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Coláiste Mhuire Johnstown Co. Kilkenny

Bí Cineálta

Policy to Prevent and Address Bullying Behaviour 2025/2026

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Ratified by Coláiste Mhuire's Board of Management 24th September 2025

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The Board of Management of **Coláiste Mhuire, Johnstown** 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* 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.

***see details below regarding a single hurtful message on social media.*

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.

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 i**ncludes writing insulting remarks about a student in public places, passing around notes about or drawings of a student.

- **Extortion** is where something is obtained through force or threats.

Indirect bullying behaviour:

- **Exclusion** bullying behaviour occurs where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
- **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 rumors 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

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- 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

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 Racism13 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"*
  - **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

Behaviour that is not bullying:

- 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

Section A: Development/review of our Bi 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	9/4/2025	Whole staff meeting: Briefing by management on the Bi Cinealta Policy and procedures Feedback from Well-being co-ordiantor on the student and parents survey Feedback from the *World Cafe* focus-group on the findings and suggestions of parents, students and staff. Staff groupwork and discussion: Prevention Strategies.docx
Students	December 2024 March 2025	Survey *School cafe f*ocus-group Student council
Parents	December 2024 March 2025	Survey *World cafe f*ocus-group Parents association input

Board of management	February 2025	Introduction to Bí CInealta Policy and Procedures Board briefed on Bí CInealta and the process of creating a new policy to prevent bullying and procedures to address bullying behaviour
Wider school community as appropriate, for example, bus drivers, administration staff		*World cafe f*ocus-group March 2025
Date policy was approved May 26th 2025		
Date policy was last reviewed		

Section B: Preventing Bullying Behaviour

As recommended in the Bí Cineálta procedures Coláiste Mhuire applies a holistic, whole-school approach to preventing bullying behaviour in the four key wellbeing areas:

1. **School culture and environment**
    - We promote a safe, welcoming and inclusive environment.
    - Students have access to safe recreational spaces, and the school is well organised and supervised during breaks and during arrival/departure times.
    - Good relationships, open communication and trust exist between staff and students.
    - Our school ethos promotes the core values of care and respect for all.
    - School staff, students and parents are aware of their responsibility to develop and maintain a culture where bullying is unacceptable.
    - The school is embedding a restorative approach to address conflict and bullying behaviour.
    - Clear & accessible reporting procedures are in place to encourage “a telling environment” and early intervention.

2. **Curriculum [teaching & learning]**
    - Teaching and learning is collaborative and respectful. Students have many opportunities to work together in groups or alongside each other in practical subjects building a sense of connection and belonging.
    - CMJ offers a large range of optional subjects. Students have free choice regarding the option-subjects they choose to study [subject to resources and numbers].

- All students participate in both the updated CSPE, SPHE and RSE specifications. Teachers have access to CPD and Department of Education approved resources. These subjects promote tolerance, respect for difference and inform students about sexual health, consent, gender identity and reduce racism and negative stereotypes.
- All students have access to Religion which informs students about the different world religions and deals with ethical issues which broadens students' perspectives and fosters balanced opinions.
- Guidance is integrated into the timetable of all year groups helping students to make informed decisions, set realistic goals and develop their self-esteem. Students have access to 1:1 guidance, by referral, for advice and support if needed.
- There is extensive support for students with SEN and ASD needs. [link to provision mapping]
- Wellbeing modules in 1st and 2nd year use aspects of the FUSE Antibullying, Webwise and Bodywhys school programmes.

3. **Policy and Planning**
    - The values of our ethos *and* the wellbeing indicators are at the heart of our Bí Cinealta policy and other related school policies;
        i. The Code of behaviour
        ii. Acceptable Use policy
        iii. Child Protection
        iv. DEIS plan
        v. SEN plan
        vi. Supervision plan

    - Students, staff and parents all have an input into school polices.

