



# Coláiste Éamonn Rís: Bí Cineálta Policy

to Prevent and Address Bullying Behaviour

## Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Coláiste Éamonn Rís 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.

### 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, will be addressed under the

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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.

### **See Appendix 1 for 'Forms of Bullying'**

The Bí Cineálta policy sets out how the school community prevents and addresses bullying behaviour.

### **Development 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	02/04/2025 20/03/2025,25/03/2025 8/03/2025 13/03/2025	Staff Inservice Wellbeing Committee SSE Team Staff Online Survey
Students Students' Council	10/03/2025 01/04/2025	Whole School Assemblies Student Online Survey (All Years) Meeting
Parents	18/03/2025 25/03/2025	Online Survey Parents' Council Meeting
Wider School Community	27/03/2025 11/04/25	Phone Calls, Emails to Bus Companies Meeting with Canteen Staff
Board of Management	06/05/2025	BOM Meeting

## **Preventing Bullying Behaviour**

Our mission is to “to develop responsible individuals who will participate fully in a changing society and to carry out this task in a Christian environment”. As a school community we will maintain a positive and inclusive culture and environment 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.

Open communication between the patron, boards of management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.

The school leadership team influences the school culture and sets the standards and expectations for the school community when preventing and addressing bullying behaviour.

Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.

Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.

Parents, as active partners in their child’s education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

The following strategies will be used by the school to prevent online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.

- A module on bullying will form part of the School’s First Year Induction Day. The school’s ‘Bí Cineálta Policy’ will be explained to the students as part of this module.
- All year groups partake in the S.P.H.E. (Social, Personal and Health Education), CSPE and RSE programmes which incorporates anti- bullying information and learning.
- Every student is encouraged to talk to a member of staff if he is experiencing any problems in school. It will be made clear to all students that when they report incidents of bullying, they are not considered to be telling tales but behaving responsibly.
- All school staff including teachers, secretaries, special needs assistants (SNAs), caretaker, canteen staff, cleaners and supervisors are encouraged to report incidents of bullying behaviour witnessed by them.
- A ‘Meitheal’ leadership system is in place, where fifth- and sixth-year students are paired with first year students at the start of the new academic year; training is provided for the sixth year students on how to be a good mentor. Their availability and mentoring continues for the academic year.
- New students, who join the school at times other than the start of the academic year, are allocated a buddy – ideally, this is another student from within the same year group.
- Reinforcement of positive behaviour for the better good of the community is encouraged through the Positive Affirmation Committee.

- The school has a pastoral care system in place, in which the class tutor has an important role to play in the pastoral care of the student in her/his tutor class.
- Each year group is supported by a Year Head and an Assistant Year Head.
- A Student Support Team is in place of consisting of Principal, Deputy Principals, Additional Education Needs (AEN) and ASD Co-ordinators and Guidance Counsellors.
- A 'Bí Cineálta Week' will be held each academic year.
- A survey of students will be held annually to identify strengths and weaknesses of the school's strategies with regard to the management of bullying.
- School management will review supervision and monitoring measures on an ongoing basis
- 'Bí Cineálta' Policy will be reviewed on annual basis at a staff meeting.
- Briefing on the school's 'Bí Cineálta' Policy and procedures will form part of the induction education of all new staff members by the staff mentor.
- Briefing on the school's 'Bí Cineálta' Policy and procedures will form part of the induction education of parents of incoming students. Parent(s)/guardian(s) of new students and the student must sign declaration that they have read and accept the school's 'Bí Cineálta' Policy as part of the enrolment process. Failure to or refusal to accept same will result in the withdrawal of the offer of a place in the school.
- 'Bí Cineálta' Policy will appear on the school website.
- Code of Behaviour.
- Use of Restorative Practices.
- Acceptable Use Policy.
- Acceptable Use Policy email.
- Provision of English as an additional language (EAL) & AEN support.
- Provision of extra-curricular activities.
- Encouragement of class and corridor displays.
- Support stand and advice during Stand-Up week.
- Participation in Cycle Against Suicide.
- Liaison with agencies such as TUSLA, NEPS and the Education Welfare Officer.
- Support for staff upskilling/ teacher professional learning.
- Student Council Activities.
- Whole School Community events such as the start of year mass, talent show, school musical, CBS Get Active Days.
- Review of school policies and ongoing evaluation of policies and procedures.
- Support from an active Parents' Council.

