SCOIL MHUIRE



KANTURK

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Ratified – June 2025

Updated – June 2026

1. Policy Context

The Board of Management of Scoil Mhuire Kanturk 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.

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

2. 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".*

The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

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

The core elements of the definition are further described below:

Targeted behaviour

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

Repeated behaviour

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

Imbalance of power

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

Behaviour that is *not* bullying behaviour

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

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

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.

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

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

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

Bullying as Criminal Behaviour:

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

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

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

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

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

Types of Bullying behaviour deemed to be inappropriate

- Humiliation
- Intimidation; including aggressive use of body language.
- Verbal abuse, anonymous or otherwise.
- Physical abuse or threatened abuse.
- Aggressive or obscene language.
- Offensive joke; whether spoken or by email, text messaging etc.
- Victimisation; including very personal remarks.
- Exclusion and isolation.
- Intrusion through interfering with personal possessions or locker.
- Threats, including demands for money.
- An attack by rumour, gossip, innuendo or ridicule on any individual's reputation either verbally or through electronic media
- Posting insults about a person on a website or sending upsetting text messages on a mobile. Putting up pictures on a message board, pretending to be someone else in a chat room or on a web page.

Types of Bullying

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

Verbal bullying is name-calling, making offensive remarks, or joking about a person's religion, gender, ethnicity, sexuality, socioeconomic status, or the way they look. It can also include a bully making verbal threats of violence or aggression against someone's personal property.

Indirect bullying includes spreading rumours or stories about someone, telling others about something that was told to you in private, and excluding others from groups.

Social alienation is when a bully excludes someone from a group on purpose. It also includes a bully spreading rumours, and also making fun of someone by pointing out their differences.

Intimidation is when a bully threatens someone else and frightens that person enough to make him or her do what the bully wants.

This Policy Applies

- In class, between classes and while on the school premises
- While in school uniform
- On the way to and from school
- On school-based activity, school tours etc.
- To anything done in the school name
- To any behaviour that adversely affects the school reputation or **the education of any student in the school**

3. Development and Review

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	09/03/25 & 15/03/26 *(Review)*	Staff meeting and presentation SSE Working Groups consultation
Students	13/05/25 & 15/03/26 (Review)	Student Council Meeting
Parents	29/05/25 & 26/05/26 *(Review)*	Meeting of Parents Association – draft emailed to all parent on recommendation of this meeting
Board of Management	17/06/25 & 17/06/26 *(Review)*	Board of Management Meeting
Wider School Community	From June 17th 2025	Available on School Website

Date policy was approved: June 17th 2025
Date policy was last reviewed: 17th June 2026

4. Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by the school. These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.

Culture and environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported. Relationships between all members of the school community should be based on respect, care, integrity and trust as outlined in the CEIST Charter and other school charters. Daily morning assemblies lead by the Year Manager helps to promote and embed this culture.

Curriculum (Teaching and Learning)

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

Subject and Programme Provision

The curricular subjects offered to students provide opportunities to foster inclusion and respect for diversity. We offer a wide array of subjects at both Junior and Senior Cycle as well as a diverse and engaging Transition Year Programme, providing opportunities for students to develop a sense of self-worth through both curricular and our wide variety extracurricular activities.

Subject content

The updated **SPHE** specifications aim to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The **RSE** strand of the specification also provides space for students to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identity-based bullying as well as sexism and sexual harassment. In **CSPE**, there is a focus on the interdependence of people in communities, at local as well as national and international levels. **History** can be used to raise awareness of racism and colonialism enabling students to develop an understanding of the root causes of bias and prejudice.

Preventing cyberbullying behaviour

Technology and social media have provided many positive opportunities for education, entertainment and social engagement. Technology is a part of life that can impact even the youngest members of society. However, the increase in the use of technology has led to students becoming increasingly vulnerable to cyberbullying or unacceptable online behaviour. In Scoil Mhuire Kanturk strategies to prevent cyberbullying behaviour include the following, which is not an exhaustive list:

- we proactively address these challenges by promoting digital literacy, digital citizenship, and fostering safe online environments through our first year taster module, through ICDL, through daily year group assemblies, in SPHE and by inviting external experts to engage with students
- we have developed and communicate to students and parents our Acceptable Use Policy for student devices
- appropriate online behaviour is referenced as part of the standards of behaviour in the Code of Behaviour
- we promote or host online safety events for parents who are responsible for overseeing their children's activities online
- we hold a variety of wellbeing events during the year which can address bullying and cyberbullying issues
- Mobile Phones are not allowed in school unless being used by a teacher in the classroom for teaching and learning. Technology to block phone signals is deployed in the student toilets.