4. **Relationships and partnerships.**
    CMJ fosters strong interpersonal relationships between students, teachers, parents and the local community through a range of formal and informal structures.
    These structures actively engage students and parents to participate in school life, including those who may find it daunting due to language, social anxiety or cultural factors.
    - Formal structures:
        - The school Board of Management
        - The Parents Association
        - Year head & class teacher system
        - HSCL officer
        - The student council
        - The Student Support Team
        - The Guidance, SEN and ASD Departments
        - School prefects

    - 1st year mentoring
- Informal structure
    - School sports: Hurling, camogie, football, soccer, badminton, equestrian
    - School clubs; The choir, Art club, Library, Games club, Coding & gaming club, Neurodiversity, Polytunnel and sustainability club, Foroige and Ossary Youth

CMJ also conducts workshops and engages guest speakers to raise awareness of bullying related issues including cyberbullying and racism.
We also develop good relationships with those in the wider community who are in regular contact with students e.g bus drivers, the EWO, SCP initiative, Juvenile Liaison Officer, Foroige and Ossary Youth.

Preventing Cyber bullying

- **Transitions programme**: The school strongly promotes our core values of respect, care, empathy and kindness at all times with students but especially during the transitions programme from primary to post-primary.

- **School Code of behaviour and Assemblies**:
    - A pre-assembly confidential FORM distributed to students enabling them to bring any concerns to management in a safe and accessible way.
    - Students are made aware of how to report any behaviour of concern about bullying in a safe and confidential manner.
    - Conversations are had with students about respectful relationships & restorative ways to resolve conflict
    - Students are informed about safe and respectful online behaviour

- **The student council** is representative of all students enrolled in our school and is a voice for *all* students. The student council promotes respectful relationships and can raise concerns with school management regarding any negative or damaging behaviour.

- **The extra-curricular programme;** CMJ provides an extensive extra-curricular programme of sports, music and hobbies that promotes the inclusion of all students, forging strong & respectful bonds between students.

- **Acceptable Use Policy [AUP]**
    - The schools AUP regulates the use of our approved communications systems by students, including our digital platform, school website, school social media accounts and school devices.
    - Our ICT/digital school platform for all communications is Microsoft office
    - Students and parents informed about our AUP during the transitions and enrolment period from primary to post primary and at parents information evenings.

- Our AUP outlines our policy in relation to mobile phones, especially our "leave your phone at home policy" for Junior cycle

- Implementing the SPHE curriculum which addresses cyber-bullying, online safety, sexting and dealing with inappropriate content.

- **Wellbeing modules:** Aspects of approved programmes from Webwise, Bodywhys, FUSE anti-bullying and NEART will be incorporated into wellbeing programmes from the 2025/26 academic year.

- **Targeted events:** Internet Safety Day, guest speakers for students and parents

Preventing Homophobic/Transphobic bullying

- **School ethos and core values:**
  The school strongly promotes our core values of respect, care, empathy and kindness at all times with students

- **School Code of behaviour and Assemblies**:
  - *As above for cyber bullying*
  - Making students aware that our school is a safe, inclusive and respectful space for all and encourages students to speak up when they witness negative behaviour such as homophobia

- **The student council** is representative of all students enrolled in our school and is a voice for all students regardless of their gender identity. The student council promotes respectful relationships and can raise concerns with school management regarding any negative or damaging behaviour.

- **The extra-curricular programme;** CMJ provides an extensive extra-curricular programme of sports, music and hobbies that promotes the inclusion of all students, forging strong & respectful bonds between students.

- **Peer mentoring initiatives** such as the prefect system, TY mentors for First years build empathy and respect amongst students

- **Implementing the SPHE and RSE curriculum** specifically addresses gender-related issues and challenges stereotypes and gender-related phobias.

- **Targeted events:** Supporting LGBTQ+ initiatives such as Pride week

Preventing Racist bullying

- **School ethos and core values:**
  Our school ethos and core values promote a welcoming, inclusive and safe school for all students regardless of race, culture or ethnicity.

