



Educate  
Together



## ETSS Wicklow Bí Cineálta Policy

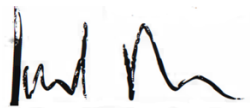
ADOPTED BY THE BOARD OF MANAGEMENT 20/05/25

**In accordance with the requirements of the Education (welfare) Act 2000 and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools, the Board of Management of Educate Together Secondary School Wicklow has adopted the following Policy in conjunction with and within the framework of the schools overall Code of Behaviour.**

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:



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Danny Haskins

Chairperson of the Board of Management

20<sup>th</sup> May 2025



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John Maddock

Principal

20<sup>th</sup> May 2025

## **LINK TO MISSION STATEMENT & KEY PRINCIPLES OF BEST PRACTICE**

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to ensuring that policy and practice in the school is guided by the four key principles of Cineáltas:

1. Prevention
2. Support
3. Oversight
4. and Community

The Board of Management of Educate Together Secondary School Wicklow 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 of Educate Together Secondary School Wicklow 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.

These procedures relate to measures to prevent and address bullying behaviour that occurs between students. Allegations of bullying behaviour by students towards school staff will be addressed through the school's Code of Behaviour. Allegations of bullying behaviour by school staff towards students will be addressed by the principal through disciplinary procedures for staff.

## 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

*“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.

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.

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are, however, often complex and must be considered on a case-by-case basis.

The core elements of the definition are further described below:

### ➤ Targeted behaviour

- Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the 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 still be addressed under the school's code of behaviour.

### ➤ Repeated behaviour

- Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

### ➤ **Imbalance of power**

- In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

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

A one-off instance of negative behaviour towards another 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.

Disagreement between students, or instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

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 can't control.

Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

These behaviours, while not defined as bullying can be distressing.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

## **Criminal Behaviour**

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years. Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images.

If bullying behaviour involves physical violence or threats of violence, it may be considered assault.

If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges.

If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour.

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

## **When bullying behaviour becomes a child protection concern**

Section 10 of the Children First Act, 2015 places a statutory obligation on schools, as a "provider of a relevant service" to ensure, as far as practicable, that each child attending the school is safe from harm while attending school or otherwise participating in school activities.

Teachers registered with the Teaching Council are Mandated Persons under the Children First Act. They have a legal obligation under the Act to report harm of children that meets or is above a defined threshold to Tusla, and also to assist Tusla if requested, in assessing a concern which is the subject of a mandated report. If the concern does not reach the threshold for mandated reporting, but a teacher feels that it is a reasonable concern about the welfare or protection of a child, a report should be made to Tusla under the Children First National Guidance. The Children First National Guidance applies to everyone. All school staff and volunteers must report reasonable concerns to Tusla.

The Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023) provide that all school staff should report reasonable concerns to the Designated Liaison Person (DLP) who may take advice and/or report the concerns to Tusla. If the staff member is a registered teacher and the concern is at or above the threshold of harm at which a mandated report must be

made the concern shall be submitted as a mandated report to Tusla jointly by the DLP and the registered teacher. See Chapter 5 of the Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023).

The Children First Act defines harm as assault, ill treatment, neglect or sexual abuse and covers single and multiple instances.

The threshold of harm is reached where the mandated person believes that a child's health, development or welfare have been, or are being seriously affected, or are likely to be seriously affected.

The Children First National Guidance document 2017 is the national, overarching guidance with regard to child safeguarding. The Guidance provides that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate.

Generally, bullying behaviour can be addressed without the involvement of Tusla. However, bullying behaviour may become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures taken to address it are not effective.

In determining when bullying behaviour should be reported to Tusla the following factors should be considered:

- the impact on the child
- protective/appropriate action taken by the parents
- protective/appropriate action taken by the school
- engagement of child/family with support services such as NEPS

If there is doubt about whether bullying behaviour is a child protection concern schools should contact Tusla's social work department for advice. This will enable the social worker to explore the situation with school staff and provide advice on the best course of action.

## **TYPES OF BULLYING BEHAVIOUR (NON-EXHAUSTIVE LIST)**

### **Direct bullying behaviour:**

- **Physical bullying behaviour** includes any physical contact that would hurt or injure a person like hitting, kicking, punching, etc. Taking something that belongs to someone else and destroying it would also be considered a type of physical bullying.