Preventing homophobic/transphobic bullying behaviour

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

- we maintain an inclusive physical environment such as by displaying relevant posters and flags around the school
- encouraging peer support such as peer mentoring and empathy building activities to challenge gender stereotypes
- encouraging students to speak up when they witness homophobic behaviour.

Preventing racist bullying behaviour

Schools have become much more culturally diverse over the last number of decades. Students attending schools come from many different cultures and backgrounds. Students from diverse backgrounds may face discrimination and prejudice and may be subject to racist bullying behaviour.

In Scoil Mhuire Kanturk strategies to prevent racist bullying behaviour include the following, which is not an exhaustive list:

- we foster a school culture where diversity is celebrated
- we have the cultural diversity of the school visible and on display in photos and on social media

- we encourage peer support such as peer mentoring and empathy building activities
- we encourage bystanders to report when they witness racist behaviour
- we provide supports to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents
- we provide supports to school staff to support students from ethnic minorities, to encourage communication with their parents inviting speakers from diverse ethnic backgrounds
- we ensure that reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

Preventing sexist bullying behaviour

As a co-educational school we place a particular focus on gender equality as part of our school's measures to create a supportive and respectful environment.

In Scoil Mhuire Kanturk strategies to prevent sexist bullying behaviour include the following, which is not an exhaustive list:

- we ensure members of staff model respectful behaviour and treat students equally irrespective of their sex
- we ensure all students have the same opportunities to engage in school activities irrespective of their sex
- we celebrate diversity at school and acknowledging the contributions of all students
- we organise awareness events at different times throughout the year
- we encourage parents to reinforce these values of respect at home.

Preventing sexual harassment

Preventing sexual harassment requires an approach that focuses on education, awareness and clear enforceable policies. We make it clear that there is a zero tolerance approach to sexual harassment. Sexual harassment should never be dismissed as teasing or banter.

In Scoil Mhuire Kanturk strategies to prevent sexual harassment include the following, which is not an exhaustive list:

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

In Scoil Mhuire Kanturk the following **supervision and monitoring policies** in place to prevent and address bullying behaviour:

Daily morning assemblies

Year Managers meet with their year group at the start of each day allowing for regular monitoring of student wellbeing or bullying behaviour

Supervision on Yard and Corridors and in class

A weekly schedule of student supervision by staff on corridors and in the yard is developed to monitor student behaviour and wellbeing. Any causes for concern are dealt with and reported to school management.

All staff are watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are expected at all times.

Activities, tours and trips

Appropriate numbers of staff are deployed to supervise and monitor students on approved activities, tours or trips off the school campus.

Monitoring software

Scoil Mhuire Kanturk has purchased and deploys monitoring software on the school ICT network and on school devices.

Staff and student email

All staff and students are set up with school-based email which allows for easy and discrete communication.

5. Addressing Bullying Behaviour

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

Year Manager for each year group

The Year Manager may seek the support of the Programme Manager and / or the Guidance Counsellor

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as is practicable, the relationships of the parties 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:

Who to Talk to:

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

- A direct approach at an appropriate time
- Hand up a signed note e.g., with homework
- Email a staff member or Year Manager
- Make a phone call to the school

- Ask a parent/guardian or friend to talk on your behalf.

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

The staff member will:

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

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

Identifying if bullying behaviour has occurred

When bullying behaviour occurs, the school will:

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

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.*

The Year Manager will:

- Identify if bullying behaviour has occurred by analysing incidents of alleged bullying and seek answers to questions of what, where, when, who and why.
- This will be done in a calm manner, setting an example in dealing effectively with conflict in a non-aggressive manner.
- If a group of students is involved, each student will be engaged with individually at first.
- Thereafter, all students involved should be met as a group (this will only happen by agreement with students and parents)
- 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.
- 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. ***Appendix A***.

The definition of bullying provided above sets out clear criteria to help the Year Manager to identify bullying behaviour. **The Year Manager will use Appendix B to make this determination.**

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

Where bullying behaviour has occurred:

"Given the complexity of bullying behaviour it is generally acknowledged that that no one approach works in all situations. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed. Each school must therefore decide on an approach that is best suited to its own circumstances."

