Bí Cineálta Policy

Strawberry Hill NS

Appendix A

Bí Cineálta Policy to Prevent and Address Bullying Behaviour:

- The Board of Management of Strawberry Hill NS 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.

Cineáltas: 'Action Plan on Bullying is rooted in the four key principles of prevention, support, oversight and community. Cineáltas provides a collective vision and clear roadmap for how the whole education community and society can work together to prevent and address bullying in our schools.'

- 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 such steps that are reasonably practicable to prevent the 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 each person 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 all have an indispensable part to play in the school community, regardless of difference.

Definition of bullying:

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as:

'Targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.'

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.

Types of Bullying:

- Physical Bullying: Includes acts such as pushing, shoving, hitting, kicking, and damaging property.
- Verbal Bullying: Involves name-calling, insults, threats, and teasing.
- Relational Bullying: Characterised by spreading rumours, social exclusion, and manipulating friendships.
- Cyberbullying: Includes sending hurtful messages, sharing embarrassing photos or videos online, creating fake profiles, and online exclusion.

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Section A: Development/Review of our Bí Cineálta Policy to Prevent and Address Bullying Behaviour:

Strawberry Hill National School- is deeply committed to providing a safe and inclusive learning environment. The school firmly believes that bullying behaviour is unacceptable and is dedicated to preventing and addressing all forms of bullying to safeguard the well-being, academic performance, and social development of each student. Recognising that bullying contradicts the values of respect and dignity inherent in their Catholic ethos, Strawberry Hill National School strives to create a school community where every child feels cherished and supported.

All members of our school community were provided with the opportunity to input into the development/review of this policy. The school is committed to a collaborative approach and have engaged with the following stakeholders in the development of this policy:

Consultation with the Student Council: The role of student Council in providing feedback on anti-bullying initiatives and the policy itself was valued. A 'Child Friendly,' version was developed by students for display within the school. This is on display for the current year

Parent Consultation: Parents were consulted through a survey and their feedback was used to help develop this policy.

Collaboration with Staff: Teachers, SNAs, and the school secretary were engaged in discussions and their perspectives were included through a staff survey and Bí Cineálta half day closure.

	Date consulted	Method of consultation
School Staff	January 14th 2025 March 4th 2026 September 2026	Forms Questionnaire Survey Results ½ Day Closure Croke Park Meeting
Students	May 8th 2026 September 2026	Forms Questionnaire Survey Results Targets for 2026: -Increase the percentage of those surveyed who said they would report an incident of bullying if they saw it from 78% to 85% -Increase the percentage of those surveyed who said they have a trusted adult to speak to from 78% to 85% Assemblies and child friendly posters around the school
Parents	February 16th 2025 June 18th 2026 September 2026	-Forms Questionnaire -Meeting with parents to go through the new policy and to offer inputs Survey Results -Meeting with parents to go through the

		new policy and to offer inputs
Board of Management	June 19th 2026 Sept 9th 2026	BOM Meeting BOM Meeting
Wider school community as appropriate, for example, bus drivers	June 2025 August 2025 September 2026	Conversation with members of the Wellbeing Committee Conversation with members of the Wellbeing Committee and team
Date policy was approved: 10 September 2026		
Date policy was last reviewed: 10 September 2026		

The details are in the table below:

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school.

In developing 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 the 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 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 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.

These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

1. Culture and Environment:

A positive and inclusive school environment is essential in preventing bullying. The following measures ensure that a respectful and supportive culture is embedded throughout the school:

Supervision Policy:

- A "telling environment" is actively encouraged, where pupils feel safe to report concerns.
- The concept of a "trusted adult" is promoted, ensuring that teachers, SNAs, leadership, and ancillary staff are approachable and aware of the Bí Cinéalta ethos.

Morning Meet and Greet:

- Each morning, staff welcome students at the school gate, fostering a sense of belonging and security.

Incident Reporting and Recording:

- Clear guidelines are in place for reporting and recording bullying incidents via the Aladdin Incident Log and designated logbooks.

Teacher Responsibility:

- Staff understand their duty in addressing and managing behaviours that may lead to bullying.

Health and Safety Audit:

- Conducted annually and followed up with relevant staff, including the caretaker, supported by the Board of Management (BoM).

Inclusive School Displays:

- Artwork and school displays reflect a commitment to inclusion and diversity.

