



## The Glebe National School Aughrim

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# **Bí Cineálta Policy to Prevent and Address Bullying Behaviour**

The Board of Management of The Glebe NS (roll number 15900U) has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

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

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

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

### **Definition of bullying**

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

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- Bullying is **targeted** behaviour, online or offline that causes harm.
- Bullying behaviour is **repeated** over time and involves **an imbalance of power** in relationships between two people or groups of people in society.
- It is behaviour which is **deliberate** in nature and is unwanted. It is not accidental or reckless behaviour.

The harm can be:

-Physical (eg: personal injury, damage to or loss of property) ➤ Social: (eg: withdrawal, loneliness,

exclusion)

-Emotional: (eg: low self esteem, depression, anxiety)

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, and therefore, will be addressed under our school's Code of Behaviour.
- Some students with special educational needs, may have social communication difficulties which may mean that they 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.

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

#### **Types of Bullying Behaviour**

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.

#### **Forms of Bullying Behaviour Direct Bullying Behaviour:**

- **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.
- **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, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies. This form of bullying can include:

- Sending or sharing of insulting, nasty, offensive and / or intimidating messages or images via online means, as mentioned above.
- Posting information which is personal, private and 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, to online chat groups / access to accounts / from an online game.

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

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

	Date consulted	Method of consultation
School Staff	March 2023 June 2023 September 2024 December 2024 March 2025 June 2025	Staff meetings  Surveys  Professional learning events in local education center  Half day closure
Students	June 2024 March 2025	Survey and focus groups
Parents	June 2024 March 2025	Survey Draft policy given to PA for feedback
Board of Management	October 2024; March 2025	Meetings: List dates
Wider school community as appropriate, for example, bus drivers	March 2025	Survey
Date policy was approved: 10/06/2025		
Date policy was last reviewed: N/A at present. Review due June 2026.		

## Section B: Preventing Bullying Behaviour

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

### **Culture and Environment:**

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. At The Glebe NS we strive for a school environment that is a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

Relationships between all members of the school community should be based on respect, care, integrity and trust. Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying

behaviour.

The school leadership team (Principal & Deputy Principal) influence the school culture and set the standards and expectations for the school community when preventing and addressing bullying behaviour.

Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all. Student voice is an important part of our school culture.

Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

The following approaches and key principles are employed at The Glebe NS to prevent bullying behaviour at our school:

#### *A Telling Environment*

It is important that the school community supports a 'telling' environment. Students should feel comfortable to talk about concerns regarding bullying behaviour. The reasons why students may not report include the following:

- fear of retaliation from the student displaying the bullying behaviour or their friendship group
- concerns about being seen as a "telltale" for reporting bullying behaviour
- fear that the adult may make the situation worse
- fear that the adult doesn't have the knowledge and skills to deal appropriately with the bullying behaviour
- fear that the adult may deny access to their smart phone
- not knowing what will happen when they report bullying behaviour
- fear that they will not be believed
- concerns about "getting into trouble" for reporting bullying behaviour
- not having evidence to back up the allegation of bullying behaviour, this can be seen particularly with relational bullying behaviour

These reasons for not reporting have been taken into account when developing the strategies to prevent and address bullying behaviour at The Glebe NS. The Glebe NS is a safe environment where reporting of bullying behaviour is encouraged by all staff.

#### *A Trusted Adult*

The concept of "a trusted adult" is used as an effective strategy to encourage students to report if they or another student is experiencing bullying behaviour.

The class teacher is required to communicate to students that they can talk to them as a trusted adult.

Students who witness bullying behaviour are supported and encouraged to report the behaviour to a trusted adult in the school so that the behaviour can be addressed.

Students who witness bullying behaviour on social media have an important role in helping to address the behaviour by reporting the witnessed behaviour to a trusted adult. The trusted adult should reassure the student that they have done the right thing by reporting the behaviour. The trusted adult should, without delay, inform the member of staff who has responsibility for addressing bullying behaviour, the class teacher in collaboration with the Principal.

