

Shanbogh N.S.

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Shanbogh 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. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Definition of bullying

Bullying is defined in *Cineáltas: Action Plan on Bullying* and *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024* as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the *Bi Cineálta* procedures.

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

Section A: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

All members of our school community were provided with the opportunity to input into the development/review of this policy.

	Date consulted	Method of consultation
School Staff	03/06/2026	Staff Meeting
Students	Survey: Term 3 2025/26	Survey
Parents	Policy sent to parents: June 2026 Survey: June 2026	Parents' Association Survey to all Parents/Guardians
Board of Management	11/06/2026	Consultation at BOM meeting
Wider school community as appropriate, for example, bus drivers		Consultation as deemed necessary
Date policy was approved: 11/6/26		
Date policy was last reviewed: 29/5/25, 11/6/26		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that may be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate (see Chapter 5 of the Bí Cineálta procedures):

Prevention Strategies

Culture and Environment

- Create a positive school climate where all students feel safe, respected, and valued
- Promote diversity and inclusion in all aspects of school life
- Using circle practice in the classroom to build a positive culture and environment
- Encourage open communication between students, staff, and parents. Encourage pupils to disclose and discuss incidents of bullying behaviour
- Establish clear expectations for behaviour and enforce them consistently
- Promote respectful relationships across the school community
- Open communication
- Effective routines / transitions

Curriculum (Teaching & Learning)

- Integrate anti-bullying messages into the school curriculum
- Teach students about bullying and its effects
- SPHE methodologies
- Provide opportunities for students to develop social and emotional skills
- Incorporate lessons on respect, empathy, and diversity into the curriculum
- An annual anti-bullying/friendship event
- The Stay Safe programme will be fully implemented at appropriate levels in the school every two years
- Code of conduct for the classroom and playground drawn up with the children in September
- Behaviour reflection sheets
- Resources such as social stories
- Explicit teaching and appropriate communication and emotional literacy
- Group work/Collaboration
- Sensory walk / emotional regulation breaks

Policy & Planning

- Develop a clear and consistent anti-bullying policy that is enforced by all staff members
- Review and update the anti-bullying policy annually
- Provide training for staff on how to recognize and respond to bullying through CPD
- Establish clear procedures for reporting and responding to bullying incidents
- The Acceptable Use Policy was developed in the school to include the necessary steps to ensure that access to technology within the school is strictly monitored
- School Policies: The following policies, practices and activities that are particularly relevant to bullying include; Code of Behaviour, Child Safeguarding Statement and Risk Assessment, Supervision of Pupils. Acceptable Use Policy, Attendance, RSE, PE, SEN Policy
- The school's approach to tackling and preventing bullying will take particular account of the needs of pupils with disabilities or with SEN, will join up with other relevant school policies and supports and will endeavour to ensure that all the services that provide for such pupils work together
- Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.

Relationships & Partnerships

- Encourage open communication between students, staff, and parents
- Build positive relationships with students and families
- Implementation of education and prevention strategies including awareness raising measures that - Build empathy, respect and resilience in pupils

TPL (Teacher Professional Learning)

- Collaborate with community organisations to provide additional support and resources
- Guest speakers may be invited to address staff and parent groups at regular intervals in relation to various types of bullying in particular cyber bullying
- Work with parents and students to educate them about the dangers of cyberbullying by facilitating outside speakers e.g. Ger Brick – INetSafety talk. The programme Web wise will be taught on a regular basis in the school.

Preventing Cyberbullying Behaviour

- Explicitly teach the issues of cyberbullying
- Monitor student use of technology in the classroom and on school grounds through the use of schools' broadband filtering system
- Work with parents and students to educate them about the dangers of cyberbullying by facilitating outside speakers

Preventing Homophobic/Transphobic Bullying Behaviour

- Create a safe and inclusive environment for all students, regardless of their sexual orientation or gender identity
- Educate students about the importance of respecting all people, regardless of their sexual orientation or gender identity
- Encourage peer support such as peer mentoring and empathy building activities

Preventing Racist Bullying Behaviour

- Teach students about the history and impact of racism e.g. Show Racism the Red Card
- Promote diversity and inclusion in the classroom
- Provide support to students who have been targeted by racist bullying
- Ensure that library reading material represents appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

Preventing Sexist Bullying Behaviour

- Teach students about the importance of gender equality e.g. Gender Equality Matters
- Celebrate diversity at school and acknowledge the contributions of 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):

Supervision

Staff supervision: All staff members are trained to recognise and respond to bullying behaviour. They are present and visible in common areas and playgrounds during break times.