P 44, Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools

Where the Year Manager has deemed Bullying has occurred the **Year Manager will** record any instances of Bullying on a school record form.

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. All files and documents will be stored with a Bullying Case file number in a designated filing cabinet in the school office and will also be attached to each relevant students file on the Student Management Information System.

In the first instance a restorative practice and mediation approach to dealing with the bullying behaviour will be taken by the Year Manager.

- Consult with parents: parents are an integral part of the school community and play an important role, in partnership with schools, in addressing bullying behaviour. Where bullying behaviour has occurred, the parents of the students involved will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour
- Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- The person who has bullied will be asked to sign and complete **Appendix C**. Sanctions may apply in line with the schools Code of Behaviour for serious or a repeated instance of Bullying with a second student. Repeat instances of Bullying with the same student is dealt with below.
- Follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

Requests to take no action:

A student reporting bullying behaviour may ask that a member of staff does nothing about the behaviour other than "look out" for them. The student may not want to be identified as having told someone about the bullying behaviour. They may feel that telling someone might make things more difficult for them. Where this occurs, school staff will show empathy to the student, will deal with the matter sensitively and speak 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.

It is important that the student who has experienced bullying behaviour feels safe.

Parents may also make schools aware of bullying behaviour that has occurred and specifically request that the school take no action. Parents will be asked to **put this request in writing** to the school.

However, while acknowledging the parent's request, the school may decide that, based on the circumstances, it is appropriate to address the bullying behaviour.

Follow up where bullying behaviour has occurred:

- The Year Manager will engage with the students involved and their parents again no more than 20 school days after the initial engagement
- In cases where the Year Manager considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they have determined that bullying behaviour has occurred, it will be recorded by the Year Manager and passed on to the principal with all other documentation.

In determining whether a bullying case has been adequately and appropriately addressed the Year Manager must, as part of their professional judgement, document and take the following factors into account:

- Whether the bullying behaviour has ceased and the date;
- The views of the parents and students
- Any engagement with external services and supports
- If the bullying behaviour has not ceased the Year Manager will 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 will use 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
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, 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:

Students who experience Bullying or Witness Bullying

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

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

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

Students who display bullying Behaviour

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

Outside agency support

The school in certain circumstances may also seek the support and advice of TUSLA, EWO, NEPS, NCSE, second level school support services, HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying.

6. Oversight

Periodic Summary Reports to the Board of Management

The principal will present an update on bullying behaviour at each Board of Management Meeting. (**Appendix D**)

This update will include:

- the number of incidents of bullying behaviour that have been reported since the last meeting
- the number of ongoing incidents
- the total number of incidents since the beginning of the school year.

Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant:

- information relating to trends and patterns identified
- strategies used to address the bullying behaviour
- any wider strategies to prevent and address bullying behaviour where relevant
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- if a parent has informed the school that a student has left the school because of reported bullying behaviour
- if any additional support is needed from the Board of Management
- if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update does not contain personal or identifying information.

7. Annual Review of the Bí Cineálta Policy

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

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

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

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

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.

Signed: Alan Bourke Date: 17th June 2026
(Acting Chairperson of Board of Management)

Signed: Ciaran Queeney Date: 17th June 2026
(Principal)

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APPENDIX A

ALLEGED BULLYING INCIDENT STUDENT STATEMENT FORM

DATE: _____/_____/_____ **STUDENT: _____**

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

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Appendix B

Identifying if bullying behaviour has occurred

To determine whether the behaviour reported is bullying behaviour the Year Manager should consider the following questions:

1. Is the behaviour **targeted** at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional **harm**?
3. Is the behaviour **repeated**?

If the answer to ***each of the questions above is Yes***, then the ***behaviour is bullying behaviour*** and the behaviour should be addressed using the Bí Cineálta Procedures.