- **Verbal bullying behaviour** is name-calling, making offensive remarks, or joking about a person's religion, gender, ethnicity, sexuality, socioeconomic status, or the way they look. It can also include a bully making verbal threats of violence or aggression against someone's personal property.
- **Written bullying behaviour** includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.
- **Extortion** is where something is obtained through force or threats.

#### **Indirect bullying behaviour:**

- **Relational bullying** behaviour occurs when a student's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: "Do this or I won't be your friend anymore"; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the "silent treatment"; and the deliberate manipulation of friendship groups to make someone unpopular.
- **Social alienation/ Exclusion** is when a bully excludes someone from a group on purpose. It also includes a bully spreading rumours, and also making fun of someone by pointing out their differences.
- **Intimidation** is when a bully threatens someone else and frightens that person enough to make him or her do what the bully wants.

#### **Online Bullying Behaviour**

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

This form of bullying behaviour can include:



- sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via text messages, emails, direct messages or other websites or apps
- posting information or content (images/ videos) considered to be personal, private and sensitive without consent
- making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game

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

**Type of Bullying Behaviour (Non-Exhaustive List)**

- disablist bullying behaviour
- exceptionally able bullying
- gender identity bullying
- homophobic/transphobic (LGBTQ+) bullying:
- physical appearance bullying
- racist bullying
- poverty bullying
- religious identity bullying
- sexist bullying

**This Policy Applies:**

- In class, between classes and while on the school premises
- Other areas, such as toilets, corridors, locker areas, school yard, changing rooms and canteen.
- On school-based activities at home or away including sports clubs, trips, workshops, school tours etc.
- Immediately outside the school (upon entering and existing).

## RIGHTS AND RESPONSIBILITIES

### RIGHTS AND RESPONSIBILITIES OF EACH MEMBER OF THE SCHOOL COMMUNITY

Right	Responsibility
<ul style="list-style-type: none"> <li>I have the right to be safe in school</li> </ul>	<ul style="list-style-type: none"> <li>I have a responsibility to make our school a safe and secure place for others</li> </ul>

### RIGHTS AND RESPONSIBILITIES OF STUDENTS AND STAFF

I have a right to be:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> <li>To be in school</li> <li>Treated with respect</li> <li>Physically safe and to expect my property to be safe at school</li> <li>Free from all forms of bullying</li> <li>Able to learn &amp; teach without disruption</li> </ul>	<ul style="list-style-type: none"> <li>To make our school a safe and secure place for others</li> <li>Others are treated with respect</li> <li>Others are physically safe and the property of others is safe</li> <li>Others are free from all forms of bullying</li> <li>Others/students are able to learn without disruption</li> <li>Bullying behaviour is acted upon as appropriate</li> </ul>

### RIGHTS AND RESPONSIBILITIES OF PARENTS/ GUARDIANS

I have a right to:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> <li>Expect that my child is safe in school and can learn without disruption</li> </ul>	<ul style="list-style-type: none"> <li>I report bullying behaviour to the school</li> <li>Co-operate fully with the implementation of school policy</li> </ul>

## RESPONSIBILITIES OF BYSTANDERS/ WITNESSES

I should:	I should not:
<ul style="list-style-type: none"> <li>• Say 'no' or 'stop' when you see or hear someone behaving unfairly - be assertive but not aggressive</li> <li>• Seek help immediately from an adult, if the situation is dangerous.</li> <li>• Tell when you know a student is being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc.</li> <li>• Cheer on somebody who is bullying.</li> <li>• Stay in a dangerous situation, e.g. a fight.</li> <li>• Bully the 'bully'.</li> <li>• Record an incident on phone/ any device</li> </ul>

## IMPACT OF BULLYING BEHAVIOUR

### Impact of experiencing bullying behaviour

When students experience bullying behaviour, it can have a severe and profound impact on them in both the short and long term. Students may develop feelings of stress, insecurity, humiliation and anxiety and therefore become more vulnerable. Experiencing bullying behaviour can have a detrimental effect on their experience of education and education outcomes. The student's self-confidence may be damaged with a resulting lowering of their self-esteem which can continue into adulthood. While they may not talk about what is happening to them, their suffering can be indicated through changes in mood and behaviour.