2. Curriculum (Teaching and Learning)

A proactive curriculum-based approach ensures that all students understand bullying and the importance of respect and kindness:

SPHE (Social, Personal and Health Education) and RSE (Relationships and Sexuality Education):

- Curriculum plans are agreed upon, reviewed, and implemented consistently.
- Resources are provided to teachers upon request to support lesson delivery.

Celebrating Diversity:

- The school community actively acknowledges and explains the multicultural and diverse needs of the student population.
- Children's books promoting wellbeing and inclusion are highlighted and made available to staff.

Anti-Bullying Programmes:

- The FUSE Programme is available for 3rd, 4th, 5th, and 6th classes to address bullying and online safety where they deem appropriate

3. Policy and Planning

Ensuring a robust policy framework supports anti-bullying efforts:

Linked Policies:

- The following school policies reference Bí Cinéalta and are regularly updated:
  - Code of Behaviour
  - Supervision Policy
  - SEN (Special Educational Needs) Policy
- Input from pupils and parents is sought in policy development.

Staff Training:

- Inclusion and diversity training is made available to staff to support best practices in preventing bullying.

Principal's Role in Reporting:

- The principal is responsible for reporting on bullying behaviour to the Board of Management at each meeting.
- If no incidents of bullying have occurred, a report of zero cases is submitted.
- The principal follows the guidance outlined in Appendix D for reporting.

4. Relationships and Partnerships

Collaboration with the wider community enhances bullying prevention:

Community Partnerships:

- Engaging with local groups to promote participation in sports, music, creative arts, and language learning for both children and parents.

Creative and Literacy-Based Workshops:

- Partnering with Graffiti Theatre for creative workshops.
- Implementing "Fighting Words" workshops to encourage self-expression and confidence.

Opportunities for Student Involvement:

- Offering varied school activities across creative arts, science, and sports, with promotion on social media.

- Encouraging student leadership through:
  - Yard Buddies
  - Peer Tutoring
  - Intra-Class Presentations
  - Student Council initiatives.

Awareness for External Staff and Partners: (A copy of the policy will be sent by email where possible or a copy of the policy is available in the school reception area)

The Bí Cinéalta policy is shared with key school partners, including:

- Traffic Wardens
- Taxi Escorts and Drivers
- School Completion Team
- Afterschool Service Providers
- Cleaners, Caretakers, Secretaries, and External Coaches

5. Preventing Cyber Bullying

Digital safety is an essential part of bullying prevention:

Internet Safety Awareness:

- Observing Internet Safety Day and engaging with Webwise and Department of Education and Skills (DES) programmes.

Education on Digital Age of Consent:

- Informing parents and pupils about the digital age of consent in Ireland.

SPHE and Stay Safe Programme:

- Teaching online safety and digital citizenship as part of the curriculum.

Parental Training:

- Providing online and in-person workshops to help parents support their children in safe online behaviour.

6. Preventing Homophobic and Transphobic Bullying

A culture of respect is fostered through targeted training and resources:

Staff Training Materials:

- Altogether Now
- Different Families, Same Love
- INTO Respect Guidelines
- Gender Equality Matters Programme

7. Preventing Racist Bullying

Promoting a welcoming and inclusive environment:

Annual Inclusion Day:

- Celebrating the diversity within the school community.

Encouraging a "Telling Environment":

- Ensuring students feel safe to report incidents of racist bullying.

8. Preventing Sexist Bullying

Ensuring gender equality in all school activities:

Equal Opportunities:

- All pupils, regardless of gender, have access to the same educational and extracurricular opportunities.

9. Preventing Sexual Harassment

Fostering respect through role models and guidance:

Positive Role Models:

- Collaboration with trainers, Gardaí, the School Completion Programme (SCP), and ancillary staff to model respectful behaviour.

10. Focused School Events and Awareness Weeks

Annual events reinforce anti-bullying messages and encourage participation:

- **Wellbeing Week:** June 2027 (Inclusion day is the Wednesday of this week)
- **Internet Safety Day:** February 9th 2027

This whole-school approach ensures that bullying prevention remains a priority, fostering a safe and inclusive environment for all students.

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):

1. Supervision Policy:

To ensure a safe and positive environment where bullying behaviour is identified and addressed promptly, the school implements the following supervision measures:

- **Active supervision** during key times such as breaktimes, transitions between classes, and arrival/dismissal.
- **Yard duty rotations** ensuring that all areas of the school are adequately monitored.
- **Staff training** in recognising early warning signs of bullying behaviour and responding appropriately.
- **Use of a 'telling environment' approach**, ensuring pupils feel safe reporting concerns to teachers, SNAs, or other staff members.

