



**Knockaderry Farranfore National School**  
**Farranfore**  
**Killarney**  
**Co Kerry**  
**Our CHY No. is: 20205105**

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Principal: Mrs Áine Daly

## Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Knockaderry Farranfore N.S. 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.

We confirm that we will take all steps that are reasonably practicable to prevent all bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that everybody in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and everybody has a part to play in the school community, regardless of difference.

### **Definition of bullying**

*"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."*

*(Section 2.1, pg 17, Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools)*

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.

	<i>Date consulted</i>	<i>Method of consultation</i>
School Staff	February 2025 March–May 2025	Questionnaire Multiple staff meetings to discuss, formulate and produce a draft policy.
Students	February 2025	Questionnaire to all students
Students	March 2025	Junior Room- 1x whole class session where Bí Cinéalta was introduced and their input sought as to how to make our school a bullying free zone. Middle Room- 2x whole class sessions where Bí Cineálta was introduced and the class engaged in groupwork activities. Senior Room- 2 x whole class sessions where Bí Cineálta was introduced, and child friendly policy was formulated.
Parents	February 2025 May 2025	Questionnaire Draft policy shared and feedback sought
Board of Management	18/02/25 May 2025	Principal brought the policy development to the attention of the BOM Draft policy shared and feedback sought
Wider school community as appropriate, for example, bus drivers	13/02/25- Bus driver, Billy Joy consulted	Consultation meeting in the Staffroom with the principal
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 this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.(see Chapter 5 of the Bí Cineálta procedures):

In developing the preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos, where inclusivity permeates our school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at our board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and further engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

## **Culture and Environment**

We strive to:

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour is maintained.
- Involve parents as active partners in fostering an environment where bullying behaviour is not tolerated.
- Support the idea that our school is a telling environment. We encourage pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and to promote respectful relationships across the school community;
- Create safe spaces in our school building and yards – visibility
- Promote the concept of a trusted adult – stay safe linkage – who to tell.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Create a positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity

### **Ways in which we work to achieve these goals are as follows:**

- A Bí Cineálta Anti-Bullying banner is displayed in each classroom and in the entrance hall of the school along with Knockaderry Farranfore National Schools' Child Friendly Policy.
- Parents are consulted on the formation/review of this policy and the school shares any information on anti-bullying talks and training with parents.
- Students are regularly encouraged to tell and reminded of the schools aim to create a safe space for our students. 'Communication boxes' are in place in all classrooms, giving students the opportunity to tell in a discreet way.
- The school operates a supervision policy, where pupils are supervised at all times. The school is fortunate to have three SNAs which allow four adults on yard during break times and an adult in each room on wet days, while the teacher on duty moves between rooms. Pupils are encouraged to tell staff of any issues that arise. Staff endeavor to be at all times approachable.
- Artwork and posters are displayed in classrooms and in corridors for various occasions such as Friendship Week, Anti-Bullying week, Internet Safety Day etc. These are often shared on the school's social media pages.
- Inclusivity is important at Knockaderry and is promoted at every opportunity. The school celebrates events such as World Autism Awareness Day, Spina Bifida Awareness Day etc. Different religious practices are catered for and feast days acknowledged and celebrated. Each class library has books that represent diversity.

## **Curriculum**

We strive to:

- Promote teaching and learning that is collaborative and respectful.
- Deliver SPHE and RSE lessons that foster students wellbeing, self-confidence, sense of belonging and students sense of personal responsibility for their own behaviour and actions.
- Provide opportunities through curricular and extra-curricular programmes to foster inclusion and respect for diversity.

### **Ways in which we work to achieve these goals are as follows:**

- Provide regular opportunities for pupils to work in small groups with their peers which can build a sense of connection belonging and empathy.
- Provide opportunity for interclass collaboration such as Buddy Reading, Green School Committee and Students Council.
- We follow a detailed SPHE (Social Personal and Health Education) plan where a range of resources are used e.g. Stay Safe, Walk Tall, RSE, Webwise, HTML Heroes, Busy Bodies.
- Foreign language learning, art activities that celebrate multiculturism and diversity.
- Create opportunities for students to celebrate their cultural heritage and diversity.

## **Policy and Planning**

We strive to:

- put the wellbeing of the school community at the heart of school policies and plans.

