



Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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

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

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

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

Definition of Bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* as:

- **targeted behaviour, online or offline, that causes harm.**
- **the harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.**
 - **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.
- **bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.**
- **is behaviour which is deliberate in nature and is unwanted.**
- **it is not accidental or reckless behaviour.**

**** A detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.**

Types of Bullying

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.

Bullying can be Direct:

- Physical: pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats

Bullying can be Indirect:

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc. can all form relational bullying for a student.

Online bullying behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, e-mail, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Behaviour that is not bullying behaviour:

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, must be addressed under the school's code of behaviour.
- Some students 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.
- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

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

Development/review of policy to prevent and address bullying behaviour

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

	Date consulted	Method of consultation
School Staff	2024 →	Principal took part in Cineáltas Action Plan-Bullying and the Bí Cineálta Procedures Information Seminar. Staff Meetings – staff provided with the opportunity to discuss the new Bi Cinealta action plan. Staff were informed of the important points in dealing with an incidence or report of bullying Staff given time to discuss and relay feedback.
	March 2025	Half day School Closure to facilitate whole staff engagement with the procedures. Staff questionnaire circulated
	May 2025	Sharing of draft policy with staff to discuss / consult and make any amendments Notice board in staff room with the relevant information displayed as well as resources and record form.
Students	2025	Members of the student council were given a questionnaire to seek their input in developing an Anti-Bullying policy in Child Friendly Format – their wording, examples and suggestions were all taken into account when drafting this Policy. This policy will be distributed during Anti-Bullying week to all households and children were given the homework of reading through their policy with parents.
Parents	April 2025	Feedback sought from parents via questionnaire in formation of a Child Friendly Anti Bullying policy.
	2026 →	Policy created with this information and sent out to parents/children to review together with information on same in terms of how to contact the school if needed. Attention drawn to our policy, resources and initiatives in the school during Anti- Bullying week – information will be sent out via school website and social media.
Board of Management		Review new policy draft – leading to consultation and final ratification after amendments made.
Date policy was approved:		
Date policy was last reviewed:		

Preventing Bullying Behaviour

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

Culture and Environment:

At Gaelscoil na Ríthe we strive 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. The staff repeatedly reinforce the message that all incidents of bullying behaviour must be reported. Reassurance is given that all incidents of bullying will be dealt with in a safe manner. Pupils will gain a confidence in telling, which is of vital importance.
- Ensuring that pupils know who to tell and how to tell. E.g.
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Ask a parent(s)/guardian(s) to tell on your behalf.
 - Ask a friend/ peer to tell on your behalf.
 - Administer a confidential questionnaire.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Bystanders can be the key to resolving bullying. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Create safe spaces in our school building and yards – visibility
- Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect.

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 is distributed to staff and a copy is displayed on the staff room notice board also.
- Anti-Bullying week activities such as Random acts of Kindness homework, Poster making, slogan making, etc
- Playground helpers – students in higher classes volunteer to support younger classes on yard to help with games and positive interactions. Minders at lunchtime also.
- 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.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.
- Develop notice board to promote kindness and build responsibility amongst pupils.

Curriculum (teaching and learning)

We strive to:

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

Ways in which we work to achieve this:

- Teach SPHE and RSE content which fosters student's well-being and self-confidence as well as promoting personal responsibility for their own behaviours and actions. SPHE curriculum makes specific provision for exploring bullying as well as the interrelated areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
- The Stay Safe programme is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. Each teacher signs off on a sheet when they have taught all thirteen Stay Safe lessons. This content is also shown in Cuntas Míosúil.
- RSE aims to provide opportunities for children to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.
- Model respectful behaviour towards colleagues, pupils and visitors in our school environment.
- Curricular and Extra-curricular activities can help to develop a sense of self-worth, working together, inclusion and respect.
- Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
- Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils;
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy.

Policy and planning

The aim of Gaelscoil na Ríthe's Bi Cinealta policy is

- 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.

Links to other policies:

The school policies which support the Anti-Bullying policy are:

- Code of Behaviour
- Child Protection Policy
- Supervision of pupils
- Acceptable Use policy
- RSE Policy
- SPHE Policy

Relationships and Partnerships

- Interpersonal connections are supported through a range of formal and informal structures such as our parents' association, student committees and groups.
- 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 students, staff and parents to raise awareness of the impact of bullying.
- Encouraging peer mentoring and peer support
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

Raising the awareness of bullying as a form of unacceptable behaviour by:

