

# **BÍ CINEÁLTA POLICY**

to

Prevent and Address Bullying Behaviour  
Ratoath Senior National School



## **Rationale**

The Bí Cineálta Anti-Bullying policy is required to assist the school in devising school-based measures to prevent and deal with bullying behaviour and to increase awareness of bullying behaviour in the school community as a whole, e.g. school management, teaching and non-teaching staff, pupils and parents, as well as those from the local community who interface with the school.

Involving and encouraging all members of the school community in developing, formulating, and reviewing this policy promotes partnership, ownership and implementation of a 'living policy', one which is actively implemented/ promoted in the whole school community.

The climate and atmosphere of the school are created by the actions of everyone in the school. The behaviour of the adults in a child's life, including parents and teachers, is a significant influence on how a child acts.

The Department of Education requires schools to have a written policy on Bí Cineálta - Anti-Bullying.

The Board of Management of Ratoath Senior National 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. Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992. In doing this we committed to promote, protect and fulfil the rights of children. Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30).

## Links to the School's Mission Statement

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by TUSLA/TESS (2025), the Board of Management of Ratoath Senior National School has adopted the following Bí Cineálta Anti-Bullying policy within the framework of the school's overall Code of 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 of Ratoath Senior National School strives to nurture the full potential of both staff and pupils in a secure, friendly and stimulating environment. In Ratoath Senior National School, we aim to create a school which:

- Promotes excellence in teaching and learning
- Values each child as an individual and helps them to develop a sense of their own worth, through developing self-confidence and self-expression
- Nurtures each child in all aspects of life; spiritual, moral, emotional, intellectual, physical and social
- Creates a sense of responsibility, respect and caring for self, others and the wider community
- Fosters environmental awareness and care among pupils through the SESE curriculum
- Encourages involvement of parents through home/school contacts and through their involvement in the Parents' Association
- Promotes professional and personal development of teachers through continuous professional development programmes.

The Board of Management of Ratoath Senior National School recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and staff and is therefore committed to the following key principles of best practice in preventing and tackling bullying behaviour. A positive school culture and climate which -

- Is welcoming of difference and diversity and is 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
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that-
  - Build empathy, respect and resilience in pupils; and
  - Explicitly address the issues of cyber-bullying and identity- based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow-up of bullying behaviour (including use of established investigation strategies)
- On-going evaluation of the effectiveness of the Anti-Bullying Bí Cineálta policy.

We are committed to ensuring that all pupils who attend our school are kept safe from harm and that the wellbeing of our pupils is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our pupils 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 pupils or staff on any of the nine grounds specified: gender, civil status, family status, homophobic, religion, age, disability, race and membership of the Traveller community.

### **Definition of Bullying**

- Bullying is targeted behaviour, online or offline, that causes harm.
- The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

The harm can be:

- Physical (e.g. personal injury, damage to or loss of property)
- Social: (e.g. withdrawal, loneliness, exclusion)
- Emotional: (e.g. low self-esteem, depression, anxiety).

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. However, when the behaviour is systematic\* and ongoing\* it is bullying.

*\*Systematic – is characterised by actions that are planned and methodical and designed to undermine and intimidate the individual.*

*\*Ongoing – remaining in existence, developing, continually moving forward.*

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

### **Behaviour that is not bullying behaviour**

- If the repeated harm is real for the pupil experiencing the behaviour, but unintended by the other pupil, this is not bullying, but, importantly, must be addressed under the school's Code of Behaviour.
- Some pupils with special educational needs, may have social-communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or 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 cannot control.
- Disagreements between pupils is not considered bullying **unless** it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

### **Types of Bullying**

There are many different types of bullying behaviour, which can occur separately or together. These can include the following, which is not an exhaustive list.

- **Direct bullying behaviour**
  - **Physical bullying behaviour**

- Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping pupils. It may also take the form of severe physical assault. While pupils can often engage in “mess fights” they can sometimes be used as a disguise for physical harassment or inflicting pain.
- Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, schoolbooks and other learning materials or interference with a pupil’s bicycle or scooter. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

- **Verbal bullying behaviour**

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

- **Written bullying behaviour**

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

- **Extortion**

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

- **Indirect bullying behaviour:**

- **Exclusion**

Exclusion bullying behaviour occurs where a pupil is deliberately and repeatedly isolated, excluded or ignored by a pupil or group of pupils.

- **Relational**

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

- **Online bullying behaviour**

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This form of bullying behaviour can include:

- Sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- Posting information considered to be personal, private and sensitive without consent
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other pupils
- Excluding or disrupting access to a pupil on purpose from online chat groups, access to accounts or from an online game.