### **Ways in which we work to achieve these goals are as follows:**

- Whole school community involvement in the development of a robust and effective Bí Cineálta Policy for Knockaderry Farranfore N.S. This includes consultation from students, parents, staff, Board of Management and other members of the school community e.g. bus driver.
- Detailed staff training in the Bí Cineálta Procedures and Policy to ensure effective policy implementation and adherence.
- Senior Class involvement in the creation of a Student Friendly Bí Cineálta Policy specific to our school making it more meaningful to the pupils.
- Delivery of an effective Whole-School SPHE (Social, Personal and Health Education) Plan that explicitly deals with all types of bullying.
- Having other policies which support the implementation of the Bi Cineálta policy such as the Acceptable Use Policy, Supervision policy, Special Education Policy, Code of Behaviour, as well as the Smart Pledge policy.

## **Relationships and Partnerships**

We strive to:

- Develop good relationships between staff and pupils where mutual respect is shown.
- Promote good relationships between pupils in our school.
- Develop good relationships with parents where the shared goal of nurturing a child's growth and development, both academically and socially, is understood.

### **Ways in which we work to achieve these goals are as follows:**

- The school values the student voice and this is represented in our Student Council and Green Schools Committee.
- Termly school rules assembly allow for the student voice to be heard and input from the pupils is welcomed. The acronym REACH (Respect, Effort, Attitude, Co-Operation and Honesty) is used to communicate to pupils what we value and expect from all at Knockaderry, pupils and staff.
- The school's commitment to the Wellbeing of our pupils is reflected in our three-year School Improvement Plan (SIP) where actions are carefully considered to provide new and enjoyable experiences for the children.
- Pupil achievements are celebrated. The school encourages pupils to show medals and tell of personal achievements and these are celebrated by a show and tell either in their own classroom or throughout the school.
- Parental involvement is welcomed and sought at every opportunity e.g. policy

development, parental involvement in events such as Pancake Tuesday etc.

### **Prevention of different types of bullying behaviour**

#### **Preventing cyber bullying behavior**

- Explicitly teach the issues of cyber bullying and the importance of using technology safely- 5 lesson workshops '*Cyberbullying, Friendship and Conflict*' delivered in 5<sup>th</sup>/6<sup>th</sup>class (FUSE Anti-Bullying and Online Safety programme developed by DCU Anti-Bullying Centre)
- Monitor students' use of technology in the classroom and on school grounds through filtering and teacher observation.
- Smart Watches and other wearable technology are prohibited. Pupils are not permitted to bring phones to school.
- Celebrate Safer Internet Day every year where safety lessons and activities are carried out.
- Work with parents and students to educate them about the dangers of cyber bullying by facilitating outside speakers and sharing of upcoming workshops and talks.

#### **Preventing homophobic, transphobic, sexist and identity-based bullying**

- Explicitly teach the issues of identity-based bullying which will allow pupils to acknowledge and understand the markers of identity and the importance of inclusion and of using technology safely- 5 lesson workshops '*Identity-Based Bullying*' delivered in 5th/6thclass (FUSE Anti-Bullying and Online Safety programme developed by DCU Anti-Bullying Centre)
- Create a safe and inclusive environment for all students, regardless of their sexual orientation or gender identity.
- Promote diversity and inclusion by celebrating differences e.g. World Autism Awareness Day, activities to bring awareness for Eid Al-Fitr.
- Ensure that library reading material represents appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

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):

**Knockaderry Farranfore N.S. has a Supervision Policy, updated in January 2025. This policy is due for review in January 2028 or sooner if deemed necessary.**  
**The following is extracted from the policy.**

#### **School Procedures**

1. Teachers are rostered for supervision duty. It is the policy of the school to supervise the school yard at all times during regular lunch breaks i.e. 11.00am to 11.10am, 12.25pm to 12.50pm. The supervising teacher assumes a duty of care from 8:30am. The Board of Management informs parents that the school does not accept responsibility for pupils dropped off earlier than 8:30am or not collected from 2:50pm.
2. A Rota for supervision is drawn up by the Deputy Principal in consultation with Principal/staff and this Rota is displayed on the staff room notice board.
3. Rules of the school yard are reviewed and revised continually and communicated to children termly within the first week.
4. If parents indicate a worry about a particular child on the yard all teachers rostered for yard duty are informed of the concern so that the particular concerns can be

addressed satisfactorily.