2. Restorative Practice Steps Implemented by All:

Restorative Practice is a core approach in line with **Bí Cineálta**, ensuring conflicts and bullying behaviours are addressed constructively. All staff follow these steps when handling incidents:

- **Listening & Understanding**
  - Staff engage with all parties involved to hear their perspectives in a **non-judgmental** manner.
- **Encouraging Accountability**
  - Pupils displaying bullying behaviour are encouraged to take responsibility and **reflect on the impact of their actions**.
- **Repairing Relationships**
  - Where appropriate, restorative meetings or **restorative circles** take place to rebuild trust and resolve conflicts.
- **Developing Positive Behavioural Strategies**
  - Support plans are implemented to **help pupils learn alternative ways to manage emotions and interactions**.
- **Ongoing Monitoring**
  - Staff continue to check in with all parties to ensure that relationships improve and negative behaviour does not persist.

3. Incident Log:

All bullying incidents are recorded in line with **Chapter 6 of Bí Cineálta**. The school's approach to logging incidents includes:

- **Use of the Aladdin Incident Log** for accurate recording and the new school Bí Cineálta recording document on Aladdin for specific bullying cases
- **Logbooks for informal concerns**, allowing staff to track patterns of behaviour.
- **Regular reviews of logs** by the Principal/Deputy Principal to identify emerging concerns.
- **Parental involvement** where bullying behaviour is confirmed, ensuring a partnership approach to intervention.

4. Oversight Report Presented at All Board of Management (BoM) Meetings:

In compliance with **Bí Cineálta guidelines**, the school reports on bullying behaviour to the Board of Management (BoM) at each meeting:

- The **Principal presents a summary report**, outlining:
  - The number of confirmed bullying cases (not allegations).
  - Trends and concerns identified in school data.
  - Actions taken to support students and prevent recurrence.
  - Staff training updates related to bullying prevention and intervention.
- If **zero cases** of bullying have been confirmed, this is also reported to the BoM.
- The **BoM reviews the effectiveness** of the school's anti-bullying measures and recommends improvements where necessary.

This structured approach ensures **transparency, accountability, and continuous improvement** in addressing bullying behaviour.

Section C: Addressing Bullying Behaviour

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

When bullying behaviour occurs, the school will:

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

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows (see Chapter 6 of the Bí Cineálta procedures):

Bullying is **targeted behaviour, online or offline, that causes harm**. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour isrepeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

In line with **Chapter 6 of the Bí Cinéalta Procedures** from the Department of Education, the school will follow a structured process to determine, address, and review bullying behaviour.

1. Determining if Bullying Behaviour Has Occurred:

The teacher or supervising teacher will assess the situation using the following guiding questions:

- What incident(s)have occurred?
- Where has the incident occurred?
- When did it take place?
- Why did it happen?
- Is the behaviour targeted at a specific student or group of students?
- Is the behaviour intended to cause physical, social, or emotional harm?
- Is the behaviour repeated?

Actions:
Conduct a group meeting to hear all sides of the situation:

- Arrange a structured discussion where all students involved, including witnesses, can share their perspectives in a safe and respectful environment.
- Ensure a neutral, non-judgmental tone is maintained throughout the discussion.
- Encourage open communication, allowing students to express how they felt and what they experienced.
- Emphasise the importance of honesty and active listening.
- Ensure that students understand the difference between reporting concerns and retaliating against someone.

Differentiate between bullying behaviour and hurtful/unacceptable behaviours:

- Evaluate whether the behaviour is a one-time occurrence or a repeated pattern.
- Determine if there was intent to cause harm or distress.
- Consider power imbalances, such as differences in social status, strength, or peer influence.
- Distinguish between conflicts that arise from misunderstandings and behaviour that constitutes bullying.
- Help pupils understand acceptable and unacceptable behaviours by reinforcing the school's Code of Behaviour and Bí Cinéalta principles.

Provide support for pupils following the meeting:

- Offer reassurance and guidance to students affected by the situation.

- Check in individually with pupils who may need additional emotional support.
- Provide resources, such as peer support groups or counselling, where appropriate.
- Engage in follow-up conversations with those involved to monitor emotional well-being.
- Ensure all pupils understand that further support is available if needed.

