



School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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The Board of Management of Adamstown Castle Educate Together National School has adopted the following policy to prevent and address bullying behaviour.

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

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

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.

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

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	16/05/2025	Staff Meeting and Google Doc for feedback
Students	22/05/2025	Google Form
Parents	26/05/2025	Google Form
Board of Management	13/06/2025	Board Meeting
Wider school community as appropriate, for example, bus drivers, cleaners, caretakers	05/06/2025	Conversation
Date policy was approved: 13/06/2025		
Date policy was last reviewed: 13/01/2026		

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):

- No blame approach used
- ACETNS Restorative Practices used for conflict resolution
- SPHE Programme taught including Stay Safe Programme
- Regular respectful conversations between staff, pupils and parents
- Safer Internet Day- focus on online bullying
- Foster a respectful classroom environment
- Yearly Ethics Values Calendar- value per month and modelled at Assembly
- Mobile Phone Policy
- Tech Week Workshops
- Intercultural Week celebrating diversity
- Zones of Regulation taught
- Golden Rules
- Acceptable Usage Policy
- Social Stories
- Parent Workshops
- Online Safety Talks for parents annually
- Method of Shared Concern

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 Policy
Bí Cineálta Policy
Child Protection Risk Assessment
Child Safeguarding Statement
School Outings Policy
School Visitors Policy
Code of Discipline
SEN Policy
AUP Policy
Mobile Phone Policy

Section C: Addressing Bullying Behaviour

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

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):

Identifying if bullying behaviour has taken place:

- No Blame Approach used
- ACETNS Restorative Questions will be used
- Address concerns raised at the earliest possible stage
- Each child shall be engaged with individually at first. Thereafter all students involved should be met as a group
- At the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. Each student should be supported, as appropriate, following the group meeting. It may also be helpful to ask the students involved to write down their account of the incident.
- Notes will be taken by the class teachers
- The definition of bullying provided in Chapter 2 sets out clear criteria to help schools to identify bullying behaviour. The questions included in Appendix C can further assist schools in this regard.
- Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Where bullying behaviour has occurred:

- The school will support the support all students involved
- Where the student displaying the bullying behaviour is not a student in the school, but the student who is experiencing the bullying behaviour is a student in the school, the school will support the student who is experiencing the bullying behaviour as appropriate and engage with them and their parents to determine what steps can be taken.
- It is important that the student who is experiencing bullying behaviour is engaged without delay so that they feel listened to, supported and reassured.
- School staff will identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.
- When a student tells an adult that they feel that they are experiencing bullying behaviour they may feel that they are taking back some control over what is happening to them. It is very important that a student's agency is not decreased further by adults deciding what will happen next without listening to the student and involving them in deciding on the actions that will be taken.
- The 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*
- Where bullying behaviour has occurred, the parents of the parties involved must be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour as outlined in the school's Bí Cineálta policy
- ACETNS Restorative questions may be used with concerned parties

- When a case of bullying has been identified, the principal must be informed
- Notes on the bullying incident will be noted in Aladdin and monitored to keep track of possible repetitive behaviour- where and when it took place and the dates of initial engagement with students and their parents
- Where a Student Support File exists, the school will place a copy in the student's file to assist further support for the wellbeing of students involved.

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):

- Classroom Support: Class teachers and support staff will aim to create a safe space where children can come and talk to them if they feel upset or worried. Daily check ins with students are an important part of this.
- Play Therapy: The school has employed a private Play Therapist to provide wellbeing support and advice for staff, students and parents
- Social Groups: As part of School Support, students may be taken in groups to provide additional support in the area of social skills and emotional wellbeing.
- Nurture Groups: Nurture groups are a short-term, in-school intervention focused on supporting students' social, emotional, and behavioral needs that may hinder their learning. These groups, typically comprising a small number of students (6-12) with trained staff, create a safe and supportive environment to address these needs.
- NEPS : support for schools to support the wellbeing, academic, social and emotional development of all students.
- Webwise: promote safer and better internet usage through awareness raising and education initiatives targeting teachers, students and parents .
- Oide: provide continuing professional development to schools to support the implementation of these procedures.
- National Parents Council: representative organisation for parents of children in early years, primary and post primary education who provide online and in person courses to prevent and address bullying behaviour.
- Dublin City (DCU) 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. See section 2.4 for guidance on when bullying behaviour becomes 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*.

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)