

St. Abbans National School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Document Control	
<i>Date ratified by the Board of Management</i>	11 th June 2025
<i>Next date for review</i>	June 2026

The Board of Management of St. Abbans National School has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour. Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992. In doing this we committed to promote, protect, and fulfil the rights of children. Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience, and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion, or language (Article 30)

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 [Chapter 2 - 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 and can have lasting effects on the child experiencing the behaviour.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

The harm can be:

- Physical (e.g.: personal injury, damage to or loss of property)
- Social: (e.g.: withdrawal, loneliness, exclusion)
- Emotional: (e.g.: low self-esteem, depression, anxiety)
- A one-off instance of negative behaviour towards a 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.

Behaviour that is not bullying behaviour:

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, must be addressed under the school 's Code of Behaviour.
- Some students with special educational needs, may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying **unless** it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Types of Bullying:

There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+, physical appearance, racism, poverty status, religious identity, sexism, and sexual harassment. This is not an exhaustive list.

Bullying can be:

Direct:

- Physical: pushing, shoving, punching, kicking, poking, and tripping students. Physical assault. Destruction of personal property.
- Verbal: continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race, or ethnic origin.
- Written: Writing insulting remarks in public places, passing notes or drawings about the student.
- Extortion: where something is obtained through force or threats.

Bullying can be:

Indirect

- Exclusion: where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- Relational: Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc. can all form relational bullying for a student.

Online bullying behaviour:

Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms, and other online technologies.

This can include:

- Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above.
- Posting information which is personal, private, or sensitive without consent.
- Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students.
- Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

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	March 2025	Stage 1: Staff Meeting – staff provided with the opportunity to discuss the new Bí Cineálta action plan and stemming from this discussion, staff were informed of the important points in dealing with an incidence or report of bullying. Watching and discussing Bí Cineálta video resources. Staff given time to discuss and relay feedback.
	May 2025	Sharing of draft policy with staff to discuss / consult and make any amendments following their review.
Students	March 2025	Students were given a questionnaire to seek how safe they felt in our school.
Parents	March 2025	Feedback sought from parents by means of a questionnaire.
	May 2025	Policy created with this information and sent out to parents/children to review together with information on same in terms of how to contact the school if needed.
Board of Management	June 2025	Review and discussion of policy – leading to consultation and final ratification later.
Date policy was approved: 11 th June 2025		
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.

Culture and Environment: We strive to:

- Create a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour is taken.
- Build an environment where students feel safe, connected, and supported.
- Promote kindness and inclusion among student body – peer support and positive environment.
- 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.
- Promote the concept of a trusted adult – Stay Safe linkage – “who to tell”.
- Create safe spaces in our school building and yards – visibility
- Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion, and respect.
- Encourage a sense of belonging with ownership over their own space through art and creativity.
- Create a positive school culture and climate which is
- 1. Welcoming of difference and diversity and is based on inclusivity e.g.... use programmes such as ‘Show Racism the Red Card’.
- 2. Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment, and promotes respectful relationships across the school community.

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

- Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed on the notice board in the hallway for ease of access also.
- Anti-Bullying activities such as Random acts of Kindness homework, Poster making, slogan making, poems.
- Playground helpers – students in higher classes may volunteer to support younger classes on yard to help with games and positive interactions.
- Child Friendly Bí Cineálta Policy was formed with pupil and parent input and is distributed for discussion with all parties before being ratified. This policy outlines various ways to tell.
- Parents receive information at times regarding useful information on Anti Bullying.
- Stay safe and SPHE lessons focusing on positive behaviour form part of curricular content in all classes.
- Effective supervision and monitoring of pupils.
- Bí Cineálta notice board to promote kindness and build responsibility amongst pupils. This is placed in an area of the school that is clearly visible.

Curriculum (Teaching and Learning)

We strive to:

- Provide teaching and promote learning which is collaborative and respectful, fostering inclusion and respect for diversity.
- Display a shared understanding of what bullying is and its impact.

Ways in which we work to achieve this:

- The Acceptable Use Policy, Supervision policy, Special Education Policy, Digital Learning Policy, and Code of Behaviour all support the implementation of the Bi Cineálta policy.
- Effective leadership is a key component with Principal/DLP, Deputy Principal/ DDLP, and all staff focused on supporting the implementation of this policy.

Relationships and Partnerships

- Interpersonal connections are supported through a range of formal and informal structures.
- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Encouraging peer mentoring and peer support.
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.

“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.”

The school has the following strategies in place to prevent and address bullying behaviour

- Staff always endeavour to encourage pupils to show respect for each other.
- Implementation of the SPHE curriculum.
- Positive self-esteem is fostered among the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for success.
- The school's anti-bullying policy is discussed regularly with the pupils.
- Staff are particularly vigilant in monitoring pupils who are considered at risk of bullying/ being bullied.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff.
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s), and the wider school community – In March we gathered the student voice to use student and parent input to inform policy making.
- Supervision and monitoring of classrooms, corridor, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of pupils in contributing to a safe school environment with activities that can help encourage a culture of peer respect and support.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling.' This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly
- Ensuring that pupils know who to tell and how to tell, e.g.
 - Direct approach to class teacher/another teacher or trusted adult at an appropriate time, for example after class
 - Hand note up with homework
 - Get a parent[s]/guardian[s] or friend to tell on your behalf
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Refer to appropriate online behaviour when using devices and in SPHE lessons.
- Promote online safety events or material for parents.
- A wide range of supports are currently being used in the school e.g., www.webwise.ie
- Foster a culture where diversity is celebrated and students “see themselves” in the school environment.
- Ensuring the library has material with reflects our diverse school population from different national, ethnic, and cultural backgrounds.
- Modelling of respectful behaviour by staff of all irrespective of sex.
- Ensuring all students have the same opportunities to engage in school activities irrespective of sex.
- Making clear that our school has a zero-tolerance approach to sexual harassment of any kind with enforceable policy.

“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”.

Section C: Addressing Bullying Behaviour

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

- The class teacher will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour.
- The DLP/DDLP will follow up after twenty days to investigate if bullying has ceased.
- All staff will be vigilant to bullying behaviour.
- Principal will inform Board of Management of incidences of Bullying.

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

Requests to take no action

1. A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than “look out” for them. Where this occurs, it is important that the member of staff shows empathy to the student, deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter, and how their parents will be informed of the situation.
2. Parents may also make the school 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 is literacy, digital literacy or language barriers. However, while acknowledging the parents request, schools may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

The school will use the following approaches to support those who experience, witness, and display bullying behaviour

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations.

Supporting Bullied pupils:

- Ending the bullying behaviour.
- Fostering respect for bullied pupils and all pupils.
- Fostering greater empathy towards and support for bullied pupils.
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes.
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations.
- Making adequate counselling facilities available to pupils who need it in a timely manner (subject to available funding).
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills [e.g. participation in group work in class and in team activities].

Supporting Bullying pupils:

- Making it clear that bullying pupils who reform is not blamed or punished and get a 'clean sheet'.
- Making it clear that bullying pupils who reform is doing the right and honourable thing and giving them praise for this.
- Making adequate counselling facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others.
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in team activities).
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth.
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child.
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

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

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

Section D: Oversight

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

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

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: *Mary Byrne*

Date: 11th June 2025

(Chairperson of board of management)

Signed: *Lynda Treacy*

Date: 11th June 2025

(Principal)