Online or cyberbullying can be a hidden form of bullying behaviour. It can often go unnoticed as much online activity is not subject to adult supervision and the student who displays the behaviour can be offered a degree of anonymity that could protect them from being detected. It can also involve a wider audience and can be difficult to have offensive comments or material removed.

### Signs of when a student may be experiencing bullying behaviour

Signs that may indicate that a student is experiencing bullying behaviour include but are not limited to the following:

- anxiety about travelling to and from school; for example, physical illnesses; anxiety or distress; requesting parents to drive or collect them, changing travel routes, avoiding regular times for travelling to and from school.
- not wanting to go to school, refusal to attend
- signs of self-harming e.g. picking at skin, pulling out hairs
- a change in how the student performs in school, loss of concentration and loss of enthusiasm and interest in school
- pattern of physical illnesses for example; headaches, stomach aches
- unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or after school holidays
- visible signs of anxiety or distress for example; stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting
- spontaneous out of character comments about either students or teachers
- possessions missing or damaged
- increased requests for money or stealing money
- unexplained bruising or cuts or damaged clothing
- reluctance and/or refusal to say what is troubling them

The above signs do not necessarily mean that a student is experiencing bullying behaviour. However, if these signs occur over a period of time or if a number occur together, it may be an indication that the student is experiencing bullying behaviour.

### **Students who may be more at risk of experiencing bullying behaviour**

It is important to note that bullying behaviour can be experienced by anyone. Bullying behaviour can be directed at individuals for no obvious reason, or it can be more overt based on a student's identity or societal issues.

Some students with special/ additional educational needs may have difficulties recognising bullying behaviour has occurred. Some students with complex needs may lack awareness of social dynamics leading them to trust others implicitly. Consequently, these students may be more at risk of experiencing bullying behaviour.

### **Impact of witnessing bullying behaviour**

Students who witness bullying behaviour can also be impacted in a similar way to those who experience bullying behaviour. These students may be afraid to tell someone because of a fear of reprisals for telling or a fear of making the situation worse.

Students who witness bullying behaviour may feel guilt or anxiety for not helping the student who is experiencing bullying behaviour. For example, they can feel vulnerable particularly in the case

of racist or identity based bullying behaviour if they share the same race or identity as the student who is experiencing the behaviour.

### **Impact of engaging in bullying behaviour**

There can also be a negative impact on those who engage in bullying behaviour. Those who engage in bullying behaviour can display aggression, antisocial behaviour and lower academic achievement. Students who display bullying behaviour often fail to recognise the impact of their actions and may lack empathy. They may avoid responsibility and deny or minimise their actions when confronted.

The lived experience of some students may cause students to engage in bullying behaviour. Some students who engage in bullying behaviour have learned attitudes and behaviours which can undermine their ability to integrate themselves into their peer group. They may suffer from low self-esteem or insecurity and may have been bullied themselves. Students may also display or engage in bullying behaviour out of ignorance or because they are uncomfortable with another student's perceived difference.

## **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	04/02/25, 11/02/25, 27/02/25, 11/03/25, 28/03/25	Staff meetings, Bi Cinealta Committee Meetings, Half-Day Training, Staff Survey
Students	06/05/25, 06/05/25, 16/05/25	Student Survey, Student Council
Parents	08/04/25, 13/05/25	Parent Survey, Parent and Student Association
Board of Management	20/05/25	Board of Management Meeting Discussion
Wider School Community	15/05/25	Community Survey to include auxiliary staff
Date Policy was approved	20/05/25	
Date Policy was last reviewed	20/05/25	

## 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.

Our Wellbeing Policy has been developed in line with national Wellbeing Policy Statement and Framework for Practice and provides the following four key areas that are essential for a holistic, whole school approach to wellbeing promotion: Culture and Environment; Curriculum (Teaching and Learning); Policy and Planning; and Relationships and Partnerships.

These are the four areas that we considered when we developed our measures to prevent bullying behaviour. In our School Strategic Plan 2028 we also have 3 main areas for school development: Living What We Value, Learning and Learners and Learning Climate, each with clear aims, actions and outcomes sought. These also inform our preventative strategies for bullying behaviour.