The trusted adult should continue to support the student, as appropriate, while the behaviour is being addressed by the relevant member of staff.

### *Creating Safe Physical Spaces in Schools*

The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour.

At The Glebe NS the following areas are regarded as safe spaces for children where school staff can appropriately supervise children:

- Classrooms and SET room
- Yard areas including use of grass and outdoor shed
- Wider school campus including Climate Action Park and Rectory Garden

The following measures have been put in place to create safe physical spaces:

- Artwork and signage help promote school values such as equality, diversion, inclusion and respect.
- Sensory areas within classrooms
- Removal of visual barriers from windows
- Maintenance of schools grounds
- Children are not permitted to play around the back or side of the school where they are out of view of the supervising teacher

### *Supervision*

Appropriate supervision is an important measure to help prevent and address bullying behaviour. At The Glebe NS the following procedures are in place:

- Children arrive at the school from 9:00 and are supervised while coming in the front door of the school
- Children are supervised by class teachers in their classrooms from 9:10 in the morning
- Yard supervision by rota with one teacher on yard daily
- Children are supervised by SET teachers in classroom from 12:30 – 12:40 to cover teacher on yard
- Teacher will remain with their class during coaching by external coaches for sports such as GAA, rugby etc. and for extra-curricular activities such as Religious Education assemblies and gardening led by the Rector
- An appropriate number of teachers will supervise children when leaving schools grounds for visits to the Church, swimming, school tours etc.

### **Curriculum and Teaching**

The curriculum plays a key role in anti-bullying efforts. Promoting empathy is a key component in addressing bullying behaviour.

- Wellbeing – The Wellbeing Framework promotes wellbeing across all aspects of teaching and learning.
- SPHE – we recognise the SPHE curriculum as a key protective factor against bullying. We explicitly teach vital emotional and social skills through the following programs; Stay Safe, RSE, Walk Tall. SPHE lays the groundwork for a safe and inclusive classroom culture.
- PE: teaching with an emphasis on kindness, respect and inclusion. PE is a key area to model empathy and how to manage emotions. This also supported through extra-curricular activities.
- English: Books that promote empathy as they learn to imagine how others feel through modelling and guided discussions.
- Digital Literacy – Webwise provides support for being safe online.
- Religion – exploring friendship, respect, kindness and community through our

involvement in the Rectory Garden Project; weekly assemblies with the Rector

- Art – expressing emotions through Art and exploring differences.
- Drama – roleplay, freeze frame and storytelling to help ‘step into someone else’s shoes’.
- Maths – the concept of fairness can be explored through data.
- SESE – conversations about representation and inclusion in this area.
- Peer / Group / Collaborative Learning – helps to build respectful communication and teamwork skills.

-Modeling respectful behaviour towards colleagues, pupils and visitors in our school environment.

-Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.

-Acknowledgment of our diverse school population – celebrating diversity and culture in our school through art, displays, photographs

-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.

### **Policy and Planning**

The wellbeing of our school community is at the heart of all school policies and plans. There are a range of other policies such as our school’s Supervision Policy, Special Education Needs Policy and Code of Behaviour that support implementation of a school’s Bí Cineálta policy.

The aim of The Glebe NS Bí Cineálta 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.

Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all staff focused on supporting the implementation of this policy.

Student and Parent Voice: Supporting the participation of students and parents in the development and implementation of school policies and plans helps increase awareness and ensure effective implementation. We do this by surveying all parents on a regular basis and through groups such as the Parents Association.

Staff Development and Voice: All school staff are consulted in the development of policy and procedures in the school. Our staff engage in teacher professional learning courses that support them to prevent and address bullying behaviour. School staff also share their experiences and examples of best practice.

