

Scoil Náisiúnta Cúil an tSúdaire 2, Sandylane National School  
Portarlinton, Co. Laois



**Scoil Náisiúnta Cúil an tSúdaire 2**

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

The Board of Management of Scoil Náisiúnta Cúil an tSúdaire 2 (Sandylane NS) has adopted the following policy to prevent and address bullying behaviour.

At Scoil Náisiúnta Cúil an tSúdaire 2 (also known as Sandylane National School #2), Portarlinton, a Church of Ireland National School, we endeavour to create a well-functioning, happy and safe environment which promotes the dignity and individuality of every pupil, enabling them to reach their full potential. We aim to educate the whole child in a Christian atmosphere in partnership with parents/guardians and the wider community.

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*.

Bullying is targeted behaviour, online or offline that causes harm.

The harm caused can be physical, social and/or emotional in nature.

Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is

provided in Chapter 2 of the Bí Cineálta procedures.

**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 may not be deliberate or planned, but in certain situations, they are an automatic response which they cannot control. The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Types of Bullying Behaviour There are many different types of bullying behaviour. These can include the following which is not an exhaustive list:

- disablist bullying behaviour: behaviour or language that intends to harm a student because of a perceived or actual disability or additional need.
- exceptionally able bullying: behaviour or language that intends to harm a student because of their high academic ability or outstanding talents.
- gender identity bullying: behaviour or language that intends to harm a student because of their perceived or actual gender identity.
- homophobic/transphobic (LGBTQ+) bullying: behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community.
- physical appearance bullying: behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body.
- racist bullying: behaviour or language that intends to harm a student because of their

race or ethnic origin which includes membership of the Traveller or Roma community.

- Racism is defined in the National Action Plan Against Racism as “a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin”.
- poverty bullying: behaviour that intends to humiliate a student because of a lack of resources.
- religious identity bullying: behaviour that intends to harm a student because of their religion or religious identity.
- sexist bullying: behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex.
- sexual harassment: any form of unwanted verbal, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student.

### 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	7 <sup>th</sup> May 2025	Staff Meeting
Students	7 <sup>th</sup> February 2025 29 <sup>th</sup> April 2025	Pupil Focus Group Pupil Survey 3rd - 6th class
Parents	29 <sup>th</sup> April 2025 7 <sup>th</sup> May 2025	Parent Survey
Board of Management	10 <sup>th</sup> December 2025 BOM meeting initial discussion Sent out to BOM 7 <sup>th</sup> May Ratified 21 <sup>st</sup> May	Bí Cineálta Procedures discussed
Wider school community as appropriate, for example, bus drivers		Bí Cineálta Policy uploaded on school website
Date policy was approved:		
Date policy was last reviewed:		

### Section B: Preventing Bullying Behaviour

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

Teacher/teachers investigate all instances of reported or suspected bullying behaviour with a view to establishing the facts and managing the behaviour. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

Teacher(s) should consider the following: who, what, where and when?

Teachers will be fair and consistent in their approach when addressing bullying behaviour reported by pupils, staff or parents. Interviews will be conducted outside the classroom in a fair and consistent way. If a group has been involved, each member will be interviewed individually at first and, thereafter, as a group when each child will be asked for his/her account of what happened.

It may be helpful to ask the students involved to write down their account of the incident.

The following principles must be adhered to when addressing bullying behaviour:

- Ensure that the student experiencing bullying behaviour feels listened to and reassured. Seek to ensure the privacy of those involved.
- Conduct all conversations with sensitivity.
- Consider the age and ability of those involved.
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- Take action in a timely manner.
- Inform parents of those involved.

Non-teaching staff such as special needs assistants (SNAs), caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the class teacher. School staff should know what to do when bullying behaviour is reported to them. A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the

bullying behaviour continues in school, schools should deal in accordance with their BÍ Cineálta policy. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. The primary aim of the teacher investigating bullying is to resolve issues and to restore relationships. Ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the bullying behaviour. In some cases, relationships may never be restored to how they were before. The parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents/guardians an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils. It must also be made clear to all involved (each set of pupils and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter (under GDPR) between the pupil being disciplined, his or her parents/guardians and the school.