Even though a message may be posted online just once by a pupil it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated.

As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an “offline” experience with someone known to the pupil.

<p><b>General behaviours which apply to all types of bullying</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The “look”</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>
<p><b>Cyber bullying</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person’s reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/X/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<b>Identity Based Behaviours</b> <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> <li>• Use or terminology such as 'nerd' in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>

<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> </ul>
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## Effects of Bullying

Pupils who are being bullied may develop feelings of insecurity and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged, with a consequent lowering of their self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Bullying may occasionally result in suicide. It is therefore important to be alert to changes in behaviour as early intervention is desirable.

## Characteristics of Bullying Behaviour

We need to realise that any pupil can be a victim of, or a perpetrator of bullying behaviour.

- **The Victim/The Target**

Any pupil, through no fault of their own may be bullied. It is common in the course of normal play for children to tease or taunt one another. However, at a certain point, teasing and taunting may become bullying behaviour. As children are particularly quick to notice differences in others, children who are perceived as different are more prone to encountering such behaviour. Nevertheless, the pupils who are most at risk of becoming victims are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour is directly related to the pupil's continuing response to the verbal, physical or psychological aggression.

It is of note that some pupils can behave in a manner which attracts bullying behaviour.

- **The Bully**

It is generally accepted that bullying is a learned behaviour. Pupils who bully tend to display aggressive attitudes, combined with a low level of self-discipline. They can lack any sense of remorse. Often they convince themselves that the victim deserves the treatment meted out. Pupils who bully can also be attention seeking. They often set out to impress bystanders and enjoy the reaction their behaviour provokes. They tend to lack the ability to empathise. They are unaware of or indifferent to the victim's feelings. Others seem to enjoy inflicting pain. It is of note that many bullies suffer from a lack of confidence and have low self-esteem. It is not uncommon to find that children who engage in bullying behaviour are also bullies. They tend to be easily provoked and frequently provoke others.

- **The Bystander**

Passive bullying includes being a bystander and watching a bullying incident and doing nothing to stop it, or encouraging another to bully. Bullying is a difficult problem that only gets worse when it is ignored. Research clearly demonstrates that bystanders play a significant and pivotal role in the addressing and management of bullying.

- Bystanders are present most of the time (around 85%) where adults are rarely present.
- Most young people feel uncomfortable but very few know what to do to stop it happening.
- When bystanders do intervene, the bullying is more likely to stop quickly most of the time.

## **Indications of Bullying Behaviour/ Signs and Symptoms**

The following signs and symptoms may indicate that a child is being bullied:

- Anxiety about travelling to and from school – requesting parents to drive or collect them, changing the route of travel, avoiding regular times for travelling to and from school.
- Unwillingness to go to school, refusal to attend, truancy.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illnesses (headaches, stomach aches).
- Unexplained change either in mood or behaviour: it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
- Visible signs of anxiety or distress – stammering, crying, withdrawing, nightmares, vomiting, bed-wetting, difficulty sleeping, and not eating.
- Spontaneous out of character comments about either pupils 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.

These signs do not necessarily mean that a pupil is being bullied. If repeated, or occurring in combination, those signs do warrant investigation in order to establish what is affecting the pupil.

## **Rights and Responsibilities**

In the school's daily and routine life, the ways in which people interact with each other significantly affect each person's sense of self-worth, belonging and well-being. The fostering of high quality interpersonal relationships among teachers, students, parents and ancillary staff is a responsibility shared by everyone. All members of the school community have a role to play in the prevention of bullying.

### **Responsibilities of the Board of Management**

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board of Management is committed to providing time and resources for the implementation of the policy. The Board of Management will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

### **Responsibilities of School Staff**

- To acknowledge that bullying is a shared responsibility within the school
- To implement prevention and intervention strategies which build and maintain a safe learning environment for the whole school community
- To take all reports of bullying seriously and to report them to the Principal if warranted
- To document any serious bullying incidents using the Bullying Incident Report Form.

### **Responsibilities of Pupils**

- To show consideration, respect and support towards others
- To be able to identify bullying behaviour
- To not bully others
- To tell if they are being bullied or if they see someone else being bullied
- To engage in responsible reporting when witnessing or experiencing bullying behaviour
- To feel empathy for targeted members of the school community and, as a result, take safe and sensible action as a bystander.