- **School Code of behaviour and Assemblies**:
  - *As above for cyber bullying*
  - Making students aware that our school is a safe, inclusive and respectful space for all and encourages students to speak up when they witness negative behaviour such as homophobia

- **The student council** is representative of all students enrolled in our school and is a voice for all students regardless of their race, background or ethnicity. The student council promotes respectful relationships and can raise concerns with school management regarding any negative or damaging behaviour.

- **EAL supports:** The school provides EAL resources for students if English is not their first language. An EAL teacher is assigned to students [according to Dept guidelines and provision] to provide both language and pastoral support.

- **The extra-curricular programme;** CMJ provides an extensive extra-curricular programme of sports, music and hobbies that promotes the inclusion of all students, forging strong & respectful bonds between students.

- **Implementing the SPHE /RSE/CSPE/Religion and History specification.** These subjects specifically address human rights issues and racism.

- **Targeted events:** Multi-cultural Day,

Preventing Sexist bullying

- **School ethos and core values:**

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Strongly promoting our core values of respect, care, empathy and kindness at all times with students.
Staff members provide excellent role models for students, demonstrating respectful interactions in the classroom and through the extra-curricular programme.

- **Access to the school curriculum:**
  - **Equal access for all students to the school curriculum:** All students have equal access to all subjects regardless of sex.
  - **Implementing the SPHE and RSE curriculum** which specifically addresses the areas of respect, consent and equality in sexual relationships

- **School Code of behaviour and Assemblies**:
  - *As above for cyber bullying*
  - Making students aware that our school is a safe, inclusive and respectful space for all and encourages students to speak up when they witness negative behaviour such as sexual bullying or coercion.

- **The student council** is representative of all students enrolled in our school and is a voice for all students regardless of their gender identity. The student council promotes respectful relationships and can raise concerns with school management regarding any negative or damaging behaviour.

- **The extra-curricular programme;** CMJ provides an extensive extra-curricular programme of sports, music and hobbies that promotes the inclusion of all students, forging strong & respectful bonds between students.

- **Peer mentoring initiatives** such as the prefect system, TY mentors for First years provide excellent role models for younger students to aspire to modelling the values of respect, care and equality.

- **School ethos and core values:**
  Strongly promoting our core values of respect, care, empathy and kindness at all times with students.
  Staff members provide excellent role models for students, demonstrating respectful interactions in the classroom and through the extra-curricular programme.

- **School Code of behaviour and Assemblies**:
  - *As above for cyber bullying*
  - Making students aware that our school is a safe, inclusive and respectful space for all and encourages students to speak up when they witness negative behaviour such as sexual harassment or coercion.
  - The school code of behaviour is clear that there is a zero-tolerance to any type of harassment including sexual harassment and it will not be excused as teasing or banter.

- **Implementing the SPHE and RSE curriculum** specifically addresses heathy relationships and how to treat each other with respect and kindness.

- **The student council** is representative of all students enrolled in our school and is a voice for all students regardless of their gender identity. The student council promotes respectful relationships and can raise concerns with school management regarding any negative or damaging behaviour.

- **The extra-curricular programme;** CMJ provides an extensive extra-curricular programme of sports, music and hobbies that promotes the inclusion of all students, forging strong & respectful bonds between students.

- **Peer mentoring initiatives** such as the prefect system, TY mentors for First years provide excellent role models for younger students to aspire to modelling the values of respect, care and equality.