Student supervision: Class teachers supervise students during class time and break times. They are aware of what is happening in their classrooms and on the playground.

Visitor supervision: Visitors to the school will be supervised at all times. They will not be left alone with students.

Monitoring

Incident reporting: The class teacher investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and records on an incident report form.

Incident investigation: All reports of bullying will be investigated promptly and thoroughly. The investigation will include discussions with the student who reported the incident, the student who was allegedly bullied, and any witnesses.

Follow-up: The school will take appropriate action to address the bullying behaviour.

By implementing these policies, Shanbogh NS can create a safer and more positive school environment for all students.

Section C: Addressing Bullying Behaviour

The teacher(s) with responsibility for addressing bullying behaviour is (are) as follows: Class Teachers and Special Education Teacher.

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

Establishing if bullying behaviour has occurred:

- All incidences of reported or suspected bullying behaviour will be investigated with a view to establishing facts and managing the behaviour
- When identifying if bullying behaviour has occurred the teacher will exercise his / her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. The teacher will consider the following: what, where, when and why?
- Class teacher(s) will be fair and consistent in their approach when addressing bullying behaviour reported by pupils, staff or parents
- If a group of students is involved, each student will be engaged with individually at first. Thereafter, all students involved will be met as a group. At the group meeting, each student will be asked for their account of what happened to ensure that everyone in the group is clear about each other's views. Discussions will be carried out in a fair and consistent way
- Each student will be supported, as appropriate, following the group meeting. It may also be helpful to ask the students involved to write down their account of the incident
- The definition of bullying provided in Chapter 2 of the procedures sets out clear criteria to help schools to identify bullying behaviour. The questions included in Appendix C can further assist in this regard
- Incidents can occur where behaviour is unacceptable and hurtful but the behaviour is not bullying behaviour. Strategies that deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

The following principles must be adhered to when addressing bullying behaviour:

- Ensure that the student experiencing bullying behaviour feels listened to and reassured
- Seek to ensure the privacy of those involved
- Conduct all conversations with sensitivity
- Consider the age and ability of those involved
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- Take action in a timely manner
- Inform parents of those involved.

Non-teaching staff such as special needs assistants (SNAs), caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a class teacher.

School staff know what to do when bullying behaviour is reported to them.

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 in accordance with their Bi Cineálta policy.

Both the student who is experiencing bullying behaviour and the student who is displaying bullying behaviour need support.

Parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour.

The primary aim of the class teacher(s) investigating bullying is to resolve issues and to restore relationships. Ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the bullying behaviour. In some cases, relationships may never be restored to how they were before.

The parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken. The school will give parents/guardians an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the pupils.

It must also be made clear to all involved (each set of pupils and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter (under GDPR) between the pupil being disciplined, his or her parents/guardians and the school.

When an investigation is completed and/or a bullying situation is resolved the teacher(s) will complete a report to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.

Behaviour reflection sheets filled out by pupils to be kept in pupil's folders.

Where a Student Support Plan exists, the plan should be updated to incorporate response strategies and associated supports.

Staff will fill out an incident report.

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

If the bullying behaviour has not ceased the class teacher(s) 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, then 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/guardian is not satisfied with how the bullying behaviour has been addressed by the school, in accordance with Bí Cineálta they should 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.

The school will use the following approaches to support those who experience, witness and display bullying behaviour (see Chapter 6 of the Bi Cineálta procedures):

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

- Managing the bullying behaviour
- Supporting the pupils who *have* experienced bullying behaviour, displayed bullying behaviour and witnessed bullying behaviour
- Promote a positive school culture where pupils feel safe, respected and valued
- Raising awareness of the appropriate programmes and teacher training

- Helping 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, team activities during school, small social groups with SET
- Making it clear that adopting the strategies is a positive step towards creating a more respectful and inclusive school environment
- In dealing with challenging behaviour, encouraging teachers and parents to focus on positive reinforcement
- Circle time

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 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 incident of bullying behaviour has 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: Eileen Cady.
Chairperson BOM

Date: 11/06/2026

Signed: Mary McDonald
Principal

Date: 11/6/26