### **Relationships and Partnerships**

Strong interpersonal connections are a vital part of effectively preventing and



addressing bullying behaviour. These interpersonal connections are supported through a range of formal and informal structures such as the student council, parents association and monthly student assemblies. The following, which is not an exhaustive list, is considered to strengthen relationships and partnerships between members of the school community:

- Age-appropriate awareness initiatives that look at the causes and impacts of bullying behaviour including those dealing with navigating friendships, identity based bullying, racist bullying, homophobic/transphobic bullying, sexism and sexual harassment e.g. cyberbullying talks in older classes
- supporting the active participation of students in school life e.g. through student council activities
- supporting the active participation of parents in school life e.g. parents association
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying – cyberbullying workshop; parents anti-bullying information pack; parents awareness workshop
- supporting activities that build empathy, respect and resilience –
- encouraging peer support such as peer mentoring
- promoting acts of kindness – random acts of kindness; buddy system; whole-school reward system; secret friend; promoting and celebrating positive behaviour across our school; behaviour awards; celebrating successes at monthly assemblies; restorative strategies to build strong relationships
- teaching problem solving – conflict management; restorative practice techniques to understand appropriate and inappropriate behaviour and the impact this has on children; social groups

### **Preventing cyberbullying behaviour**

Technology and social media have provided many positive opportunities for entertainment, social engagement and education. Technology is a part of life that can impact even the youngest members of society. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour. Schools should proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments. Strategies to prevent cyberbullying behaviour at The Glebe NS include the following, which is not an exhaustive list:

- implementing the SPHE curriculum fully and following our comprehensive SPHE policy
- implementing the Digital Media Literacy curriculum which teaches students about responsible online behaviour and digital citizenship
- having regular conversations with students about developing respectful and kind relationships online
- developing and communicating an acceptable use policy for technology
- referring to appropriate online behaviour as part of the standards of behaviour in the Code of Behaviour
- promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online, in partnership with the Parents Association
- holding an Internet safety day/internet safety talk to reinforce awareness around appropriate online behaviour

**Note:** The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. We remind families of this and as such that primary aged children

should not have social media accounts.

### **Preventing homophobic/transphobic bullying behaviour**

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school. Strategies to prevent homophobic and transphobic bullying behaviour at The Glebe NS include the following, which is not an exhaustive list:

- maintaining an inclusive physical environment such as by displaying relevant posters
- encouraging peer support such as peer mentoring and empathy building group activities
- challenging gender stereotypes
- conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour
- encouraging students to speak up when they witness homophobic behaviour

### **Preventing racist bullying behaviour**

Schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour. Strategies to prevent racist bullying behaviour at The Glebe NS include the following, which is not an exhaustive list:

- fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment
- having the cultural diversity of the school visible and on display
- encouraging peer support such as peer mentoring and empathy building activities
- encouraging bystanders to report when they witness racist behaviour
- providing supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- providing supports to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents
- inviting speakers from diverse ethnic backgrounds
- ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds

### **Preventing sexist bullying behaviour**

Schools should focus on gender equality as part of the school’s measures to create a supportive and respectful environment. Strategies used at The Glebe NS to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

- ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex
- ensuring all students have the same opportunities to engage in school activities irrespective of their sex
- celebrating diversity at school and acknowledging the contributions of all students
- organising awareness campaigns, workshops and presentations on gender equality and respect, where appropriate
- encouraging parents to reinforce these values of respect at home



**Preventing sexual harassment**

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. Schools must make it clear that there is a zero tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter. Strategies to prevent sexual harassment at The Glebe NS include the following, which is not an exhaustive list:

- using the SPHE curriculum to teach students about healthy relationships and how to treat each other with respect and kindness
- promoting positive role models within the school community
- challenging gender stereotypes that can contribute to sexual harassment
- zero-tolerance approach to sexual harassment

## Section C: Addressing Bullying Behaviour

The primary aim in addressing reports of bullying behaviour is to stop the bullying behaviour. We strive to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame. All staff have a responsibility to report suspected incidences of bullying. At the outset, the class teacher must notify the Principal that the Bí Cineálta Procedures have been activated. The class teacher will initially handle reports of bullying behaviour. If these interventions do not succeed in stopping the negative behaviour, the issue will then be escalated to the Principal who is available to provide up to date information and supports to assist the class teacher in addressing concerns.