### **Responsibilities of Parents**

- To support the school in the implementation of the policy
- To watch out for signs that their child may be being bullied
- To speak to the class teacher if their child is being bullied or if they have seen other pupils being bullied
- To instruct their children to tell if they are being bullied or if they have seen other pupils being bullied
- To notify the school if they think that their child is displaying bullying behaviour and to work with the school in addressing the problem.
- To never directly approach a pupil or the parent of a pupil at the school to intervene in behavioural issues.

**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 of this policy.

School Community	Date consulted	Method of consultation
School Staff	August 2024	Staff were informed that a new Anti-Bullying Bí Cineálta policy would be drawn up and that training would be provided over the course of the academic year 2024-2025.
	January 2025	Staff completed an on-line questionnaire on Well-Being and Bí Cineálta.
	March 21 <sup>st</sup> 2025	During the half-day school closure staff were provided with the opportunity to discuss the new Bí Cineálta action plan and stemming from this staff were informed of the important points in dealing with an incident or report of bullying. Staff were given time to discuss and relay feedback. The draft policy was shared with staff to discuss/consult and make any amendments.
Pupils	January 2025	Pupils were given a questionnaire to seek their views on Well-Being and Anti-Bullying.
	March 2025	Pupils' input in developing an Anti-Bullying, Bí Cineálta policy, in a child-friendly format, was sought through the Student Council. Their wording, examples and suggestions were all taken into account when drafting the child-friendly Bí Cineálta policy.
	May 2025	This child-friendly Bí Cineálta policy was distributed to all households and children were given the homework of reading through their policy with parents.
Parents	December 2024- January 2025	Parents completed an on-line questionnaire on Well-Being and Anti-Bullying.
	April 2025	The draft Bí Cineálta policy was shared with the Parents' Association for feedback.
	May 2025	Attention was drawn to our Bí Cineálta policy and child-friendly policy, resources and initiatives in the school and sent out via the school website and Aladdin.
	May 2025	The Bí Cineálta policy was created using all of the information collated and sent out to parents to review.
Board of Management	May 2025	Review new draft policy, amend where necessary – leading to final ratification at our board of management meeting.

## **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

### **Culture and Environment**

We endeavour to:

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment.
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Ensure all spaces in our school building and yards are kept safe – visibility.
- Incorporate artwork and signs to promote our school values – creation of class charters promoting – equality, inclusion and respect.
- All reasonable measures to ensure the safety of the pupils will be taken and the children will be supervised when attending school or school activities.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Provide effective supervision and monitoring of pupils.
- Create a positive school culture and climate which-
  - is welcoming of difference and diversity and is 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.

### **Ways in which we work to achieve these goals are as follows:**

- Staff are briefed on the uniform approach we must take to handle all reports of bullying – this Anti-Bullying/Bí Cineálta Statement is distributed to staff and a copy is displayed on the Staff Room notice board for ease of access also.
- Anti-Bullying week activities such as Random Acts of Kindness homework, Poster making, slogan making, etc.
- Playground helpers and door monitors – students in higher classes volunteer to support younger classes on yard to help with games and positive interactions
- Child-friendly Anti- Bullying Policy was formed with pupil and parent input and is distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
- Parents receive information at times regarding useful information on Anti- Bullying.
- New parents/guardians will be required to sign an undertaking on our enrolment form which supports these policies. The revised policy will be available to all parents on the school's website and an undertaking of their support for the policy will be sought.
- Stay Safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Class Charter/Class Rules development as well as notice boards to promote kindness and build responsibility amongst pupils.

- The Anti-Bullying – Bí Cinealta Policy, the Code of Behaviour and the Behaviour of Concerns Policy will be available on the school website – [www.ratoathsns.ie](http://www.ratoathsns.ie)
- A hard copy of the school’s Anti-Bullying – Bí Cinealta Policy, the Code of Behaviour and the Behaviour of Concerns Policy will be available in the school office. A copy will be made available to parents and others on request from the school office.
- Supervision and monitoring of 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.
- 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 to be considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell,
  - Direct approach to teacher 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.
  - Anti-bullying box, Things That Worry Me box
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Ensure bystanders understand the importance of telling if they witness bullying behaviour.

