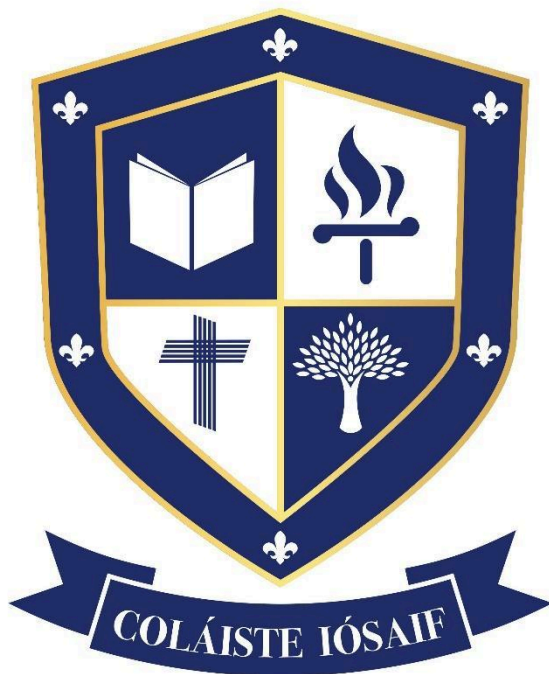




Bí Cineálta Policy



St. Joseph's, Fairview

This document is intended to provide details of the main policies of Coláiste Iósaif an Fhionnradharc in relation to *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*. It is intended to help parents and guardians understand the environment and approach of the school. This document is regularly reviewed. All feedback is encouraged and welcome.

Version	Description	Authors
2025	New policy	Board of Management

School Contact Details

Principal: Alexandra Duane

Board of Management Chairperson:James Rogan

School Phone Number: 01-8339779

Address: Coláiste Iósaif an Fhionnradharc,
Fairview, Dublin 3

The Board of Management of Coláiste Iósaif an Fhionnradharc 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

In accordance with *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024* bullying is defined 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.

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

In accordance with the *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024* Coláiste Iósaif an Fhionnradharc has developed and implemented the following policy that sets 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.

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	24/05/2025	Online Survey
Students	26/03/2025	Online Survey
Parents	15/05/2025	Online Survey
Board of Management	September 2025	Item for discussion on meeting agenda
Wider school community as appropriate, for example, bus drivers	n/a	n/a

Date policy was approved:	September 2025
Date policy was last reviewed:	n/a

SECTION B: Preventing Bullying Behaviour

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

The *Wellbeing Policy Statement and Framework for Practice* provides the following four key areas that are essential for a holistic, whole school approach to wellbeing promotion: Culture and Environment; Curriculum (Teaching and Learning); Policy and Planning; and Relationships and Partnerships. These four areas have been carefully considered by our school when developing measures to prevent bullying behaviour.

Coláiste Iósaif an Fhionnradharc engages in many strategies that aim to prevent Online Bullying Behaviour, Homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate. The following are current prevention strategies that have been developed and implemented to address bullying behaviour. The list is not exhaustive:

- We promote a positive and inclusive school culture and environment where diversity is celebrated, which is essential to prevent and address bullying behavior. Teacher, students and parents are encouraged to build relationships based on respect, integrity and trust. These values are in line with our ERST Charter and mission statement.
- We promote a 'telling environment' and students are encouraged to report any incidents of bullying to a trusted adult. The procedure for reporting bullying and the concept of a trusted adult / One Good Adult are addressed at parent information evenings, student assemblies and revisited by teachers in class settings.
- We create and maintain a safe physical school environment by ensuring good visibility of school staff who are supervising at break times.
- We have clear displays of a Student-Friendly Anti-Bullying Policy across the school both in corridors and in all classrooms as well as solidarity flags on display in atrium.
- The school is well maintained in order to promote a sense of ownership and respect in the school community.
- A range of organised activities are offered at break times and after school to accommodate a range of preferences and interests e.g. chess club, BB/BS, sports, etc.
- Whole school initiatives like the Wellbeing programme, the Fuse programme, The Digital Literacy modules, Anti Bullying Week, Stand Up week, Wellbeing Week, Wear Red day, world languages cafes, etc.
- We have regular CPD for staff on empathy, sensitivity, wellbeing, and anti-bullying strategies through various outside bodies and initiatives.