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):

### **Determining if bullying behaviour has occurred**

The steps that will be taken by our school to determine if bullying behaviour has occurred are as follows:

- If a group of students is involved, each student should be engaged with individually 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 will be supported, as appropriate, following the group meeting.
- Children may be asked to write down their account of an incident

**When determining if bullying behaviour has occurred the following questions should be considered: (as outlined in Chapter 2 of the Bí Cineálta Procedures)**

- Is the behaviour **targeted** at a specific student or group of students?
- Is the behaviour **repeated**?
- Does the behaviour involve an **imbalance of power** in relationships between the people involved?

If the answer to each question above is YES, then the behaviour is bullying behaviour and the behaviour will be addressed using the procedure laid out below. If the answer to any of the above questions is NO, then the behaviour may be negative behaviour but is not considered bullying behaviour and will be dealt with in accordance with our school's Code of 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.

### **Bullying behaviour outside school**

Where an allegation of bullying behaviour is made about behaviour outside of school (online or in another setting), our school **does not** have a role in investigating or taking corrective action.

If the student displaying the bullying behaviour is not a member of our school, we will support the student who is experiencing bullying behaviour, when it is impacting their school life, with engagement from the child's family.

If bullying behaviour that occurs outside of school, continues in school, then it will be dealt with as per our Bí Cineálta Policy.

### **Addressing Bullying Behaviour**

After investigation, if bullying behaviour has occurred, the following are the approaches that will be taken to address the bullying behaviour. The *Template for Recording Bullying Behaviour* (Appendix A) will be completed.

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy).
- The teacher will mediate in a sensitive, calm and non-aggressive manner. The teacher will seek to ensure everyone's privacy and that each person is clear about others' statements.
- The child experiencing the bullying behaviour will be reassured and listened to throughout the process. Their views on how to address the situation will be considered.
- It will be made clear to the child that has displayed bullying behaviour that they are in breach of our school's Bí Cineálta Policy. Efforts will be made to ensure that they understand the situation and perspective of the person experiencing the bullying. They will be encouraged to empathise and the intention is that they will understand how hurtful and harmful bullying is. The child will need to assure the teacher and child who is experiencing bullying that no further incidents will take place. If a promise to stop the bullying is forthcoming, then the situation will be monitored for 20 days, as per the Bí Cineálta Procedures. At this initial stage a restorative, non-punitive approach is appropriate. However, if the bullying behaviour requires a more immediate or serious response, appropriate measures from the Code of Behaviour will be applied, if necessary.
- Extra supervision and monitoring will be in place, as deemed appropriate. The teacher will continue to check on the children's welfare throughout the process.
- A record should be kept of the engagement with all involved using the *Template for Recording Bullying Behaviour* (Appendix A)
- This record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bí Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- The record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour
- The strategies used to address the bullying behaviour should be decided

with the views of the parents and students and aim to be restorative in nature to prevent further bullying occurring.

### **Reviewing Progress**

- The teacher must engage with the students involved and their parents again **no more than 20 school days** after the initial engagement
- Important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- The teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this using template in Appendix A. The record should include the following:
  - The date that it has been determined that the bullying behaviour has ceased should also be recorded
  - Any engagement with external services/supports should also be noted
  - Ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased
  - If the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased
  - If it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school
  - If a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, they should be referred to the school's complaints procedures
  - If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student

### **Requests to take no action**

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who has experienced bullying behaviour feels safe.