- The development of dedicated display boards and posters in the school promoting friendship and bullying prevention.
- Holding a competition in which students create an anti-bullying slogan for our school.
- Displaying the school's Anti-Bullying charter in classrooms, common areas of the school.
- The anti-bullying policy is discussed with pupils and is also available on the school's website.
- Friendship Week (Anti-Bullying week) to be held annually in Gaelscoil na Ríthe

Promoting a positive sense of self-worth and building empathy and resilience in pupils:

- Random Acts of Kindness read out at assembly.
- Rewarding incidents of good and improved behaviour at a whole school level through the presentation of student awards and during assembly.
- Development of Buddy Programmes in order to help support pupils and encourage a culture of peer respect and support.
- More use of a Friendship/ Buddy Bench.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 of the Bí Cineálta procedures):

Supervision and monitoring:

- Effective supervision and monitoring systems facilitate early intervention
- Supervision and monitoring of classrooms, corridors, hall, playgrounds, school grounds, school tours and extra-curricular activities.
- Non-teaching staff encouraged to be vigilant and report issues to relevant teachers.
- Supervision also applies to monitoring student use of communication technology within the school.

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. The school has an up to date Supervision Policy and is satisfied with the amount of staff that are on supervision duty each day during break times.

- It is the policy of the school to supervise the school yard at all times during regular lunch breaks
- The Board of Management informs parents that the school does not accept responsibility for pupils dropped off earlier than 8.50 am., teachers assume a duty of care at this time.
- Rules of the school yard are reviewed and revised continually and communicated to children regularly
- Inappropriate behaviours are documented on the 'Yard Book' where patterns of behaviours can be viewed
- If parents indicate a worry about a particular child on the yard all teachers rostered for yard duty are informed of the concern so that the particular concerns can be addressed satisfactorily
- Unless unavoidable, teachers should never leave their classroom unsupervised.

Special Provisions

- Out of school activities such as games, swimming, tours, back up provisions are put in place to ensure adequate levels of supervision are put in place. The level of supervision is usually one adult per 15 children with individual teachers in charge of specific groups
- If a teacher is called from his/her classroom to meet with a parent, another member of staff may be released to cover. However, it is school policy to request parents to make appointments
- On wet days children remain in their classes under the normal supervision rota.
- When visiting teachers such as P.E., Music, etc take over a class, the school encourages teachers to maintain a presence.

Identifying if Bullying Behaviour has Occurred

To determine whether the behaviour reported is bullying behaviour we will 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 will be addressed using the Bí Cineálta Procedures. If the answer to any of these questions is No, then the behaviour is not bullying behaviour.

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.

Addressing Bullying Behaviour

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

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form on Aladdin
- The DLP / DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Deputy Principal / SENCO
- Principal will inform Board of Management of incidences of Bullying.
- DLP / DDLP is available to provide up to date information and supports if needed to assist class teacher in addressing concern

When bullying behaviour occurs, the school will:

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

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

- a. While all reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- b. If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' 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.
- c. The 'Relevant Teacher(s)' must record the bullying incident on the school information management system (Aladdin) by adding an Alleged Bullying Behaviour Report to the relevant pupil's file which will be visible on files on all other pupils named. The 'Relevant Teacher' must inform the Principal.

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

- In investigating and dealing with bullying the teacher(s) will exercise his/her/their judgement to determine whether bullying has occurred, what type if 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 'Relevant Teacher(s)'. 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.
- On being informed of an alleged incident of bullying, the 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.
- When analysing incidents of bullying behaviour the 'Relevant Teacher(s)' should seek answers to questions of what, where, who, when and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non- aggressive manner.
- If a group is involved each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about 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 'Relevant Teacher(s)' has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the perspective of the pupil being bullied.

- The "Relevant Teacher" does not apportion blame but should make an effort to try to get him/her to see the situation from the perspective of the pupil being bullied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.
- When an investigation is completed and/or a bullying situation is resolved the "Relevant Teacher" will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This may be recorded on Aladdin under the Bi Cinealta tab, and uploading a file "Alleged Bullying Behaviour Report".
- 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 of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for the pupil.
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Depending on the seriousness of the bullying some or all of Level 2 Supportive Interventions will be utilized (See School Code of Behaviour)
- 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 (see Chapter 6 of the Bí Cineálta procedures):

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.

Supporting Bullied pupils: - Ending the bullying behaviour

- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding)
- 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).

Supporting Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the correct thing and giving them praise for this.
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correcting the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

National Educational Psychological Service (NEPS) The National Educational Psychological Service (NEPS) of the Department of Education provides a comprehensive, school based psychological service to all primary and post primary schools to support the wellbeing, academic, social and emotional development of all students. NEPS staff can support schools with issues around bullying through this direct or indirect case work service. In relation to bullying, NEPS psychologists often advise schools on best practice to prevent and address bullying when issues arise in schools and/or provide training in preventative initiatives, such as developing social and emotion skills, social skills, executive function skills, promoting resilience and skills in relationship repair between peers as appropriate.