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

If the answer ***to any of these questions is No***, then the ***behaviour is not bullying behaviour***. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

Identification for alleged reported case of bullying behaviour

Name of student (potentially bullied): _____

Q1. YES _____ No _____

Q2. YES _____ No _____

Q3. YES _____ No _____

Signature of teacher with responsibility: _____

Date: _____/_____/_____

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Appendix C

Scoil Mhuire Kanturk

Anti-Bullying - *Student Behaviour Promise*

Student Name: _____ *Class:*_____

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

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

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

_____

_____

_____

Signed: Student: _____ Date: ___/___/_____

Teacher: _____

APPENDIX D

Bullying Behaviour Update for Board of Management meeting of ___/___/_____

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous Board of Management meeting, the following information is provided:

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

Where incidents of bullying behaviour have been reported since the last meeting, the update included a verbal report which includes the following information where relevant:

- the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred
- the strategies used to address the bullying behaviour
- any wider strategies to prevent and address bullying behaviour
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- if a parent has informed the school that a student has left the school because of reported bullying behaviour
- if any additional support is needed from the board of management
- if the school's Bí Cineálta policy requires urgent review in advance of the annual review This update did not include any personal information or information that could identify the students involved.

Signed: _____ Date: ____/____/_____
(Chairperson of Board of Management)

Signed: _____ Date: ____/____/_____
(Principal)

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APPENDIX E

REVIEW OF THE BÍ CINEÁLTA POLICY

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

Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary Schools? Insert date when the Bí Cineálta policy was last adopted by the school. _____/_____/20_____
2. Where in the school is the student friendly Bí Cineálta policy displayed?
3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website? _____/_____/20_____
4. How has the student friendly policy been communicated to students?
5. How has the Bí Cineálta policy and student friendly policy been communicated to parents?
6. Have all school staff been made aware of the, school's Bí Cineálta policy and the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools?
7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour?
8. Has the Board received and minuted the Bullying Behaviour Update presented by the principal at every ordinary board meeting over the last calendar year?
9. Has the Board discussed how the school is addressing all reports of bullying behaviour.
10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy?
11. Have the prevention strategies in the Bí Cineálta policy been implemented?
12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour?
13. How have (a) parents, (b) students and (c) school staff been consulted with as part of the review of the Bí Cineálta Policy?
14. Outline any aspects of the school's Bí Cineálta policy and/or its implementation that have been identified as requiring further improvement as part of this review:

15. Where areas for improvement have been identified, outline how these will be addressed and whether an action plan with timeframes has been developed?

16. Does the student friendly policy need to be updated as a result of this review and if so, why?

17. Does the school refer parents to the complaints procedures if they have a complaint about how the school has addressed bullying behaviour?

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour?

19. Has the Office of the Ombudsman for Children initiated or completed an investigation into how the school has addressed an incident of bullying behaviour?

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: ____/____/_____

Date: ___/____/_____

Date of next review: ____/____/_____

SCOIL MHUIRE

KANTURK

Appendix F

Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy

The Board of Management of Scoil Mhuire Kanturk confirms that the Board of Management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the Board of Management meeting of ____/____/_____ [date].

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

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: ____/____/_____

Date: ____/____/_____

SCOIL MHUIRE

KANTURK

SCOIL MHUIRE
KANTURK

Catholic Education
An Irish Schools Trust

Web: www.scoilmhuirekanturk.ie
Email: office@scoilmhuirekanturk.ie.
Telephone: 029 50807 Fax: 029 50839

Form for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____Class_____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

_____
_____
_____

3. Source of bullying concern/report (tick relevant box(es))

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the bullying concern

6. Type of Bullying Behaviour (tick relevant box(es))

Physical Bullying		Intimidation	
Verbal Bullying		Cyberbullying	
Indirect Bullying		Identity-based	
Social alienation		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Sexuaist / Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed: _____ (Relevant Teacher) Date: _____/_____/_____

Scoil Mhuire Kanturk - Student Friendly Bí Cineálta Policy

Bí Cineálta!

We want everyone at our school to feel safe and happy.

If you think that you are being bullied or someone else is being bullied, you need to tell a teacher or another adult that you trust. They will know what to do to help.

Please tell someone if you are being bullied or someone else is being bullied.

Our school has a **Bí Cineálta** policy to try to stop bullying behaviour.

We look at this policy every year to see what is working well or what could work better.

We will ask you what you think.

Get help!

Tell someone!

If a student tells a staff member that they think they are being bullied, we will:

- talk with the student
- ask the student what they want to happen
- work out a plan together
- talk to their parents
- talk to the other student(s) involved
- talk with the other student's parents



Bullying behaviour is when someone
Keeps being mean or hurtful to others on
Purpose over and over again

Bullying behaviour is when it happens a lot, not just once