### **Curriculum (Teaching and learning)**

We endeavour 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 this can be achieved**

The relevant teacher for investigating and dealing with bullying is first and foremost the class teacher. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

- Each class will devise classroom rules at the beginning of each school year which will promote inclusion, acceptance of difference and respect for one another. Children will sign their acceptance of the Class Charter/Classroom Rules.
- Throughout the teaching of all subjects, across the curriculum, an attitude of respect will be fostered; diversity will be promoted and valued; prejudice and stereotyping will be addressed and it will be highlighted that bullying behaviour is unacceptable.
- The curriculum provides children with the opportunity to consider their attitudes and their safety when online and make informed decisions about their health, personal lives and social development in this context.
- The school develops self-esteem in our pupils through curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Additional lessons which deal specifically with bullying will be undertaken in each class with an emphasis on openness and discussion in this area. Areas covered may include
  - What is bullying?

- Forms of bullying
  - Cyber bullying
  - Why do people bully?
  - Bystander bullies
  - Silent witnesses
  - Effects of bullying
  - How does bullying make me feel?
  - What can we do?
  - Preventing bullying
  - Coping with bullying.
- There will be a school-wide approach (involving school management, staff, parents and pupils) to dealing with the problem of bullying behaviour. Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and, ultimately, in the wider community.
  - There will be a positive school-wide attitude and involvement which will assist in countering bullying in the school. In addition to the role of management and staff, parents and pupils have a role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying that occurs elsewhere. It is important that parents recognise that a school that openly discusses bullying is acting positively and that they need to work with their school to ensure there is a coherent, school-wide approach to tackling the issue.
  - The school will have a high degree of vigilance and openness in ensuring that bullying behaviour can be adequately tackled.
  - The school will promote positive home/school/community links in regard to countering bullying behaviour. For example, bullying behaviour can often occur on the journey to and/ or from school. Our anti-bullying policy will embrace, as appropriate, those members of the wider community who come directly in daily contact with our school pupils. Bus drivers and local shopkeepers will be encouraged to counter bullying behaviour by reporting such behaviour to parents and/or the school as appropriate.
  - In certain cases, the school will seek the assistance of other local persons and formal agencies such as NEPS, NCSE, TUSLA social workers, community workers and the Gardaí.
  - Within the school, every effort will be made to ensure that cyber-bullying will not occur as a result of access to technology.
  - To help and support our students with disabilities and SEN, the school will focus on developing social skills, paying attention to key moments such as the transition from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.
  - The school's prevention and awareness raising measures will be appropriate to the type of bullying and take into account the age and gender of the pupils involved. The school will work to raise awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.
  - Staff, parents and pupils will be reminded regularly of the importance of dealing with the area of bullying. This will develop confidence in the parents of pupils who are being bullied to approach the school and it will also send a clear message to the parents of a pupil who is engaged in bullying behaviour that they have a major responsibility in addressing their child's behaviour.
  - The teachers will endeavour to influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. There are a number of curriculum components and programmes which are relevant to the prevention of bullying and the promotion of respect for diversity and inclusion. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The

Stay Safe, Walk Tall, Building Bridges, Weaving Well-Being and Circle Time are personal safety skills programmes which seek to enhance children's self-protection skills including their ability to recognise and cope with bullying. The Webwise Primary Programme and Anti – Bullying Campaign tools are designed to educate children about the internet and raise awareness of online safety and good practice. The Friends for Life Programme can also be used as a teaching and learning tool to raise awareness of bullying behaviour.

- Within the curriculum and in the teaching of all subjects, there is space to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. Co-operative learning activities, group work and sporting activities can provide opportunities for channelling and learning to control aggression.

### **Policy and planning**

The aims of Ratoath Senior National School's Bí Cineálta policy are:

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, 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.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To 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, Special Education Policy and Code of Behaviour all support the implementation of the Bí Cineálta policy.
- Effective leadership is a key component with the Principal (DLP), Deputy Principal (DDL), and all 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 Parents' Association, the Student Council and other various sports teams and pupil activities.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Conducting workshops and seminars for pupils, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support
- Supporting active participation of pupils in school life and active participation of parents in school life also.
- Engaging parents and pupils in actively contributing to the formation of a Child Friendly Anti-Bullying/Bí Cineálta Policy to make them active participants in the promotion and discussion of useful ways to identify and reduce bullying behaviour and highlight procedures on how to deal with it if it does occur.

### ***Section C: Addressing the Bullying Behaviour***

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.