### **Culture and environment**

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be 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

#### ***How we create this culture and environment***

1. Open communication between all stakeholders in the school
2. The fostering and enhancing of the self-esteem of all our students through both curricular and co/extra-curricular activities. Students will be provided with opportunities to develop a positive sense of worth through formal and informal interactions.
3. The restorative practice team adopts restorative questioning and is often used when investigating bullying issues. Restorative practice aims to promote the potential of renewing relationships after an issue.
4. Standards and expectations in relation to preventing and addressing bullying behaviour set by senior school leaders through whole school assemblies, parents' evenings and all interactions with students when and where appropriate.
5. Students promote kindness, respect and inclusion through their daily interactions.

6. By creating safe physical spaces throughout the school: in vulnerable areas such as bathrooms, under stairs and the school yard where teachers and other staff have clear lines of sight while on supervision.
7. Mentorship Connect is used, whereby students can nominate a member of staff who completes a check and connect with them when needed, to ensure their wellbeing is maintained.
8. Ensuring expectations and values messages are clearly conveyed on corridors and in rooms through posters and artworks which are jointly created and developed with students
9. Whole school awareness raising and training on all aspects of bullying, to include students, parents, guardians and the wider school community.
10. A tutor system is in place as a support mechanism for all students. This approach helps bind year groups together. The tutor groups are met by their tutor every day. This allows for regular “check ins” and a supportive structure to deal with bullying issues if they arise.
11. Lunch clubs are available during the week, and these can facilitate a means for students who are shy, alone or alienated to become involved in school life and develop socially in school. These whole school activities help support and encourage a culture of peer respect and support.
12. Students take part in a school wide Anti-Bullying week during the school year.
13. Student support coordinators have up-to-date training in the Helping-Hands anti-bullying programme to assess power dynamics in the classroom.

### **Creation of Safe Physical Spaces in ETSS Wicklow**

The creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. Spaces that have a clear line of sight make it easier for school staff to supervise students. Hidden spaces in hallways, around staircases and in the schoolyard can be areas where there is a greater risk for bullying behaviour to occur.

ETSS Wicklow has taken the following measures to create safe physical spaces:

- good lighting is present to avoid dark corners or spaces
- no visual barriers on windows such as posters
- school staff are visible who are supervising at break times including during yard duty
- artwork and signage to promote the school's values such as equality, diversity, inclusion and respect



## **Supervision**

Appropriate supervision is an important measure to help prevent and address bullying behaviour. ETSS Wicklow ensures the safety of our students through active supervision of students by staff before school from 08:30-08:40, at break (10:45-11:00) and lunchtime (1:00-1:35), inside the school building, in the yard areas and when students are attending school or attending school activities.

ETSS Wicklow offers a mix of organised activities during lunchtimes for students which accommodates a range of preferences and interests.

## **Curriculum (Teaching and Learning)**

We promote an approach to teaching and learning that is both collaborative and respectful in Educate Together Secondary School Wicklow. Students are given regular opportunities to work in small groups with their peers, which help build sense of connection, belonging and empathy among students.

### **Subject and Programme Provision**

- The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity, we have a wide array of subjects at both Junior and Senior Cycle (TY and LCE). We provide opportunities for students to develop a sense of self-worth through both curricular and a wide variety extra-curricular programmes through our strategic focus on Connection and Belonging.

### **Subject content**

- The updated **SPHE** specifications aim to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The **RSE** strand of the specification also provides space for post primary students to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identity-based bullying as well as sexism and sexual harassment.
- In **Civic Social and Political Education (CSPE)**, there is a focus on the interdependence of people in communities, at local as well as national and international levels.
- **History** and, at **Senior Cycle, Politics and Society** can be used to raise awareness of racism and colonialism. By examining historical and contemporary examples of racial discrimination and colonial legacies, students can develop an understanding of the root

causes of bias and prejudice. Resources and materials are also available to support incorporating Traveller culture and history across all areas of the curriculum.

- **Ethics** is taught across all six years, encouraging students to broaden their understanding of others and differences.

### **Wellbeing**

- A positive school climate and culture is fundamental to student and staff wellbeing. 400 hours of wellbeing is timetabled over the three years of Junior Cycle.
- Wellbeing week is held in the school on an annual basis.

## **Policy and Planning**

The wellbeing of the school community is at the heart of school policies and plans. This policy clearly details how we try to prevent and address bullying behaviour. We use many of the resources and practices as recommended in the Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools, in particular 'Helping Hands Anti-Bullying Programme'.