- Support from the Board of Management.
- Management attendance at CPD.
- Student led initiatives such as Bí Cineálta Action Team.
- Student friendly version of the policy on display in every classroom in the school.

The school has the following supervision and monitoring policies in place to prevent and address bullying behaviour:

- Supervision is provided before and after school and at morning break and lunchtime. A proactive approach is encouraged during periods of supervision.
- Junior students are assigned designated areas on the school astro.
- The provision of lunchtime activities.
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### **Addressing Bullying Behaviour**

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

- Year Heads
- Deputy Principals

Staff can report an incident using the staff bullying incident report form (Appendix 2).

Students can report an incident using the student bullying incident report form (Appendix 3).

Students may report anonymously. Alternatively, students can report an incident directly to a staff member.

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

All reports including anonymous reports of bullying will be investigated. The school's procedures for investigation, follow-up and recording of bullying behaviour and the intervention strategies used by the school for dealing with cases of bullying in a restorative way involves wrongdoers, victims and the whole school community in efforts to heal the harm and put things right so that all involved can move forward in a constructive way.

The primary aim for the Year Head or Deputy Principal in investigating and dealing with reports of bullying should be to stop the bullying behavior, to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). It is very

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important that all involved (including each set of pupils and parents) understand the above approach from the outset. All ancillary, SNAs and teaching staff have a responsibility to report suspected incidences of bullying. These should be brought to the attention of the Year Head or Deputy Principal who will complete a Bullying Incident Report Form.

In investigating and dealing with bullying, the Year Head or Deputy Principal will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. Year Heads and Deputy Principals will take a calm, objective problem-solving approach when dealing with incidents of alleged bullying behaviour reported by students, staff or parents. Parents and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

### **Bullying as part of a pattern of behaviour**

Coláiste Éamonn Rís recognises that bullying behaviour can be part of a pattern of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. Such actions will constitute a clear breach of the school's Code of Behaviour and will be dealt with in that context. In cases where the school has serious concerns in relation to managing the behaviour of a student, the advice of the National Education Psychological Service (NEPS) will be sought.

Children First: National Guidance for the Protection and Welfare of Children 2017 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023) provide that in situations where the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult TUSLA with a view to drawing up an appropriate response, such as a management plan.

Serious instances of bullying behaviour will therefore, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023), be referred to TUSLA and/or Gardaí as appropriate.

Where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from TUSLA.

### **Identifying if Bullying Behaviour has occurred**

When a Deputy Principal or Year Head receives a Bullying Incident Report Form (see Appendices 2 & 3) from a staff member/student he/she will determine whether the behaviour reported is bullying behaviour.

To determine whether the behaviour reported is bullying behaviour the following questions should be considered:

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

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

Staff can report an incident using the staff bullying incident report form (Appendix 2).

Students can report an incident using the student bullying incident report form (Appendix 3).

Students may report anonymously. Alternatively, students can report an incident directly to a staff member.

Note: One-off instances of negative behaviour towards another student may be considered bullying in certain circumstances. 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.

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 considering incidents to identify if bullying behaviour has occurred, the Year Head or Deputy Principal will 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 a conflict in a non-aggressive manner.

If a group is involved, each member may be interviewed individually at first. Thereafter, all those involved may be met as a group. At the group meeting, each member will be asked for his account of what happened to ensure that everyone in the group is clear about each other's statements. Each student should be supported as appropriate following the group meeting

Those centrally involved may be required to write down their account of the incident(s).

### **Where Bullying Behaviour has occurred**

We understand that reports on bullying are upsetting for families, and we are committed to listening carefully and working in partnership with those involved. In cases where it has been determined by the Year Head or Deputy Principal that 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 being taken to address the behaviour. The school will give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for their son(s).

Where the Year Head or Deputy Principal has determined that a student has been engaged in bullying behaviour, it will be made clear to him how he is in breach of the school's Bí Cineálta Policy and efforts will be made to try to get him to see the situation from the perspective of the student being bullied.

It must also be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his parents and the school.