Section C: Addressing Bullying Behaviour

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The school will be vigilant to detect bullying behaviour and any concerns can be reported in the following ways;

- Students can report it directly to a teacher, year head, DP or Principal
- Teacher observation and reporting. [Form on sharepoint/staff documents/Bi Cinealta Reporting Form.url
- Communication from parents or other concerned adults e.g. bus drivers
- Pre-assembly FORM

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

Principal: Martin Gleeson
Deputy Principals: Angela Conroy Alan Curran
AP1s/ Year Heads John Dunne Barry Moriarty Deirdre Power Paddy Comerford Valerie Bergin Niamh Healy Cathryn O'Grady Aine Monahan {HSCL] Gemma Dunphy
Guidance Team Valerie Dempsey Mary Buggy Caitriona Phelan

When bullying behaviour occurs <u>in school</u>, 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

When Bullying behaviour occurs <u>outside school</u>, the school will:

This includes cyber-bullying and when a student is being bullied by a person[s] not in the school

- Encourage students to report the bullying to a parent or trusted adult e.g. teacher/year head/DP.
- Listen to the students, give empathy and reassurance
- Devising appropriate check in mechanisms:
    - Assign a check-in person to meet the student daily at first and then if the situation is resolving weekly until the issue is fully resolved.
    - Offer supports ie guidance counsellor. A safe space for breaks etc

- If parents are unaware encourage students to tell them and/or in a sensitive manner ensure parents are informed.

Actions to address bullying behaviour

1. **The steps that will be taken by the school to determine if bullying behaviour has occurred;**

   When there is a concern that bullying behaviour has occurred, the person dealing with concern should consider the following:

   a. Is the behaviour targeted at a student or group of students?
   b. Is the behaviour intended to cause physical social or emotional harm?
   c. Is the behaviour repeated?

   * *A single hurtful message posted on social media can be considered bullying as it has a likelihood of being shared multiple times and thus becomes a repeated behaviour.*

   If the answer is **YES** the reporting form should be completed and the relevant year head notified. Reporting Form.url

   If the answer is **NO**, the concern should be discussed with the year head and strategies to deal with any inappropriate behaviour taken to resolve the issue in line with the school code of behaviour

2. **The approaches taken by the school to address bullying behaviour and to review progress:**
   The year head/DP will keep notes of all meetings with students and parents and record them on in the AP1 Team files [Investigation of Incidents]. The record should include the views of the students and parents regarding the action to be taken to address the bullying behaviour.

   a. The year head and/or DP meet with the student[s] who are being bullied they school will:
      i. Ensure that the student experiencing bullying behaviour is heard and reassured
      ii. Seek to ensure the privacy of those involved

iii. Conduct all conversations with sensitivity
iv. Consider the age and ability of those involved
v. Listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
vi. Take action in a timely manner
vii. Inform parents of those involved

b. Meet with the student[s]who are responsible for the bullying behavior:
   i. If it is a group of students each student will be engaged with individually initially and then all students met as a group.
   ii. At the meeting the student[s] will be asked to account for what happened to ensure everyone is clear about each other views.
   iii. Students may write down their account of the incident
   iv. The parents of the students should be contacted to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.
c. Restorative actions
   i. The student[s] who experienced bullying behaviour will be offered the opportunity to have a **restorative meeting** with the student[s] who caused the bullying to explain the harm it caused and to restore, if possible, good relationships.
   This will also allow the students who caused the bullying to take responsibility for their behaviour, to apologise for it and to offer any other remedial action that they see as appropriate e.g. compensation for damaged property

   ii. If the student[s] who experienced bullying behaviour do not wish to participate in a restorative meeting their views on what should happen will be considered by school management in line with the school code of behaviour.
   The school management will take action to address the bullying in line with the school code of behaviour.

   iii. All students will be supported as appropriate; weekly check-ins by Year head and/or DP and school counselling will be available to all students.

3. **The school will use the following approaches to support those who experience, witness and display bullying behaviour;**
   a. The year head and DP will check-in with all students involved and their parents within 20 days of the initial engagement to ensure :
      i. There were no further incidents.
      ii. The strategies taken by the school were effective and the bullying has ceased.