Webwise Webwise is the online safety initiative of the Department of Education. Webwise promotes safer, better internet use through awareness raising and education initiatives targeting teachers, students and parents. Webwise develops and disseminates resources that help teachers integrate digital citizenship and online safety into teaching and learning in their schools. Webwise also provides information, advice, and tools to parents to support their engagement in their children's online lives

National Parents Council The NPC delivers online and in person courses to support parents of both primary and post primary students to prevent and address bullying behavior.

Dublin City University (DCU) Anti-Bullying Centre The DCU Anti-Bullying Centre is a university designated research centre located in DCU's Institute of Education. The centre is known globally for its research in bullying and online safety. The Anti-Bullying Centre offers a range of modules as part of its FUSE programme for the entire school community that can be used to help to promote a positive school culture and assist in preventing and addressing bullying behaviours.

Tusla Schools should contact Tusla directly for advice in cases where it is considered that bullying behaviour is a child protection concern

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*.

Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: _____ Date: _____
(Chairperson of board of management)

Signed: _____ Date: _____
(Principal)

Appendix A : Recording Bullying Behaviour

1. Names of Children Involved

Student(s) Experiencing Bullying: _____

Student(s) Engaging in Bullying Behaviour: _____

Other Witnesses (if any):

2. Form of Bullying (Refer to Section 2.5 – Tick all that apply)

☐ Physical (e.g., hitting, kicking, pushing)

☐ Verbal (e.g., name-calling, teasing, insults)

☐ Psychological (e.g., intimidation, manipulation)

☐ Cyberbullying (e.g., harmful messages, social media misuse)

☐ Relational (e.g., exclusion, spreading rumours)

☐ Other: _____

3. Type of Bullying (Refer to Section 2.7 – Tick all that apply)

☐ Peer-to-Peer

☐ Teacher-to-Student

☐ Student-to-Teacher

☐ Group Bullying

☐ Prejudicial Bullying (e.g., based on race, religion, gender)

☐ Sexual Bullying (e.g., inappropriate comments, harassment)

☐ Other: _____

4. Where and When (If known)

Location/s: _____

Date/Time: _____

5. Date of Initial Engagement

With Student(s): _____

With Parent(s): _____

6. Views of Student(s)/Parent(s) (Regarding the actions to be taken)

7. Date of Review (To determine if bullying behaviour has ceased)

Review Date: _____

Outcome: _____

Views of Student(s):

Views of Parent(s):

8. Engagement with External Services/Supports (If any)

Services Contacted: _____

Details of Engagement:

9. Recording Teacher Name: _____

10. Date Recorded: _____

Appendix B : Student Friendly Bí Cineálta Policy



An bulaíocht í?

Let's check with these 3 easy question!

Is someone
being mean to
the same person
on purpose?

TARGETED

Are they trying
to hurt them or
their feelings?

HARM



Does it keep
happening again
and again?

REPEATED



If you say YES to all 3, tell a teacher. That's bullying

If you say NO to any, it's still not ok. Tell a grown up

BÍ CINEÁLTA

BÍ CINEÁLTA

IOMPRAÍOCHT BHULAÍOCHTA

Séard is iomptraíocht bhulaíochta ann ná duine a bheith gránna nó maslach le daoine eile arís agus arís eile d'aon ghnó. Iomptraíocht bhulaíochta atá ann nuair a tharlaíonn sé go rialta nó uair amháin ar líne.

CINEÁLTAS



Ba mhaith linn go mothódh gach duine inár scoil sábháilte agus sásta

INIS

Má cheapann tú go bhfuil bulaíocht á déanamh ort nó go bhfuil bulaíocht á déanamh ar dhuine éigin eile, inis do mhúinteoir nó do dhuine fásta eile a bhfuil muinín agat astu. Cabhróidh siad leat!



INIS



CAD A THARLAÍONN?

- LABHRÓFAR LEIS AN/NA SCOLÁIRE/Í CHUN AN SCÉAL A FHIOSRÚ.
- IARRFAR AR AN/NA SCOLÁIRE/Í CÉARD A CHEAPANN SIAD GUR CHEART
- TARLÚ. DÉANFAR PLEAN LE CHÉILE.
- LABHRÓFAR LEIS NA TUISMITHEOIRÍ.
- CABHRÓFAR LE GACH DUINE IONAS GO MOTHÓIDH SIAD SÁSTA AGUS SÁBHÁILTE INÁR SCOIL.