5. The teacher on supervision duty follows these procedures:

- Rings the bell to indicate the start/end of school day, start/end of breaks and that he/she is ready to start/end supervision.
- At break times, stands in the corridor and leads the classes out, by walking in front of them.
- Walks around the yard monitoring all children.
- Rings the bell inside the front door to alert staff when break is over.
- Rings the bell on the yard.
- Children to line up quietly, no bouncing of ball etc.
- The SET teacher relieves the supervising teacher when the bell rings for 10 min at Sos and 15 min at lunch time.
- The supervising teacher/SET teacher waits for the class teachers to collect their classes from the yard. The supervising teacher/ SET teacher should be the last person off the yard and will ensure both entrance doors are closed.
- Teachers taking a course day or on appointments, can swap supervision duties with a willing colleague. If a teacher is unexpectedly absent a volunteer colleague will assume his/her duties in a reciprocal arrangement.

6. All the Special Needs Assistants are on duty during breaks. While the SNAs provide individual supervision for a designated child, they can act in an observing and reporting capacity, bringing instances of misbehaviour to the attention of the teacher on yard duty. The schools anti-bullying/discipline policy covers incidents of misbehaviour.
7. Children with injuries/complaints are assessed by the teacher on yard duty. If it is minor in nature an SNA treats them with the first aid box. If it is more serious, or is a head injury, the child's teacher in staff room will look after the child and contact the parent by phone. If the class teacher is on yard duty, the principal/deputy principal will supervise the yard.
8. First Aid boxes and Accident Report books are kept as a matter of procedure (See Accident and Injury Policy). All accidents where there is injury involved should be noted in the Accident Report Book by the teachers on supervision. Where teachers suspect that a child is unwell, parents are alerted, usually by phone.
9. Outside of the supervision times listed at point 1, at all other times each teacher is responsible for the supervision of all children under their care.
10. At dismissal time in the evening the teacher on duty supervises the outside of the school, to see children safely off the premises until 2:50. A phone call is then made to the parents of any children still waiting. The children wait inside the school corridor. No supervision is provided outside the school gate.
11. Teachers should ensure that children in their class are supervised at all times.
12. Children who are withdrawn from their mainstream classroom for Learning Support should be collected at the classroom door by the relevant teacher.

### **Special Provisions**

- a) For out-of-school activities such as games, swimming, tours, back-up provisions are put in place to ensure adequate levels of supervision at all times. The level of supervision is usually one adult per 15 children with individual teachers in charge of specific groups
- b) If a teacher is called from his/her classroom, the neighbouring teacher will be informed and will supervise.
- c) On wet days, children remain seated in their classes under the normal supervision Rota. The supervising teacher walks throughout the school. There is an SNA in each classroom.

d) When visiting teachers such as P.E., Music, take over a class, teachers are to maintain a presence.

**Knockaderry Farranfore N.S. has an Internet Acceptable Use Policy, updated in October 2024. This policy is due for review in October 2027 or sooner if deemed necessary.**

**The following is extracted from the policy.**

### **Pupil Access to the Internet**

The school is pleased to offer the internet as an available resource to both pupils and teachers for reference purposes, researching project materials, playing interactive educational games, learning to touch-type and for lesson reinforcement. Access to online resources will enable pupils to explore thousands of libraries, databases, and bulletin boards throughout the world.

Electronic information research skills are now fundamental to preparation for living and working in this information age. The school will integrate such information as appropriate within the curriculum, and staff will provide guidance and instruction to pupils in the appropriate use of such resources, as outlined in this policy.

1. Pupils will not be given access to the Internet without teacher supervision
2. Internet will be used for educational purposes only
3. Internet sessions will always be supervised by a teacher
4. Pupils will seek permission before entering any Internet site, unless previously approved by a teacher
5. Filtering software will be used to minimise the risk of exposure to inappropriate material (level 3 on ipads. Level 6 on teachers' laptops.)
6. The school will regularly monitor pupils' internet usage
7. Pupils will receive training in the area of internet safety
8. Pupils will be taught to evaluate the content of internet sites
9. Teachers will be made aware of internet safety issues
10. Uploading and downloading of non-approved material is banned
11. Virus protection software will be used and updated on a regular basis
12. The use of USBs, external storage devices or CD-ROMS in school requires a teacher's permission
13. Pupils will observe good 'netiquette' (etiquette on the internet) at all times and will not undertake any action that may bring a school into disrepute
14. 'YouTube' (and similar sites) can be accessed only under the supervision and direction of the teacher.