When an investigation is completed and/or a bullying situation is resolved the 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. Behaviour reflection sheets filled out by pupils to be kept on their profile on Aladdin or in folder. This report will be attached to the child's profile on Aladdin. The teacher must engage with the students and parents involved no more than 20 days after the initial discussion to review progress following the initial intervention. 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)/guardian(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 Schools, they should be referred to the school's complaints procedures. If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

*The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour (see Chapter 5 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 behavior.
- 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 right and honourable thing and giving them praise for this.
- Making adequate counselling facilities available to help those who need to learn other ways of meeting their needs besides violating the rights of others (subject to available funding).
- 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.

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

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

Class teachers and Management team, (Principal, Deputy Principal and Assistant Principal II)

---

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

## Scoil Náisiúnta Cúil an tSúdaire 2 BÍ Cineálta Policy to Prevent and Address Bullying Behaviour

- 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):*

Teacher/teachers investigate all instances of reported or suspected bullying behaviour with a view to establishing the facts and managing the behaviour. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. Teacher(s) should consider the following: who, what, where and when? Teachers will be fair and consistent in their approach when addressing bullying behaviour reported by pupils, staff or parents. Interviews will be conducted outside the classroom in a fair and consistent way. If a group has been involved, each member will be interviewed individually at first and, thereafter, as a group when each child will be asked for his/her account of what happened. It may be helpful to ask the students involved to write down their account of the incident. The following principles must be adhered to when addressing bullying behaviour:

- Ensure that the student experiencing bullying behaviour feels listened to and reassured.
- Seek to ensure the privacy of those involved.
- Conduct all conversations with sensitivity.
- Consider the age and ability of those involved.
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation.
- Take action in a timely manner.
- Inform parents of those involved.
- Non-teaching staff such as special needs assistants (SNAs), caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the class teacher. School staff should know what to do when bullying behaviour is reported to them. A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal in accordance with their Bí Cineálta policy. Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. Parents are an

integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. The primary aim of the teacher investigating bullying is to resolve issues and to restore relationships. Ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the bullying behaviour. In some cases, relationships may never be restored to how they were before. The parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents/guardians an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils. It must also be made clear to all involved (each set of pupils and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter (under GDPR) between the pupil being disciplined, his or her parents/guardians and the school. When an investigation is completed and/or a bullying situation is resolved the 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. Behaviour reflection sheets filled out by pupils to be kept on their profile on Aladdin. Staff will fill out a Bullying Incident report on Aladdin. This report will be attached to the child's profile on Aladdin. The teacher must engage with the students and parents involved no more than 20 days after the initial discussion to review progress following the initial intervention. 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)/guardian(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 Schools, they should be referred to the school's

complaints procedures. If a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the BÍ Cineálta procedures):

The school'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 behavior.
- 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 right and honourable thing and giving them praise for this.
- Making adequate counselling facilities available to help those who need to learn other ways of meeting their needs besides violating the rights of others (subject to available funding).
- 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.



## Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

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*.

### **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: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chairperson of board of management)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Principal)

**Template for Recording Bullying Behaviour**

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

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

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

---



---



---

<b>3. Source</b> of bullying concern/report (tick relevant box(es))*			<b>4. Location</b> of incidents (tick relevant box(es))*		
Pupil concerned			Playground		
Other Pupil			Classroom		
Parent			Corridor		
Teacher			Toilets		
Other			School Bus		
			Other		

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

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

Physical Bullying		Verbal Bullying	
Written Bullying		Extortion	
Exclusion		Relational	
Online Bullying		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

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

**9. Details of actions taken**

Views of student(s) and parent(s) regarding the actions to be taken
Date of review with student(s) and parent(s) to determine if behaviour has ceased
Engagement with external services and or supports (if any)

Signed \_\_\_\_\_

Date:

(Relevant Teacher)

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