2. Actions Taken When Bullying Has Occurred:

- **Record** the incident of bullying behaviour in accordance with school policy.
- **Support** both the pupil experiencing bullying behaviour and the pupil displaying bullying behaviour.
- **Engage a Restorative Practice-trained staff member** to speak to all pupils involved.
- **Develop a plan** of observation and support in collaboration with parents and the pupil involved.
- **Ensure timely action** is taken based on the seriousness of the behaviour.
- **Consider the age and ability** of the students involved.
- **Maintain privacy** for those involved.
- **Inform parents** of all pupils involved:
  - Parents will be asked to attend individual meetings with the Class Teacher and Principal/Deputy Principal where deemed necessary.
- **Listen to and reassure** the student experiencing bullying behaviour:
  - Value their input on how best to address the situation.
  - Conduct all discussions with sensitivity.
- **Follow-up Meeting:**
  - Agree to meet with parents of all involved parties after **20 school days** to review progress.

3. Approaches to Address Bullying Behaviour:

Interventions will vary based on the nature of the bullying and may include:

- **Staff Consultation:** Discussing support strategies with relevant staff members.
- **Observation and Supervision:** Increased monitoring in class and during yard time.
- **Restorative and Cooperative Activities:**
  - Circle Time and other activities to support positive group interactions.
- **Managing Student Interactions:**
  - Adjusting seating arrangements or group activities if necessary.
- **External Support:**
  - Consultation with **National Educational Psychological Service (NEPS)** where needed.
- **Curriculum-Based Interventions:**
  - Implementation or revision of **Stay Safe Programme** lessons.

4. Reviewing Progress After 20 School Days:

As per **Section 6.4 (pg. 24) of the Bí Cinéalta Procedures**, a review of progress will be conducted:

- **Assess if the bullying behaviour has ceased:**
  - If stopped, **ongoing supervision** will continue to prevent recurrence.
- **Determine if the behaviour has persisted:**
  - If bullying continues, appropriate strategies, including disciplinary sanctions in line with the school's **Code of Behaviour**, will be considered.

- **Ensure staff understand the 20-day rule:**
  - Bullying is formally recorded only if it has not ceased after 20 school days.
- **Update Student Support Files:**
  - Documentation will be updated where relevant to reflect interventions and progress.

This structured approach ensures transparency, accountability, and the prioritisation of student wellbeing in addressing bullying behaviour within the school.

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):

In accordance with the Bí Cineálta Procedures (Chapter 6, pgs. 46-48), the school adopts a whole-school approach to supporting pupils who experience, witness, or engage in bullying behaviour. This approach is rooted in restorative practices, early intervention, and the promotion of positive relationships.

1. Supporting Pupils Who Experience Bullying Behaviour:

A pupil who experiences bullying behaviour must feel heard, supported, and reassured that action will be taken. The school will implement the following steps:

Listening and Validation:

- Staff members will listen actively and **acknowledge the pupil's experience without judgement**.
- The student will be reassured that their concerns are taken seriously, and confidentiality will be maintained where appropriate.
- The pupil will be encouraged to express how the behaviour has impacted them and what support they need to feel safe.

Assigning a Trusted Adult:

- The concept of a **"trusted adult"** is central to Bí Cineálta, ensuring that every pupil has someone they feel comfortable confiding in.
- All staff (including teachers, SNAs, leadership, and ancillary staff) will be **aware of the importance of fostering a "telling environment"**.
- Pupils will be reminded that they can seek support **without fear of retaliation or further victimisation**.

Providing Emotional and Social Support:

- **Counselling services or pastoral care** will be offered where necessary.
- **Check-ins with a staff mentor** will be scheduled to monitor the pupil's well-being.
- **Restorative practices** may be used to **empower the pupil** and rebuild confidence.
- **Peer-support systems**, such as Yard Buddies or Student Council initiatives, will be encouraged to promote inclusion and belonging.

Ensuring Safety and Prevention of Further Incidents:

- Supervision will be increased where necessary (e.g., during break times or in areas where bullying has previously occurred).
- Strategies such as **buddy systems** and **safe spaces** will be implemented.
- The pupil will be supported in **developing self-advocacy and resilience**, incorporating Bí Cineálta's focus on **social and emotional learning**.

2. Supporting Pupils Who Witness Bullying Behaviour:

Bí Cineálta highlights the **significant role of bystanders** in either reinforcing or preventing bullying behaviour. Pupils who witness bullying need guidance on how to respond constructively. The school will implement the following steps:

Educating on Active Bystander Strategies:

- Through SPHE and Bí Cineálta lessons, pupils will learn **the different types of bystander responses**:
  - **Passive bystanders** (who ignore the behaviour)
  - **Reinforcing bystanders** (who encourage or laugh at the behaviour)
  - **Defensive bystanders** (who stand up for the target)
  - **Active bystanders** (who report the behaviour to an adult)
- Pupils will be taught **when and how to intervene safely**.