There are a range of other policies such as our school's 'Acceptable Use Policy', 'Supervision Policy', 'Additional Educational Needs Policy' and 'Code of Behaviour' that support implementation of a school's Bí Cineálta policy.

### ***Student and Parent/ Guardian Voice***

Supporting the participation of students and parents/guardians in the development and implementation of school policies and plans helps increase awareness and ensure effective implementation. We do this by engaging with parents on a regular basis and through focus groups with the parents-staff association, at parent/guardian-student teacher meetings and the student council.

### ***Staff Development and Voice***

All school staff are also consulted in the development of Policy and Procedures in the school. Our staff engage in teacher professional learning courses that support school staff 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 and activities such as

### Student Council

- Involvement of the student council in contributing to a safe environment. The student council represents an elected and non-elected member from each class and is actively involved in student policy development and the Bi Cinealta policy review processes. One of its functions is to provide a place for students to voice issues or concerns.

### School Clubs

- As Part of our Connection and Belonging strategic Pillar we aim to develop and enhance the number of school clubs and extra-curricular clubs in the school to ensure that all students can feel and connection and belonging in our school.

### Parents Association

- Our parents' associations plays an active role in the development of our school. The main focus of their regular meetings is how we can make our school a better more positive place for all students. All of our Parents Association meetings are open to all parents to attend. Every parent/guardian become members of the Parents Association when their child is enrolled.

### Student Support Teams

- We have a variety of student support teams in the school. This includes a Deputy Principal, Student Support Co-Ordinator, Tutor and a Guidance Teacher with a Pastoral responsibility for each year group. They meet on a weekly basis as part of the school's care team.
- We also have an AEN anchor for each year group who works with a Deputy Principal and team of teacher to support students.

### Open door Policy and Positive relationships with staff

- Our Principal, Deputy Principals lead an open-door policy for all students in the school. We aim to develop positive relationships with all students and try to develop a culture where students can approach any member of staff to discuss any issue which is affecting them in school, including any bullying behaviours.

### Awareness Initiatives

- Some of our monthly themes address the topic of Bullying, specifically where we look at relationships, friendships and respect.
- Everyone participates in Anti-bullying Week, which takes place on an annual basis and covers many topics throughout the week and leading up to and proceeding it.

### **Preventing Online Bullying**

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. In Educate Together Secondary School Wicklow strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive List:

- We proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments through SPHE, Ethics, Debating, visiting speakers, and theme weeks.
- We have developed and communicate to students and parents our Acceptable Use Policy for technology.
- Appropriate online behaviour is referenced as part of the standards of behaviour in the Code of Behaviour.
- We promote or host online safety events for parents who are responsible for overseeing their children's activities online.
- We hold an Internet safety awareness day to reinforce awareness around appropriate online behaviour.
- Mobile Phones are not permitted in school unless switched off and stored in a locker.

### **Preventing homophobic and transphobic bullying behaviour**

All students including gay, lesbian, bisexual and transgender students, have a right to feel safe and supported at school. In Educate Together Secondary School Wicklow strategies to prevent homophobic and transphobic bullying behaviour include the following, which is not an exhaustive list

- Students receive an LGBTQ+ workshop explaining how to support and be a supportive ally to LGBTQ+ students in our school.

- We maintain an inclusive environment by displaying relevant posters and flags in classrooms and around the school.
- The school is committed to maintaining the Q-mark, awarded in 2025.
- Encouraging peer support such as peer mentoring and empathy building activities challenging gender-stereotypes through regular meeting of the schools LGBTQ+ and Allies club.
- Ethics, SPHE and Guidance include lessons which encourage student awareness.
- Conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of bullying including homophobic and transphobic bullying behaviour.
- Encouraging students to speak up when they witness homophobic and transphobic behaviour.
- Students and staff participate in a yearly 'Stand Up' awareness week in order to promote inclusion and awareness of LGBTQ+ issues and discrimination.

### **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.

Educate Together Secondary School Wicklow Strategies to prevent racist bullying behaviour 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
- Ethics and SPHE include lessons which encourage student awareness.
- Conducting workshops and seminars for students, school staff and parents to raise awareness of racism
- 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
- We hold cultural awareness themed weeks

- 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
- We held a workshop for students against racist bullying within schools, raising awareness about acceptance of people of all 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 by Educate Together Secondary School Wicklow as a mixed 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
- 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. We make it clear that there is a zero-tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter.