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**This should be noted & dated in the AP1 Team file [Investigation of Incidents]*

iii. If external agencies were involved this should be noted and that ongoing supervision and support offered if necessary.

iv. If the bullying behaviour has not stopped:
The year head and or DP should review the strategies used in consultation with the students and parents. A timeframe should be agreed for further engagement until the bullying has ceased.

v. If it becomes clear that the student who is displaying the bullying behaviour is still continuing, school management should use the disciplinary actions of their school code of behaviour.

vi. If parents are not satisfied with how the bullying behaviour has been addressed in accordance with the Bi Cinealta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary schools, they should be referred to the school complaints procedures. www.gov.ie/en/policy-information/parental-complaints/

vii. 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 the schools actions have had a negative effect on the student ococomplaint@oco.ie

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

See appendices;

- *D: Guide to providing Bullying Behaviour update*
- *E; Review of Bi Cinealta policy*
- *F: Notification regarding the Board of Managements annual review of the schools Bi CInealta policy*

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 incidents of bullying behaviour that are currently ongoing.
- The number 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;

> 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 should not include any personal information or information that could identify the students involved.
This update should be minuted in the minutes of the meeting especially of the Board feels the Bi Cinealta policy needs urgent review.

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. CMJ Bi cinealta student friendly policy.docx

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.**

Review of Bí Cineálta policy;

1. The Bí Cineálta policy must be reviewed by the Board of management each calendar year. OBJ
2. The review should include input from all stakeholders and include engagement with staff, the student's council and parents' association.
3. The school community must be notified that the review has taken place, and it should be published on the school website.

Action plan 2025/26

1. **Before assemblies' students will have access to a confidential FORM to make their year head aware of any concerns.**
2. **Senior toilets will be moved to the front of the school for a higher level of supervision.**
3. **Students will be assigned toilets to use during breaks and this will be supervised.**
4. **Module of the webwise, Bodywhys and FUSE programmes will be introduced to wellbeing modules in 1st and 2nd year**

Signed: _____ Date: _____

(Chairperson of board of management)

Signed: _____ Date: _____

(Principal)

Summary of Appendices

Appendix A	Bí Cineálta Policy to Prevent and Address Bullying Behaviour • Definition of bullying

	• Development/review of our Bí Cineálta policy to prevent and address bullying behavior • Preventing bullying behavior • Oversight
Appendix B	Student Friendly Bí Cineálta Policy
Appendix C	Guide to Addressing Bullying Behaviour • Approach • Identifying if bullying behavior has occurred • Where bullying behavior has occurred • Follow up where bullying behavior has occurred •
Appendix C1	Referral of an Allegation of Bullying Behaviour
Appendix C2	Is it Bullying? Form to be completed by Year Head/Management
Appendix D	Guide to Providing Bullying Behaviour Update
Appendix E	Review of the Bí Cineálta Policy
Appendix F	Notification regarding the Board of Managements annual review of the school's Bí Cineálta Policy to KCETB
Appendix G	Notification regarding the Board of Managements annual review of the school's Bí Cineálta Policy to Parents/Guardians
Appendix F	Notification regarding the Board of Managements annual review of the school's Bí Cineálta Policy to All Staff

Appendix A

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Coláiste Mhuire 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* 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.

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		
Students		
Parents		
Board of Management		
Wider school community as appropriate, for example, bus drivers		
Date policy was approved:		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by 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):

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):

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):

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):

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:

_____ (Chairperson of board of management)

Signed:

_____ Date:

_____ (Principal)

Appendix B
Student Friendly Bí Cineálta Policy

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Appendix C
Guide to Addressing Bullying Behaviour

The whole school community has a responsibility to prevent and address bullying behaviour. Schools should work in partnership with their patron, board of management, staff, students and their parents to develop and implement their Bí Cineálta policy.

This appendix is intended as a guide to addressing bullying behaviour. It is based on the information contained in Chapter 6 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

Approach

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

When addressing bullying behaviour teachers should:

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

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Identifying if bullying behaviour has occurred

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.

To determine whether the behaviour reported is bullying behaviour you 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.