The school is obliged to fully investigate any alleged incidents of bullying which are reported by parents.

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 including the initial 'Bullying Incident

Report Form for Staff' (Appendix 2) or 'Bullying Incident Report Form for Students (Appendix 3)'.

This record should document the form and type of bullying behaviour, if known, 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 occurred**

The Year Head or Deputy Principal 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 Year Head or Deputy Principal 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 Year Head or Deputy Principal 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.

### **School's Supports**

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

The school may seek the support of any of the following when working with students affected by bullying:

- Counselling
- Building self-esteem and developing social skills
- Use of restorative practices to re-build and maintain relationships
- Co-operation with parents
- Referral to outside agencies (if necessary) in co-operation with parents – such as NEPS and TUSLA.



(1) The school's strategy for working with students who have experienced bullying is as follows:

(a) An appointment will be made with the school Guidance Counsellor. If for any reason the student would rather speak to an alternative staff member (i.e. Year Head, Assistant Year Head, Class Tutor, Principal, Deputy Principal, Teacher and SNA), every effort will be made to facilitate this arrangement.

(b) Where deemed appropriate, the student(s) will be referred to an outside agent or agencies.

(2) The school recognises the fact that students involved in bullying behaviour also need assistance on an ongoing basis. The school's strategy for working with students who have engaged in bullying behaviour is as follows:

(a) An appointment will be made with the school Guidance Counsellor. Students who engage in bullying behaviour will be provided with guidance counselling to help them learn other ways of meeting their needs without violating the rights of others. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the student's self-worth.

(b) Where deemed appropriate, the student(s) will be referred to an outside agent or agencies.

(3) Students who observe incidents of bullying behaviour are encouraged to discuss the incident with a member of staff.

## **Recording**

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*.

## **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. 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. The review will include staff surveys to capture staff confidence in handling bullying, parental and student surveys to capture their experience of the implementation of the policy.

Signed: Czy [Signature] Date:

6-5-2025

Chairperson of Board of Management

Signed: Michael [Signature] Date:

6-5-2025

Principal

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## Appendix 1

### Forms of Bullying

#### Forms of Bullying

Bullying behaviour can take many forms and can include the following, which is not an exhaustive list:

##### Direct bullying behaviour:

**Physical bullying behaviour:** Physical bullying behaviour includes pushing, shoving, punching, kicking, poking and tripping students. It may also take the form of severe physical assault. While students can often engage in “mess fights” they can sometimes be used as a disguise for physical harassment or inflicting pain.

Personal property can be a focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student’s locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

##### Verbal bullying behaviour:

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

##### Written bullying behaviour:

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

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

##### Indirect bullying behaviour:

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

**Relational:** Relational bullying behaviour occurs when a student’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. Common forms include control: “Do this or I won’t be your friend anymore”; a group of students ganging up against one student; nonverbal gesturing; malicious gossip; spreading rumours about a student; giving a student the “silent treatment”; and the deliberate manipulation of friendship groups to make someone unpopular.

##### Online bullying behaviour:

Online bullying behaviour (cyberbullying) is carried out through the use of information and communication technologies such as text or direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chatrooms and other online technologies.

This form of bullying behaviour can include:

- sending or sharing nasty, insulting, offensive, and/or intimidating messages or images via

text messages, emails, direct messages or other websites or apps

- posting information considered to be personal, private and sensitive without consent
- making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students
- excluding or disrupting access to a student on purpose from online chat groups, access to accounts or from an online game.

Even though a message may be posted online just once by a student it can be considered bullying behaviour as it may be seen by a wide audience where it is intended to be shared or has a likelihood of being shared multiple times and is thus repeated. As online bullying uses technology to carry out bullying behaviour and does not require face-to-face contact it can occur at any time. Many types of bullying behaviour can be facilitated through online bullying. In many cases online bullying can relate to an “offline” experience with someone known to the student. This type of bullying may involve forms of sexual exploitation including but not limited to, sextortion and the nonconsensual sharing of intimate images. The sharing or threatened sharing of images without consent is a criminal offence.