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

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,
- 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 right and honorable 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 behavior in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

• **Outside agency support:**

The school in certain circumstances may also seek the support and advice of NEPS, TUSLA, EWO, NCSE, OIDE, NPC and any other agency deemed appropriate to support the school in dealing with incidents of bullying.

## **Recording Bullying Behaviour**

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. The template in Appendix A should be used for the purposes of record keeping. These records are retained in accordance with our school's record keeping policy and in line with data protection regulations.

If child has a student support file, the student's file should be updated to incorporate response strategies and associated supports to provide a holistic and consistent response to support the wellbeing of the students involved.

If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools* and the schools *Child Safeguarding Statement*.

## Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting (Appendix B). 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 for further information.

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

This policy and its implementation will be reviewed, following input from our school community, each calendar year (Appendix C and D) 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)





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Aughrim

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## **Bí Cineálta Policy Appendix A – Template for Recording Bullying Behaviour**

**\*Only to be filled in if bullying behaviour has occurred and in consultation with Principal**

**Date of recording:** \_\_\_\_\_

**1. Name of pupil being bullied and class group**

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

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

**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. Location and date of incidents -tick relevant box(es)**

Playground	
Classroom	
Corridor	
Toilets	
Other	

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

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

Physical aggression		Cyber-bullying	
Damage to property		Intimidation	
Isolation/Exclusion		Sexual Harassment	
Name calling		Relational ie: silent treatment, gossip, rumours, manipulation of others, rejection, undermining	
Extortion ie. Force, threats		Other (specify)	

**7. Types of Bullying Behaviour - tick relevant box(es)**

Homophobic/transphobic (LGBTQS)		Physical Appearance	
Disability/AEN		Sexist	
Racist		Religious Identity	
Membership of the Traveller community		Poverty	
Gender/Identity		Other (specify)	

**8. Brief Description of bullying behaviour and its impact**

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**9. Details of actions taken**

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Signed \_\_\_\_\_  
(Relevant Teacher)

Date \_\_\_\_\_

Date submitted to Principal \_\_\_\_\_

**Review**

**\*Must be reviewed no later than 20 days\***

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

Bullying behaviour is:    resolved            unresolved

***If unresolved, please refer to Principal as further action needed.***

Agreed Outcome:

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**Signatures (Party A)** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signatures (Party B)** \_\_\_\_\_ **Date:** \_\_\_\_\_



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**Bí Cineálta Policy Appendix B – Bullying Behaviour Update for Board of Management**

**Bullying Behaviour Update for Board of Management meeting of DD/MM/YYYY**

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous board of management meeting, the principal must provide the following information at each ordinary meeting of the board of management:

<i>Total number of new incidents of bullying behaviour reported since the last board of management meeting</i>	
<i>Total number of incidents of bullying behaviour currently ongoing</i>	
<i>Total number of incidents of bullying behaviour reported since the beginning of this school year</i>	

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 information that could identify the students involved.**



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**Bí Cineálta Policy Appendix C – Review of the Bí Cineálta Policy**

*Please circle Yes/No as necessary*

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary Schools?

Insert date when the Bí Cineálta policy was last adopted by the school. \_\_\_\_\_/\_\_\_\_\_/20\_\_\_\_\_

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

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

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

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

6. Have all school staff been made aware of the school's Bí Cineálta policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools?

Yes/No

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?

Yes/No

8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?

Yes/No

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

Yes/No

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?

Yes/No

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

Yes/No

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

Yes/No

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

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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?

Yes/No

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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

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

(Chairperson of Board of management)

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

(Principal)





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**Bí Cineálta Policy Appendix D – Notification regarding the board of management's annual review of the school's Bí Cineálta Policy**

The Board of Management 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: \_\_\_\_\_ Date: \_\_\_\_\_

(Chairperson of Board of management)

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

(Principal)



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**Bí Cineálta Policy Appendix E – Student Friendly Bí Cineálta Policy**