When identifying if bullying behaviour has occurred teachers should consider what, where, when and why?

- if a group of students is involved, each student should be engaged with individually at first
- thereafter, all students involved should be met as a group
- at the group meeting, each student should be asked for their account of what happened to ensure that everyone in the group is clear about each other's views
- each student should be supported as appropriate, following the group meeting
- it may be helpful to ask the students involved to write down their account of the incident(s)

Where bullying behaviour has occurred

- 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 must 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
- it is important to listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- a record should be kept of the engagement with all involved
- this record should document the form and type of bullying behaviour, if known (see Section 2.5 and 2.7 of the Bi Cineálta procedures), where and when it took place and the date of the initial engagement with the students involved and their parents
- the record should include the views of the students and their parents regarding the actions to be taken to address the bullying behaviour

Follow up where bullying behaviour has occured

- the teacher must engage with the students involved and their parents again no more than 20 school days after the initial engagement
- important factors to consider as part of this engagement are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved
- the teacher should document the review with students and their parents to determine if the bullying behaviour has ceased and the views of students and their parents in relation to this

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

APPENDIX C1
Coláiste Mhuire Bí Cineálta Document A Referral of an Allegation of Bullying Behaviour

FORM A: PLEASE COMPLETE FORM A ONLY AND ENSURE THIS FORM IS HANDED TO THE RELEVANT STAFF IN HARD COPY ONLY.

1. **Source of Bullying concern/report (please tick relevant box)**

Name of Reporter	
Student experiencing bullying behaviour	
Other concerned student	
Staff member/SNA/Canteen staff	
Parent/Guardian	
Other	

2. Student Involved

Name of student(s)experiencing bullying behaviour (year group and class)
Name of student(s)displaying bullying behaviour (year group and class)

3.Types(s) of Alleged Bullying Behaviour (tick the relevant box(es)

Physical Aggression		Cyber/Online bullying	
Damage to personal property		Intimidation	
Isolation/Exclusion		Verbal	
Relational/Social		Other	
If Other (Specify)			

4. Where the alleged behaviour of bullying is regarded as identity-based bullying, tick the relevant boxes(s)

Homophobic	Ableism/SEN related	Racism	Member of the Traveller/ethnic Community	Gender Based	Other
If Other (specify)					

5. Location of Incident(s) Please tick the relevant box(es) and be more specific if required

Classroom		
Corridor		
Bathrooms		
GP Area		
Sports Area		
School Campus(Astro, Field etc)		
On-Line (mobile phone/computer)		
Other		

6. When did the Bullying Behaviour take place (please tick the relevant boxes)

During Class		Online outside of school hours	
During break or lunch		On the way to or from school	
During extra-curricular activities		Outside of school hours	
Online during school hours		Other	

7. Details: Including date(s), time(s), location(s) nad brief description that is specific and factual

Dates(s)

Time(s)

Location(s)

Brief Description:

Signature of Who reported: _____ Date: _____

Signed by _____ Position held_____

Date _____

APPENDIX C2
Coláiste Mhuire Bí Cinéalta Document

Is it Bullying?

To be completed by Year Heads/Management Only

Definition of Bullying

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

One off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media as there is a likelihood of it being shared Bí Cineálta Section 2.

Is it Bullying?

1. Targeted	Is the behaviour targeted at a specific student or group of students?	Yes/No?	
2. Harm	Is the behaviour intended to cause physical, social or emotional harm?	Yes/No?	
3. Repeated	Is the behaviour repeated? If applicable	Yes/No?	

Based on the above is it determined that the behaviour is bullying behaviour

Yes ☐ **Yes** to all three of the above questions than bullying has occurred. The behaviour must now be addreddes as per th Bí Cineálta procedures		**No** ☐ **No** to any of the questions above then the behaviour is not behaviour of bullying and the Code of Positive Behaviour is Applied	
Date and time reporter of concern received feedback		Means of informing reporter of concern (phone call, meeting, email etc.)	