### Types of bullying behaviour

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

- **disablist bullying behaviour:** behaviour or language that intends to harm a student because of a perceived or actual disability or additional need
- **exceptionally able bullying:** behaviour or language that intends to harm a student because of their high academic ability or outstanding talents
- **gender identity bullying:** behaviour or language that intends to harm a student because of their perceived or actual gender identity
- **homophobic/transphobic (LGBTQ+) bullying:** behaviour or language that intends to harm a student because of their perceived or actual membership of the LGBTQ+ community
- **physical appearance bullying:** behaviour or language that intends to harm a student because of their physical appearance. Students who “look different” can be mocked or criticised about the shape, size or appearance of their body
- **racist bullying:** behaviour or language that intends to harm a student because of their race or ethnic origin which includes membership of the Traveller or Roma community. Racism is defined in the National Action Plan Against Racism<sup>13</sup> 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, nonverbal 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 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.

## Appendix 2: Bullying Incident Report Form for Staff

### 1. Name of student being bullied and class group

Name: \_\_\_\_\_ Class: \_\_\_\_\_

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

### 3. Source of bullying

concern/report (tick relevant box(es))\*

Student concern ed	
Other Student	
Parent	
Teacher	
Other	

### 4. Location of incidents

(tick relevant box(es))\*

School Yard	
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 Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

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

Ableist	Gender Identity	Physical Appearance	Poverty	Sexist	Sexual Harassment	Religious Identity

### 8. Brief Description of bullying behaviour and its impact

### 9. Signed \_\_\_\_\_ (Staff Member)

### 10. Date Submitted to Deputy Principal: \_\_\_\_\_

## Appendix 3



### Bullying Incident Report Form

I feel that I am being bullied and I want it to stop or I have witnessed someone being bullied and I want it to stop.

1. Describe WHAT happened.

Enter your answer

2. WHEN did the incident happen?

Enter your answer

3. WHERE did the incident happen?

Enter your answer

4. WHO saw the incident?

Enter your answer

5. Your Name (optional)

Enter your answer

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## Appendix 4:

### Bí Cineálta Policy Summary

*Preventing and Addressing Bullying Behaviour at Coláiste Éamonn Rís*

#### What is Bullying?

##### Bullying is:

- Targeted behaviour (online or offline)
- Repeated over time
- Involves a power imbalance
- Causes physical, social, or emotional harm

Examples include:

- Name-calling, exclusion, rumours, physical aggression
- Online messages/images meant to hurt or embarrass

#### How Can Students Report It?

- Talk to any staff member (teacher, SNA, caretaker, etc.)
- Speak to your Year Head, Deputy Principal, or Class Tutor
- Use the anonymous reporting option

You are **not** telling tales — you are acting responsibly.

#### Who Handles Bullying Reports?

- **Year Heads and Deputy Principals**
- Supported by Guidance Counsellors and the Student Support Team

They will:

- Listen to everyone involved
- Act quickly and sensitively
- Work to stop the bullying and rebuild relationships

#### What Happens Next?

1. **Initial conversation** with those involved
2. **Parents** may be informed
3. Actions are agreed and recorded
4. **Follow-up** within 20 school days to check if bullying has stopped

#### What We Do to Prevent Bullying

- First Year Induction on the policy
- SPHE, CSPE & RSE lessons
- "Bí Cineálta Week" annually
- Student mentoring through *Meitheal* system
- Staff training and parent information sessions

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- Year-round awareness events

### **Student Support**

- Guidance appointments available
- Help for both those bullied **and** those who bully
- Outside support agencies (NEPS, TUSLA) involved when needed

### **Keep in Mind**

- Not all conflict is bullying
- Bullying is never accidental
- Online behaviour counts too

### **Review & Oversight**

- Policy is reviewed annually
- Principal reports trends to Board of Management (no names)

### **See Something? Say Something.**

Let's build a school where everyone feels **safe, included, and respected**.

**Be Kind. Bí Cineálta.**

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## Appendix 5: Student Friendly Bí Cineálta Policy



# Bí Cineálta!



We want everybody 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.

If a student tells a staff member, 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. When it happens a lot. Not just once.***



SCAN



Scan here to report  
anonymously

Our school has a Bí Cineálta policy that aims to prevent bullying behaviour and to stop it when it occurs. 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.

### Mission Statement

to develop responsible individuals who will participate fully in a changing society  
and to carry out this task in a Christian environment