In Educate Together Secondary School Wicklow strategies to prevent sexual harassment include the following, which is not an exhaustive list:

- We use the updated SPHE specifications to teach students about healthy relationships and how to treat each other with respect and kindness
- We promote positive role models within the school community
- We challenge gender stereotypes that can contribute to sexual harassment

## SECTION C: ADDRESSING BULLYING BEHAVIOUR

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

**Student Support Co-Ordinator for Each Year, Guidance Department, Deputy Principal, Principal**

When bullying behaviour has been found to have occurred, the school will:

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

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

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 the steps to review progress are as follows (as supported by Chapter 6 of the Bí Cineálta Procedures).

**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:**

**Step 1. Determine if Bullying behaviour has occurred: (Identifying Bullying behaviour)**

When identifying if bullying behaviour has occurred the teacher reporting should consider the following: who, what, where, when.

This will be reported to the relevant Student Support Co-Ordinator.

To determine whether the behaviour reported is bullying behaviour the Student Support Co-Ordinator 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 is '**Yes**' to all three, then the behaviour is Bullying behaviour, and the behaviour will be addressed using the Bi Cineálta Procedures listed below.\*\*

Incidents can occur where behaviour is unacceptable and hurtful, *but the behaviour is not defined as bullying behaviour*. Strategies that deal with inappropriate behaviour are provided for within the 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 repeated behaviour.*

*\* 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.*

*\*\* 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, whether it is appropriate or not to address the bullying behaviour*



## **Step 2 - Record and Address (Addressing Bullying Behaviour)**

All incidents of bullying will be recorded. The record should document the form (direct/indirect) and type of bullying behaviour (homophobic, gender identity, disablist, physical appearance etc.) if known, where and when it took place and the date of the initial engagement with the students and their parents. A template for this report is found as an appendix at the end of this policy document.

The record should include the views of the students and their parents regarding the actions to be taken to address bullying behaviour.

If a group of students is involved, each student will be engaged individually. It may also be helpful to ask the students involved to write down their account of the incident.

The student(s) displaying the bullying behaviour will in the first instance be warned about their future behaviour towards the student who is experiencing the bullying. The parents of both these students will be made aware of this action.

Further strategies may include, but are not limited to:

- Moving seating plans
- Moving class groups
- Monitoring
- Restorative conversations

A copy of the record will be placed on both student files in the school office. This will assist the school's Student Support Team, in providing a consistent and holistic response to support the wellbeing of the 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 should 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 for school staff to be fair and consistent in their approach to address bullying behaviour. In ETSS Wicklow we recognise that both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.

School staff should identify the support needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

These supports may include (but are not limited to):

- Behaviour supports (check and connect etc.)
- One –to –one meetings with Guidance
- Academic, behaviour monitoring
- Social skills groups
- Links with outside agencies (NEPS, NCSE, EWO, CAMHS etc.)

### **Step 3 Review**

The record of the bullying behaviour will include the views of the students and their parents regarding the above actions to be taken to address the bullying behaviour. It will 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.

This review will take place no more than 20 school days after the initial engagement with the student about the bullying behaviour. The review will be carried out with both the student(s) and parent(s)/guardian(s)

Any engagement with external services/supports will also be recorded.

### **Step 4 Determining if Bullying Behaviour has ceased**

The teacher must engage with the students and parents involved no more than 20 school days after the initial discussion to review progress following the initial intervention.

Important factors to consider as part of the review are the nature of bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.

### **Step 5 Bullying Behaviour Update**

The Principal will report all bullying behaviour in their update to the Board of Management. The Principal provides a verbal update to the Board.

### **Step 6 Complaint process**

If a parent is not satisfied with how bullying behaviour has been addressed by the school, in

accordance with these procedures, they should be referred to the school's complaints procedure.