Reporter of concern (digital signature)		Date	
Signature of Year Head		Date	

Coláiste Mhuire Bí Cineálta Document of Record of the Process When Bullying Behaviour Has Occurred

1. Parent meetings

Student Year & Class:	
Parent/Guardian in attendance:	
Satff member(s) in attendance:	
Date/Time/Location of meeting:	
Date bullying behaviour was confirmed:	
Date of previous meeting if applicable:	

Student Year & Class:	
Parent/Guardian in attendance:	
Satff member(s) in attendance:	
Date/Time/Location of meeting:	
Date bullying behaviour was confirmed:	
Date of previous meeting if applicable:	

Student Year & Class:	
Parent/Guardian in attendance:	
Satff member(s) in attendance:	
Date/Time/Location of meeting:	
Date bullying behaviour was confirmed:	
Date of previous meeting if applicable:	

Date of 20 days

2. Record of Engagement of all Involved

3. Recording of Actions

4. Has Bullying Behaviour Ceased?

If yes when:

If no, further supports required:

Engagement with external services:

Organisation:
Date:
Contact person:

Organisation:
Date:
Contact person:

Student and parent/guardian feedback:

Further meetings required:

Yes

No

Signed:

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Appendix D
Guide to Providing Bullying Behaviour Update

Guide to providing 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 principal must provide the following information at each ordinary meeting of the board of management:

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 must include a verbal report which should include 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 etc
- 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 should not include any personal information or information that could identify the students involved.

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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* ☐Yes ☐No

Behaviour for Primary and Post- Primary Schools?

7. Does the Bí Cineálta policy document the strategies that the school uses to prevent bullying behaviour? ☐Yes ☐No

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? ☐Yes ☐No

9. Has the Board discussed how the school is addressing all reports of bullying behaviour? ☐Yes ☐No

10. Is the Board satisfied that all incidents of bullying behaviour are addressed in accordance with the school's Bí Cineálta Policy? ☐Yes ☐No

11. Have the prevention strategies in the Bí Cineálta policy been implemented? ☐Yes ☐No

12. Has the Board discussed the effectiveness of the strategies used to prevent bullying behaviour? ☐Yes ☐No

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? ☐Yes ☐No

18. Has a parent informed the school that a student has left the school due to reported bullying behaviour? ☐Yes ☐No

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? ☐Yes ☐No

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Appendix F

Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy
To: Chief Executive of Kilkenny & Carlow Education & Training Board

The Board of management of Coláiste Mhuire confirms that the board of management's annual review of the school's Bí Cineálta Policy to prevent and address bullying behavior and its implementation was completed at the board of management meeting of Coláiste Mhuire on 24/09/2025.

The 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 & Post Primary Schools.

Signed: _____ Date 24/09/2025
Chairperson of Board of Management

Signed: _____ Date 24/09/2025
Principal of Coláiste Mhuire

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Appendix G

Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy
To: Parents/Guardians

The Board of management of Coláiste Mhuire confirms that the board of management's annual review of the school's Bí Cineálta Policy to prevent and address bullying behavior and its implementation was completed at the board of management meeting of Coláiste Mhuire on 24/09/2025.

The 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 & Post Primary Schools.

Signed: _____ Date 24/09/2025
Chairperson of Board of Management

Signed: _____ Date 24/09/2025
Principal of Coláiste Mhuire

Appendix H

Notification regarding the Board of Management's annual review of the school's Bí Cineálta Policy
To: All Staff

The Board of management of Coláiste Mhuire confirms that the board of management's annual review of the school's Bí Cineálta Policy to prevent and address bullying behavior and its implementation was completed at the board of management meeting of Coláiste Mhuire on 24/09/2025.

The 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 & Post Primary Schools.

Signed: _____ Date 24/09/2025
Chairperson of Board of Management

Signed: _____ Date 24/09/2025
Principal of Coláiste Mhuire