Providing Anonymous Reporting Options:

- Bí Cineálta promotes **a culture of reporting**, ensuring that students **do not feel they are "telling" or "snitching"**.
- The school will provide an **anonymous reporting system** where pupils can confidentially report concerns.

Encouraging Peer Support and Inclusion:

- Bí Cineálta emphasises **fostering empathy and kindness** through structured activities such as:
  - **Kindness Challenges** (encouraging positive actions within the school)
  - **Circle Time Discussions** (allowing pupils to discuss their experiences and understand different perspectives)
  - **Buddy Systems and Peer Mentoring** (creating a culture where everyone feels included and valued)
- Witnesses of bullying behaviour will be encouraged to **support the affected pupil**, reinforcing the school's values of **kindness and inclusion**.

3. Supporting Pupils Who Display Bullying Behaviour:

A **key focus of Bí Cineálta** is **supporting behavioural change** in pupils who display bullying behaviour rather than simply applying punitive measures. The school will take the following steps:

Using Restorative Practices to Encourage Accountability:

- **Restorative conversations** will be held with the pupil displaying bullying behaviour, led by a **trained staff member**.
- The pupil will be encouraged to **reflect on the impact of their actions** and explore ways to make amends.

- Restorative circles may be used where appropriate, ensuring that **both the affected pupil and the pupil displaying bullying behaviour have a voice**.

Providing Targeted Behavioural Interventions:

- The pupil will engage in **one-to-one sessions with a mentor** to address:
  - The reasons behind their behaviour
  - The impact on others
  - Alternative ways to manage emotions and conflict
- Where needed, **social skills training and emotional regulation activities** will be provided.

Engaging Parents and Guardians:

- **Parents will be involved early** to ensure a collaborative approach to behaviour change.
- Meetings will be held with parents to **discuss appropriate interventions and supports**.
- Resources on **promoting positive behaviour at home** will be provided.

Implementing Reparation and Positive Behaviour Supports:

- The pupil may be asked to take part in **acts of kindness** within the school to **promote inclusion and rebuild relationships**.
- Participation in **school-wide initiatives (e.g., Wellbeing Week, Student Council projects)** will be encouraged.

Ensuring Close Monitoring and Review:

- The school will develop an **individualised support plan** for the pupil, outlining expected improvements and ongoing supervision.
- Follow-up meetings will be scheduled **after 20 school days** to review progress.
- If behaviour does not improve, the school's **Code of Behaviour and disciplinary procedures** may be implemented as needed

All bullying behaviour will be recorded. This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

Section D: Oversight

The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

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

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: _____ Date: 10/9/24

(Chairperson of board of management)

Signed: _____ Date: 10/09/24

(Principal)

List of Supports:

1. Gov.ie

Details: This platform provides comprehensive resources for primary and post-primary schools, including guidance for parents. It includes legislative information, frameworks for fostering positive school climates, and practical tools for addressing bullying.

2. National Educational Psychological Service (NEPS)

Details: NEPS offers psychological assessments, consultations, and guidance to schools. It helps develop whole-school policies and strategies, provides crisis support, and assists with tailored interventions for students displaying or experiencing bullying behaviour.

3. Oide

Details: Oide supports professional teacher development and provides resources focused on enhancing teachers' ability to manage and prevent bullying. It offers practical training modules and advice for classroom management and student wellbeing.

4. Tacklebullying.ie

Details: This is an anti-bullying website designed for students, teachers, and parents, providing resources, advice, and tools to help identify and address bullying effectively.

5. Webwise

Details: Specialises in online safety resources to address cyberbullying. Key resources include:

- AUP Generator: Helps schools create an Acceptable Use Policy for online behaviour.
- HTML Heroes: Interactive resources aimed at 3rd and 4th classes.
- BeKindOnline Initiative: A campaign encouraging positive and respectful online interactions.
- All Together Now: LGBTQ+ inclusion resources for 5th and 6th class students, supporting diversity and respectful communication

6. PDST Restorative Practice Training

Details: The Professional Development Service for Teachers (PDST) provides training on restorative practices that help schools build a culture of respect and conflict resolution, which can mitigate bullying.

