviour reported is bullying behaviour you should consider the following questions:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed.

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

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- if a group 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.
- each student should be supported as appropriate, following the group meeting.
- it may be helpful to ask the students involved to write down their account of the incident(s).

Where bullying behaviour has occurred:

- Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.
- It is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- A record should be kept of the engagement with all involved. This record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved 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.

The following principles must 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

Follow up where bullying behaviour has occurred:

- The teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement.
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.

- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this.
- The date that it has been determined that the bullying behaviour has ceased should also be recorded.
- Any engagement with external services/supports should also be noted.
- Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased.
- If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then 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, this is a matter between the relevant student, their parents and the school.
- If a parent 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.

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):

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

When addressing bullying behaviour teachers should:

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

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. The students support file will be updated to assist the school's student support team in providing a consistent and holistic response to support the wellbeing of the students involved. 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: *Terence White*

Date: 09/04/2025

Chairperson of board of management

Signed: *Anne Marie O Mara*

Date: 09/04/2025

Principal