Additional Information relating to schools' complaint procedures are available at the following link:  
<https://www.gov.ie/en/policy-information/complaints-about-schools/>

In the event that a student and/or parent is dissatisfied with how a complaint has been handled, a student and/or parent 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 Office of the Ombudsman for Children can be contacted at [ococomplaint@oco.ie](mailto:ococomplaint@oco.ie)

### **Who to Talk to**

Students and or/parents should **report bullying behaviour to any member of staff with whom they feel comfortable, but their main point of contact will be their Student Support Co-Ordinator** and they should be contacted first. All staff, students or parents may make

- A direct approach at an appropriate time
- Hand up a signed note e.g. with homework
- Email their Student Support Co-Ordinator
- Make a phone call to the school
- Ask a parent/guardian or friend to talk on your behalf
- Discuss an incident of bullying with a teacher or another trusted adult within the school

Incidents of bullying behaviour, no matter how trivial, which are drawn to the attention of a staff member, will be dealt with in the following manner:

### **The staff member will**

- Listen, take notes, reassure the student, ensure the students safety as far as possible
- All reported instances **will be passed on to the Student Support Co-Ordinator for investigation**

We work to ensure that the person being bullied feels safe and secure at all times. Therefore, the person being bullied will be consulted in conjunction with their parents about the matter and how the school proceeds in the first instance.

**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):**

**Students who experience bullying or witness bullying**

The school's programme of support for working with pupils affected by bullying is as follows:

Pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

- In this regard the relevant Student Support Team will work closely with the student to ensure they are actively supported in the school and to engage in school-based activities they enjoy
- The schools guidance department will also put in place a program of support in conjunction with the Student Support Coordinator
- The learning strategies applied within the school will also allow for the enhancement of the pupil's self-worth
- The Student will be placed on our In/Out list for Pastoral Care

**Students who display bullying behaviour**

Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others. The Student Support Coordinator in conjunction with the relevant Student Support Team will work closely with the student in this regard.

**Outside agency support**

Supports will be available and accessed by the school to help support those who experience, witness and display bullying behaviour:

**National Educational Psychological Service (NEPS)**

The National Educational Psychological Service (NEPS) of the Department of Education provides a comprehensive, schoolbased psychological service to all primary and postprimary schools to support the wellbeing, academic, social and emotional development of all students. The NEPS model of service is a consultative, capacitybuilding model, in which there is a balance between casework and support and development work.

The psychological services which NEPS provides for students are differentiated in terms of whether the service involves the psychologist's direct involvement with the student, known as Direct Casework, or involves the psychologist working through teachers or teachers/parents to provide a psychological service for a student, known as Indirect Casework. 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.

More information on the supports provided by NEPS is included in the Resources Guide which accompanies these procedures. Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools

### **Oide**

Oide is the Department of Education's support service for schools, and it supports professional learning for primary and postprimary school leaders and teachers in recognised schools and centres for education. Oide fosters a culture of continuing professional learning among school leaders and teachers encouraging lifelong learning, reflective and enquirybased practices.

The work of Oide contributes to school improvement by providing high quality professional learning experiences, supports and resources relating to curricular developments, broader educational goals and national priorities, such as wellbeing which includes preventing and addressing bullying.

Oide provides continuing professional learning support to schools to support implementation of these procedures. More information on the supports provided by Oide is included in the Resources Guide which accompanies these procedures.

### **Webwise**

Webwise is the online safety initiative of the Department of Education and is cofunded by the European Commission. 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.

With the help of the Webwise Youth Advisory Panel, Webwise develops youth-oriented awareness raising resources and training programmes that promote digital citizenship and address topics such as online wellbeing and cyberbullying.

More information on the supports provided by Webwise is included in the Resources Guide which accompanies these procedures. Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools

### **National Parents Council**

The National Parents Council (NPC) is the representative organisation for parents of children in early years, primary and postprimary education. NPC was established as a charitable organisation in 1985, under the programme for Government, as the representative organisation for parents of children attending school. It received statutory recognition in the Education Act 1998.

The NPC works to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC seeks to achieve true partnership and deliver better outcomes for all students.

The NPC delivers online and in-person courses to support parents of both primary and postprimary students to prevent and address bullying behaviour. Details on these programmes are included in the Resources Guide which accompanies these procedures.

### **Dublin City University (DCU) AntiBullying Centre**

The DCU AntiBullying 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 AntiBullying 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.

Details on these programmes are included in the Resources Guide which accompanies the procedures.