8. National Parents Council (NPC)

Details: Represents parents and provides a range of supports including guidance on educational policies and issues like bullying. Their resources empower parents to engage constructively with schools.

9. Dublin City University (DCU) Anti-Bullying Centre (Link: DCU FUSE Programme)

Details: Conducts research and provides training and educational resources. The FUSE programme is specifically designed for 4th, 5th, and 6th class students and focuses on understanding and countering bullying through awareness and peer-led initiatives.

10. Tusla

Details: As the Child and Family Agency, Tusla addresses cases where bullying may raise child protection concerns. It provides support and services that help schools respond appropriately to these situations.
These resources and supports provide a foundation for schools to create safe and inclusive learning environments, offering both preventive and responsive measures to combat bullying.

Bullying Behaviour is
Targeted
Hurtful
Repeated
Bí Cineálta
Report it..
Tell an adult
Tell a friend
You are not alone!
We are here to help..
We want everyone in Strawberry Hill National School to feel safe and happy.
Ag obair le chéile

STRAWBERRY HILL NATIONAL SCHOOL
Blarney Road, Cork City . T23 RW98 ☎ 021 4396632 ✉office@strawberryhillns.ie

Bí Cineálta - **Recording Bullying Behaviour (Available on Aladdin)**

1. **Names of Children Involved**	
Student(s) Experiencing Bullying	
Student(s) Engaging in Bullying Behaviour:	
Other Witnesses (if any)	

2. . Form of Bullying *(Refer to Section 2.5 – Tick all that apply)*	
	Physical (e.g., hitting, kicking, pushing)
	Verbal (e.g., name-calling, teasing, insults)
	Psychological (e.g., intimidation, manipulation)
	Cyberbullying (e.g., harmful messages, social media misuse)
	Relational (e.g., exclusion, spreading rumors)
	Other:

3. **Type of Bullying** *(Refer to Section 2.7 – Tick all that apply)*	
	Peer-to-Peer
	Teacher-to-Student
	Group Bullying
	Prejudicial Bullying (e.g., based on race, religion, gender)
	Sexual Bullying (e.g., inappropriate comments, harassment)
	Other:

4. Where and When *(If known)*	
Location**:**	
Date/Time:	

5. Date of Initial Engagement	
With Student(s):	
With Parent(s):	

6. Views of Student(s)/Parent(s) *(Regarding the actions to be taken to address bullying behaviour)*

7. Date of Review *(To determine if bullying behaviour has ceased) (reminder - 20 days)*	
Review Date	
Outcome	
Views of Student(s):	
Views of Parent(s):	

8. Engagement with External Services/Supports *(If any)*	
Services Contacted:	
Details of Engagement:	

9. Recording Teacher	
Name:	
Date Recorded	

2.7 Types of bullying behaviour

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

- **disablist bullying behaviour:** behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- **exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- **gender identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity
- **homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- **physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance. Students who "look different" can be mocked or criticised about the shape, size or appearance of their body
- **racist bullying:** behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the *National Action Plan Against Racism*[13] as "a form of domination which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on race, colour, descent, or national or ethnic origin"[14]
- **poverty bullying:** behaviour that intends to humiliate a student because of a lack of resources
- **religious identity bullying:** behaviour that intends to harm a student because of their religion or religious identity
- **sexist bullying:** behaviour that intends to harm a student based on their sex, perpetuating stereotypes that a student or a group of students are inferior because of their sex
- **sexual harassment:** any form of unwanted verbal, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects the dignity of the student

2.5 How bullying behaviour occurs

Bullying behaviour can take many forms, which can occur separately or together. These can include the following, which is not an exhaustive list:

Direct bullying behaviour:

Physical bullying behaviour:

- Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in "mess fights" they can sometimes be used as a disguise for physical harassment or inflicting pain.
- Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Verbal bullying behaviour:

- Continual name-calling directed at a student which hurts, insults or humiliates the student should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance; for example, size or clothes worn or gender identity. It can also refer to a student's accent, distinctive voice characteristics, academic ability, race or ethnic origin.

Written bullying behaviour:

- Written bullying behaviour includes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

Extortion

- Bullying behaviour can involve extortion. Extortion is where something is obtained through force or threats.

Indirect bullying behaviour:

Exclusion

- Exclusion bullying behaviour occurs where a student is deliberately and repeatedly

Relational

- 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; non-verbal 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.

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, e-mail, 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 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 likelihood of being shared multiple times and is thus repeated.

As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an "offline" experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the non-consensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.