Implementation of curricula

- The full implementation of the SPHE curriculum and the RSE and related Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying.
- School wide delivery of lessons on Cyberbullying,
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in “Sexual Orientation advice for schools” (RSE booklet).
- Student designed Anti Bullying Charter will be displayed in each classroom.
- Regular student workshops on empathy, cyber safety, diversity and inclusion.

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

- Code of Behaviour
- Child Protection Policy
- Acceptable Use Policy
- Wellbeing Policy

SECTION C: Addressing Bullying Behaviour

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

- Class teacher
- Year Head
- Guidance Counsellors
- Wellbeing Coordinator
- Deputy Principal
- Principal

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:

1. Identifying if bullying behaviour has occurred:

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 using the Bí Cineálta Procedures.

- If a group of students is involved, each student should be engaged with individually at first. Each student will be asked to write down their account of the incident. Calm, non-judgmental enquiries should be made.
- 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.

- Restoration of relationships should be prioritised using principles of restorative practice.

2. Where bullying behaviour has occurred

- 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 be documented on the 'Record of Bullying' form (APPENDIX 1). It will outline the type of bullying behaviour, 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. The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behavior.
- The Principal will provide a Bullying Behaviour Update at each ordinary meeting of the Board of Management. See Appendix 2.

3. Follow up where bullying behaviour has occurred

- The relevant person 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 behavior and the relationship between the students involved.
- The relevant person 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(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.

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 school will 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.
- A student's agency or sense of power can be decreased when they experience or witness bullying behaviour. When a student tells an adult that they feel that they are experiencing bullying behaviour they may feel that they are taking back some control over what is happening to them. It is very important that a student's agency is not decreased further by adults deciding what will happen next without listening to the student and involving them in deciding on the actions that will be taken

The school will use the following approaches to support those who experience, witness and display bullying behaviour:

- Teacher interviews with pupils
- Negotiating agreements between pupils and following these up by monitoring progress, either informally or through a more structured mediation process.
- Restorative Practice with trained staff
- Peer mediation
- Working with parent(s)/guardian(s) to support school interventions
- Interventions from Guidance Counsellors
- Access to HSCLO for link between home and school
- Access to SCP to maintain school attendance
- Access to NEPS Psychologist
- Promotion of self-worth in the daily class and activities of the school in line with the school's ERST ethos
- OIDE supports for school leaders
- Webwise programmes in the classroom
- National Parents' Council
- DCU Anti-bullying Centre
- TUSLA (if child protection concerns are identified)

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. Where incidents occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour, this will be provided for within the school's Code of Behaviour.

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. 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 - see Appendix 3 and Appendix 4.

Signed:		Date:
Chairperson of board of management:	James Rogan	September 2025
Principal:	Alexandra Duane	September 2025

Appendix 1:

Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____

Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es))*

Yard	
Classroom	
Corridor	
Toilets	
Outside school	
Other	

5. Name of person(s) who reported the bullying concern

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical		Cyber bullying	
Damage to property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Travelling Community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 2

Providing Bullying Behaviour Update

Bullying Behaviour Update for board of management meeting of DD/MM/YYYY

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 3:

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.

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____

2. Where in the school is the student friendly Bí Cineálta policy displayed?

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? ____/____/20____

4. How has the student friendly policy been communicated to students?

5. How has the Bí Cineálta policy and student friendly policy been communicated to parents

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 ☐ No ☐

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? Yes ☐ No ☐

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 ☐ No ☐

9. Has the Board discussed how the school is addressing all reports of bullying behaviour.

Yes ☐ No ☐

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? Yes ☐ No ☐

11. Have the prevention strategies in the Bí Cineálta policy been implemented?

Yes ☐

No ☐

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?

Yes ☐

No ☐

13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?

(a) _____

(b) _____

(c) _____

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:

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

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

Yes ☐

No ☐

Signed:		Date:
Chairperson of board of management:		
Principal:		

Appendix 4:

Notification regarding the board of management's annual review of the school's Bí Cineálta Policy.

The Board of Management of Coláiste Iósaif an Fhionnradharc 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 ____ / ____ / ____ . 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:		Date:
Chairperson of board of management:		
Principal:		