### **Email**

If pupils are allowed to use email, the following rules will apply:

1. Email will be used for educational purposes only
2. Students will only use approved class email accounts under supervision by or permission from a teacher.
3. Pupils will not send or receive any material that is illegal, obscene, defamatory or that is intended to annoy or intimidate another person
4. Pupils will not send messages to or from school email
5. Pupils will not reveal their own or other people's personal details e.g. addresses, telephone numbers, or pictures via school email
6. Pupils will never arrange to meet someone via school email.
7. Sending or receiving email attachments is subject to teacher permission.

## **Internet Chat**

Students are not permitted to use internet chat rooms.

## **Education and Internet Awareness**

Knockaderry Farranfore National School will undertake an education programme to educate children on the safe, responsible use of the Internet. Cyber-bullying has become a significant threat for teenagers. Through education and awareness, we aim to limit our children's susceptibility to it as they progress to secondary school. 21st century life presents dangers including violence, racism and exploitation from which children and young people need to be protected. At the same time, they need to learn to recognise and avoid these risks – to become internet wise.

## **Filtering**

The school will use the Internet provided and filtered by the NCTE (National Centre for Technology). 'Filtering' is a term used to describe a way of limiting the content of web pages, emails, chat rooms and other electronic data to which users may be exposed. No filter is 100% accurate. The most effective filtering tool is adult vigilance. At Knockaderry Farranfore National School, we believe that the advantages to pupils having access to information resources and increased opportunities for collaboration far exceed the risk of disadvantages.

The access to websites from all school computers is monitored and regularly reviewed by the NCTE. Websites are only allowed through following a verification of their suitability.

Windows XP has a built-in firewall. Firewall software can be purchased or downloaded free from the Internet. Knockaderry National School has installed firewall software.

## **Laptops & iPads**

Every site that is accessed within the school network or by a school machine is monitored and reports of all access can be viewed by the In-School Management team. Each laptop/iPad has a number. Each child is assigned a particular iPad/ Teachers check computer logs of all information accessed by pupils. An audit of internet usage may be run at any time.

Use of laptops that travel between home and school are subject to all stipulations, procedures and sanctions outlined in this policy 24 hours a day, every day. Parents of children who have been sanctioned laptops are instructed to be vigilant in monitoring their use in the home, as per procedures for school. Parents of all children are advised to keep laptops in a common area (i.e. kitchen or living room) with the screen visible to others while a child may be on the internet. The use of laptops by children in their bedrooms is not recommended.

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

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):

### **Responsibilities:**

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

- The **class teacher** will oversee the recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour in the 'Bullying Incident Report'

Form' (see Appendix 1)

- The **Principal** will be made aware of the alleged incident immediately and will be kept informed of the development of the case. She will support the class teacher where necessary.
- The **Principal** will report any incidents of bullying behaviour to the Board of Management. No personal information or information that could identify the students involved will be shared.

### **1. Determining whether bullying has occurred:**

The class teacher must investigate the alleged incident to determine **whether or not** the incident is deemed to be bullying. The principal will be made aware at this stage that the class teacher is investigating an incident and will be kept up to date.

How the student/s will be engaged with:

- if a group of students is involved, each student should 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 be helpful to ask the students involved to write down their account of the incident(s)

### **Definition of Bullying:**

*"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."*

When identifying if bullying behaviour has occurred, he/she should consider **what, where, when and why?**

To determine whether the behaviour reported is bullying behaviour one 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.

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.

**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.

### **Behaviour that is not bullying:**

- A one-off instance of negative behaviour towards another student is not bullying 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.

(Section 2.2, pg 18, *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools*)

### **Other points to consider:**

- 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 with it in accordance with their Bí Cineálta policy.
- 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
- Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support. It is important that the student who is experiencing bullying behaviour is engaged with without delay so that they feel listened to, supported and reassured. School staff should identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

(Section 6.2, pg 43, *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools*)

### **2. If bullying has occurred:**

#### **Our Approach**

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather than to apportion blame.