### **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. Contact details for Tusla are included in the Resources Guide which accompanies the procedures

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

### Periodic Summary Reports to the Board of Management

The principal will present an update on bullying behaviour at each board of management meeting. (Appendix D)

This update will include

- the number of incidents of bullying behaviour that have been reported since the last meeting
- the number of ongoing incidents
- 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
- any wider strategies to prevent and address bullying behaviour where relevant.
- 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 and if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update does not contain personal or identifying information. (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: \_\_\_\_\_

(Chairperson of board of management)

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

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

(Principal)

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

### **Annual Review of the Bí Cineálta Policy**

The Board of Management must undertake an annual (calendar) review (Appendix E) or as soon as practicable where the board of management determines that a review is warranted of the school's Bí Cineálta policy and its implementation in consultation with the school community.

The review will be completed with input from the school community which includes the board of management, staff, students and their parents and members of the wider school community (as appropriate).

The school will engage with the student council and the parents' association to obtain their views on the content and effectiveness of the school's Bí Cineálta Policy.

The school community will be given notice that the annual review has taken place and the form included at Appendix F will be used for this purpose. This confirmation will be published on the school website once the annual review has taken place.

## APPENDIX A

## ALLEGED BULLYING INCIDENT STUDENT STATEMENT FORM

DATE: \_\_\_\_\_ STUDENT: \_\_\_\_\_

**DETAILS:** Include time, place, names of alleged perpetrators, names of bystanders and type of bullying. Detail here both sides of the event

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

## Appendix B

### Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour the Student Support Co-Ordinator should 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 should be addressed using the Bí Cineálta Procedures.

**Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.**

If the answer **to any of these questions is No**, then the **behaviour is not bullying behaviour**.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

### Reporting template for incidents of bullying



1. Name
2. Name and classes of pupils engaged in bullying behaviour
3. Source of bullying concern/report
4. Location
5. Name of person who reported the bullying concerns
6. Type of bullying behaviour
7. If it is identity based
8. Description of bullying behaviour and its impact
9. Details of action taken
10. Views of student/parent regarding actions taken
11. Date of review with student and parent to determine if bullying behaviour has ceased

## Appendix C

### ETSS Wicklow

#### Anti-Bullying

#### ***Student Behaviour Promise***

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

I know that all of my fellow students are different from each other and from me in many ways, (e.g. *hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, whether we are gay or straight, where we live or have lived, what we like to do, whether we are loud or quiet, how good we are at learning, how well we study, how good we are at sports, whether we like music etc.*). I would not like to be treated unfairly and made to feel bad by any of my fellow-students because of any of these differences or just because they did not like me. I know that I have a right to be different from other students and that this does not give anyone the right to treat me unfairly or to be mean to me. I know that I am entitled to fair, equal, respectful treatment in school because of the school's Code of Behaviour and outside of school too.

I also know that all other students are entitled to be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-students fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: (Handwrite below "I will always treat (Name) fairly and respectfully")

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signed**: Student: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Teacher: \_\_\_\_\_

## APPENDIX D

### 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 following information is provided:

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

Where incidents of bullying behaviour have been reported since the last meeting, the update included a verbal report which includes 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
- 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 did not include any personal information or information that could identify the students involved.

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

(Chairperson of board of management)

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

(Principal)

## APPENDIX E

### REVIEW OF THE BÍ CINEÁLTA POLICY

The Board of Management (the Board) must undertake an annual (calendar) review of the school's Bí Cineálta policy and its implementation in consultation with the school community. As part of the review, this document must be completed

#### Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary Schools? 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?
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?
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?
9. Has the Board discussed how the school is addressing all reports of bullying behaviour.
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?
11. Have the prevention strategies in the Bí Cineálta policy been implemented?
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?
13. How have (a) parents, (b) students and (c) school staff been consulted as part of the review of the Bí Cineálta Policy?
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:
15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?



16. Does the student friendly policy need to be updated as a result of this review and if so, why?
17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?
18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?
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?

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

(Chairperson of Board of Management)

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

Date of next review:

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

(Principal)

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

## Appendix F

### **Notification regarding the board of management's annual review of the school's Bí Cineálta Policy**

The Board of Management of Coláiste Bhaile Chláir confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the board of management meeting of \_\_\_\_\_[date].

This review was conducted in accordance with the requirements of the Department of Education's *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

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

(Chairperson of Board of Management)

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

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

(Principal)

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