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 behaviour are as follows:

- While all reports, including anonymous reports of bullying must be investigated and dealt with by the class teacher, the class teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- If it is established by the class teacher that bullying has occurred, the class teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
- The class teacher must record the bullying incident on the school information management system (Aladdin) by adding the Template for Recording Bullying Behaviour (Appendix G), which will be visible on the files of all other pupils named. The class teacher must inform the Principal/Deputy Principal.
- The school will be consistent and clear in its approach to dealing with bullying when it occurs. There will be consistent recording, investigation and follow up of bullying behaviour.
- A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.
- The class teacher has responsibility for investigating and dealing with bullying in the first instance.
- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school promotes positive habits of self-respect, self-discipline and responsibility amongst all of its members.
- The school disapproves of vulgar, offensive, sectarian or other aggressive behaviour by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of the curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of 'at risk' pupils and uses its monitoring system to provide early intervention when/if necessary and responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to co-operate with and keep parents informed on procedures to improve relationships within the school community.
- The school recognises the right of parents to share in the task of equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in a group and a community.
- The school acknowledges the uniqueness of each individual and his or her worth as a human being.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.

- Staff members share a collegiate responsibility, under the direction of the Principal teacher, to act in preventing bullying/aggressive behaviour by any member of the school.

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as practicable, the relationships of the parties involved. 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 behaviour are as follows:

- In investigating and dealing with bullying the class teacher will exercise his/her professional judgement to determine whether bullying has occurred, what type of bullying has taken place, if indeed it has, and how best the situation might be resolved.
- All reports, including anonymous reports of bullying, must be investigated and dealt with by the class teacher. 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 instances of bullying they are not considered to be telling tales but are behaving responsibly.
- Non-teaching staff such as secretaries, SNAs, caretakers and cleaners are encouraged to report any incidences of bullying behaviour witnessed by them or mentioned to them to the class teacher.
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- Parents 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 as quickly as possible.
- All pupils and parents need to understand the approach taken to deal with anti-bullying from the outset.
- Parents/guardians are invited to discuss their concerns with a member of staff if they feel their child is being bullied.
- The teacher of the class of the child who is alleged to have engaged in bullying behaviour shall investigate the allegation unless the alleged perpetrator and the victim belong to different classes in which case both class teachers will investigate the complaint.
- On being informed of an alleged incident of bullying, the class teacher dealing with the report will first interview the victim(s) and discuss the feelings which the victim(s) experienced because of the bullying behaviour.
- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can provide very useful information in this way also.
- When analysing incidents of bullying behaviour the class teacher should seek answers to questions of what, where, who, when and why, using a Restorative Behaviour approach. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- Teachers who are investigating bullying behaviour should keep a written record of their discussions with those involved.
- It may also be appropriate or helpful to ask those involved to write down their account of the incident. The assistance of another staff member, the class level SEN teacher, or Deputy Principal as appropriate, with the investigation may be required.
- 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 the 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 class teacher has 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/Bí Cineálta policy and efforts should be made to try to get him/her to see the perspective of the pupil being bullied.
- An additional follow-up meeting with parent(s)/guardian(s) of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily.
- The class 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.
- When an investigation is completed and/or a bullying situation is resolved the class teacher will complete a report on the recording template, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This will be recorded on Aladdin using the Template for Recording Bullying Behaviour (Appendix F).
- In cases where it has been determined that bullying behaviour has occurred, the Principal will meet separately with the parent(s)/guardian(s) of the two parties involved as appropriate, in the presence of another teacher. The Principal will outline the results of the investigation and will explain the actions being taken and the reasons for them, referring them to the school policy.
- It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- If a pupil chooses to continue the bullying behaviour, this can then no longer be considered a once-off occurrence. In this event parent(s)/guardian(s) will be contacted. The school should give parents an opportunity for discussing ways in which they can reinforce or support the actions being taken by the school and the supports for the pupil.
- Repeated incidents of bullying behaviour will result in the imposition of sanctions. Such sanctions will be proportionate to the seriousness of the bullying behaviour. It must be made clear to all involved (each set of pupils and parents) 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.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred to the school's complaints procedure.
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their rights to make a complaint to the Ombudsman for Children.
- The school will maintain care for the victim over time. This will be done by speaking to the child a number of weeks after the incident to check on their continuing welfare. The child's parents will also be consulted.
- If a child makes a report of bullying, but asks that nothing is to be done about it, the relevant teacher will support the child appropriately to explore how it will be handled sensitively and how parents may be notified. If a parent does so, they must submit in writing that they require no further action to be taken, but even so, the school may still deem it necessary to be investigated and handled appropriately.

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

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore, various approaches and intervention strategies may be used including suggesting that parents seek referrals to appropriate outside agencies in order to receive further support for the pupils and their families.

#### 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
- 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)
- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing.