When addressing bullying behaviour teachers should:

- 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 the students 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

## **Steps that will be taken when bullying is deemed to have occurred**

1. The class teacher informs the principal and parents of the children involved, both the student(s) experiencing the bullying behaviour and student(s) displaying the bullying behavior.
2. Requests to take no action –
  - Where a student asks that the teacher does nothing, maybe they fear being identified as someone who told or think it might make things more difficult for them, the teacher needs to show empathy and deal with the situation sensitively. They should speak to the child about how to tell their parents and what steps can be taken to address the matter.
  - Where parents specifically request the school take no action, they should put this request in writing. However, while acknowledging the parents request, the school may decide, based on circumstances, it is appropriate that the bullying behaviour be addressed.
3. The student(s) experiencing the bullying behaviour and their parents will be involved in deciding the actions to address the bullying behaviour.

A student's agency or sense of power can be decreased when they experience or witness bullying behaviour. 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.
4. The school will also engage the student(s) who have displayed the bullying behavior as well as their parents when deciding actions to be taken.
5. The teacher implements agreed actions and supports to address the bullying behavior.
6. The teacher will complete the '*Bullying Incident Report Form*'; (Appendix 1) and submit to the Principal/Deputy Principal (in his/her absence).

### **Other points to consider:**

- 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:
  1. the impact on the child
  2. protective/appropriate action taken by the parents
  3. protective/appropriate action taken by the school
  4. 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.

- 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.

(Section 2.3,2.4 pgs 19,20, Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools)

### **3. Follow up where bullying behaviour has occurred:**

- the teacher must engage with the students involved and their parents again **no more**

**than 20 school days** after the initial discussion to review progress following the initial intervention.

- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this
- the date that it has been determined that the bullying behaviour has ceased should also be recorded
- any engagement with external services/supports should also be noted
- ongoing supervision and support may be needed for the students involved even where bullying behaviour has ceased

**If the bullying behaviour has not ceased**

- if the bullying behaviour has not ceased the teacher should review the strategies used in consultation with the students involved and their parents. A timeframe should be agreed for further engagement until the bullying behaviour has ceased.
- if it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school consideration should be given to using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the school.
- if a parent(s) is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, they will 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.

*(Chapter 6 pgs 43-48, Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools)*

**Keeping Records:**

All bullying behaviour will be recorded. The school's Bullying Incident Report Form (Appendix 1) will be used and the nature of the bullying behaviour will be documented. 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.

**In Conclusion:**

Knockaderry Farranfore NS is dedicated to creating a school environment where all students

and staff feel safe, respected, and valued. The school believes that by working collaboratively as a school community and implementing this comprehensive Bí Cineálta policy, we can effectively prevent and address bullying behaviour and ensure that all students have a positive and enriching educational experience.

This policy will be made available on our website and on display in each classroom. It will be updated annually at our first board meeting or as soon as practicable thereafter.

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 each classroom 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 the Board of Management)

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

(Principal)

## **Appendix 1: Bullying Incident Report Form**

1. Name of the student being bullied: \_\_\_\_\_

2. Class: \_\_\_\_\_

3. Name(s) and class(es) of students allegedly engaged in bullying behaviour:

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4. Source of bullying concern/report (tick as relevant):

Student concerned	
Other student(s)	
Teacher	
Parent/Guardian	
Other	

5. Location of the incident(s) (tick as relevant)

Classroom		Hall	
School Yard		Bus	
Corridor		Online	
Toilets		Other	

6. When the bullying incident(s) took place

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7. Name of person(s) who reported the alleged bullying concern:

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8. Type of bullying behaviour (tick as relevant):

<b>Direct Bullying behaviour</b>	<b>Indirect Bullying behaviour</b>	
Physical	Exclusion/Isolation	
Verbal	Relational	
Written	Damage to property	
Extortion	Cyber-bullying	
Intimidation	Other	

9. Brief description of bullying behaviour:

10. Impact of bullying behaviour:

11. Dates of engagement with students and parents of all parties

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12. Details of agreed actions and supports:

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

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

Class Teacher

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

***Please note: If the bullying behaviour is a child protection concern, the matter must be addressed without delay in accordance with Child Protection Procedures for Primary and Post-Primary Schools.***