#### Supporting bullying pupils:

- It should be made clear that bullying pupils who reform should not be blamed or punished and get a fresh start.
- It should be made clear that bullying pupils who change their behaviours are doing the right and honourable thing and giving them praise for this.
- Adequate time and resources should be made available to help those who need to learn other ways of meeting their needs besides violating the rights of others.
- Those children who need to raise their self-esteem should be helped 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).
- Learning strategies should be used throughout the school and the curriculum to help enhance pupils' feelings of self-worth.
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child.
- In dealing with bullying behaviour seek a resolution and offer a fresh start with a clean sheet and no blame in return for keeping a promise to reform.

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing

All bullying behaviour will be recorded on the school information management system (Aladdin) by adding the Template for Recording Bullying Behaviour (Appendix F), which will be visible on the files of all other pupils named. 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 (2023).

### **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:

Liliana Byrne

Chairperson of Board of Management

Date: 26<sup>th</sup> May 2025

Lorraine Butler

Principal

26<sup>th</sup> May 2025

## Appendix A

### Practical Tips for Building a Positive School Culture

The following are some 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, 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 advice given on mobile phone and internet use
- Follow-up and follow through with pupils who ignore the rules
- Actively involve parents and the Parents' Association in awareness raising campaigns around social media
- Actively promote the right of every member of the school community to be safe in the school community
- Highlight and specifically teach school rules in pupil friendly language in the classroom and around the school
- All staff can actively look out for signs of bullying behaviour
- School staff can get pupils to help them to identify bullying 'hot spots' and 'hot times' for bullying in the school
  - Hot spots tend to be in the school/yard/outdoor areas/corridors and other areas of unstructured supervision
  - Hot time tend to be times where there is less structured supervision such as when the pupils are in the school yard or moving from one area of the school to another e.g. P.E., computer studies
- Support the work of the school government and Student Council

**We are a  
Telling  
School!**



**Ratoath Senior  
National School**



**Get Help!  
Tell  
Someone!**

## **Bí Cineálta-Be Kind**

**We want  
everyone to  
feel safe and  
happy at  
Ratoath SNS**



**Bullying is ongoing,  
on purpose, targeted  
and not just once...**

**If you or somebody  
else is being bullied...  
Tell someone!**

- Who to Tell??**
- A trusted adult
  - A teacher
  - An SNA
  - A Parent



**In a world where you can be anything...Bí Cineálta!!**

## Appendix C

### Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

#### Approach

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.

#### Identifying if bullying behaviour has occurred

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.

To determine whether the behaviour reported is bullying behaviour you 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 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.

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

### **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 record the views of students and their parents
- 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
- The parent(s) 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

## Appendix D

### Guide to Providing Bullying Behaviour Update

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 <b>new</b> 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 the 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

### 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*? 26<sup>th</sup> May 2025
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 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 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) the parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy? Yes / No

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.

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

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

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17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour? Yes / No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? Yes / 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? Yes / No

## Appendix F

### Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy

The Board of Management of Ratoath Senior National School 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                      Principal

Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_

## Appendix G

### Template for Recording Bullying Behaviour

**1. Name of pupil being bullied, class and teacher's name and date of bullying behaviour**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Date bullying behaviour took place: \_\_\_\_\_

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

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

Pupil concerned	
Other pupil(s)	
Parent	
Teacher	
Other	

**4. Form and type of bullying behaviour. Tick relevant box(es)**

Physical bullying behaviour		Cyberbullying	
Relational		Extortion	
Isolation/Exclusion		Written bullying behaviour	
Verbal bullying behaviour		Other (specify)	

**5. Where and when behaviour took place.**

	Location Tick relevant box(es)	When did the behaviour take place?
Playground		
Classroom		
Corridor		
Toilets		
Other		

**6. Brief description of bullying behaviour**

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**7. Details of actions taken**

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8. Date of initial engagement with student(s): \_\_\_\_\_

9. Date of initial engagement with parent(s): \_\_\_\_\_

10. Views of student(s) regarding the actions to be taken.

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11. Views of parent(s) regarding the actions to be taken.

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12. Date of review with student(s) to determine if behaviour has ceased: \_\_\_\_\_

13. Date of review with parent(s) to determine if behaviour has ceased: \_\_\_\_\_

14. Views of student(s) in relation to this.

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15. Views of parent(s) in relation to this.

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16. Engagement with external services and or supports (if any)

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Relevant Teacher 1)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Relevant Teacher 2)

Date submitted to Principal/Deputy Principal: \_\_\_\_\_