

Rampark National School

Anti-Bullying Policy: Bí Cineálta (Be Kind) Policy to Prevent and Address Bullying Behaviour

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Introduction

The Board of Management of Rampark National School has adopted the following policy to prevent and address bullying behaviour.

This policy fully complies with the requirements of *Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024*.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

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.

All members of our school community were provided with the opportunity to input into the development/review of this policy. Please see [Appendix 1](#).

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. It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

In addition to the above:

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

For a detailed description on types of bullying, please see [Appendix 2](#).

For examples of bullying behaviour, please see [Appendix 3](#).

Behaviour That Is Not Bullying Behaviour

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

Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour.

Preventing Bullying Behaviour

Rampark N.S have prevention strategies aimed at preventing all types of bullying. Our work within the four key areas of Wellbeing will support us in creating a safe and supportive environment for all. We will use a variety of strategies to minimise bullying as defined by *Chapter 5 of the Bí Cineálta procedures*.

Culture and Environment

Our school has a positive and inclusive school culture and environment which is essential to prevent and address bullying behaviour. Relationships between all members of the school community are based on respect, care, integrity and trust. For further details see [Appendix 4.1](#)

Curriculum (Teaching And Learning)

Teaching and learning are at the heart of what we do at Rampark N.S. The curriculum can be used to prevent bullying by helping children develop social and emotional skills like empathy, respect, and self-awareness. For further details see [Appendix 4.2](#)

Policy and Planning

Policy and planning help prevent bullying by setting clear expectations for respectful behaviour and outlining how issues will be handled. For further details see [Appendix 4.3](#)

Relationships and Partnerships

In Rampark N.S relationships and partnerships play a key role in preventing bullying by

building trust and open communication among pupils, staff, and families. For further details see [Appendix 4.4](#)

Examples of Bullying Behaviour

Cyber Bullying Behaviour

Rampark N.S. proactively addresses the challenges encountered by use of technology and social media by promoting digital literacy, digital citizenship and fostering safe online environments. For further details see [Appendix 4.5](#)

While the school will do all within its remit to prevent cyber bullying it must be noted that

-The digital age of consent is the minimum age a user must be before a social media or internet company can collect, process and store their data. In Ireland the digital age of consent is 16. Children between 13 and 16 must have parental permission to sign up to social media services. Most social media platforms have a minimum age requirement and for the majority of these, it is 13 years old. Therefore children under the age of 13 should not have a social media account.

Homophobic/ Transphobic Bullying Behaviour

At Rampark N.S., we are committed to fostering a school environment where every child feels safe, respected, and valued for who they are, ensuring that homophobic and transphobic behaviour has no place in our school community. For further details see [Appendix 4.6](#)

Racist Bullying Behaviour

Our school celebrates and values the rich diversity of our students' backgrounds. A place where all children feel respected, supported, and safe from discrimination, prejudice, or racist bullying behaviour. For further details see [Appendix 4.7](#)

Sexist Bullying Behaviour

At Rampark N.S., we promote respect, equality, and fairness. By fostering a culture of kindness and understanding, we help all children grow up with confidence in themselves and respect for others, creating a positive and supportive school environment for everyone. For further details see [Appendix 4.8](#)

Sexual Harassment

Preventing sexual harassment helps to create a safe and respectful environment where all children feel protected and valued. Early education about boundaries and respect teaches

children healthy relationships, reduces harmful behaviors, and supports their emotional well-being as they grow. For further details see [Appendix 4.9](#)

Supervision and Monitoring

In addition to our prevention strategies, Rampark N.S. has a proactive approach to supervision as the creation of safe physical spaces supports psychological safety and is an important measure to prevent bullying behaviour. For details of our monitoring procedure see [Appendix 5](#)

Investigating Reports of Bullying Behaviour [Appendix 6](#)

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

- A. While all reports, including anonymous reports of bullying must be investigated and dealt with by the 'Relevant Teacher(s)', the 'Relevant Teacher(s)' will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
- B. If it is established by the 'Relevant Teacher(s)' that bullying has occurred, the 'Relevant Teacher(s)' must keep appropriate written records on our recording system.
- C. The 'Relevant Teacher(s)' must record the bullying incident on the school information management system (Aladdin). The 'Relevant Teacher' must inform the API (B).

To determine whether the behaviour reported is bullying behaviour the teacher will 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 will be addressed using this policy.
- ❖ If the answer is **no**, the behaviour will be addressed using the schools Code of Behaviour Policy.

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 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).

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.

Primary Aims in Address Bullying

The primary aims in addressing reports of bullying behaviour should be to

- ***stop the bullying behaviour***
- ***restore, as far as is practicable, the relationships of the parties involved***

To ensure this there is a school wide procedure which must be followed, please see

[Appendix 7](#)

Addressing Bullying Behaviour

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

- The **class teacher** will oversee recording of bullying reports for students in their class – this includes using the procedure guidelines to investigate reports of bullying and recording bullying behaviour on the correct form.
- The **Assistant Principal** will follow up after twenty days to investigate if bullying has ceased.
- The **Assistant Principal** Anti- Bullying Policy coordinator is also available to provide up to date information and supports if needed to assist class teacher in addressing concern
- **All staff** will be vigilant to bullying behaviour.
- **The Principal** will inform the **Board of Management** of incidents of Bullying.

When bullying behaviour occurs, the school will:

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

The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. For a list of support offered by the school please see [Appendix 8](#) and also our **Rampark National School Action Plan for Anti-Bullying based on the 9 Core Components of 'Cineáltas Action Plan'** [Appendix 9](#).

Determining If A Bullying Case Has Been Adequately Addressed And Ceased

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

- ✓ The nature of the bullying
- ✓ Whether the bullying behaviour has ceased;
- ✓ the effectiveness of strategies used to address the bullying behaviour

- ✓ Whether any issues between the parties have been resolved as far as is practicable;
- ✓ Whether the relationships between the parties have been restored as far as is practicable; and
- ✓ Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

Requests To Take No Action

A student who reports bullying may request that no action is taken other than the situation to be monitored. In this situation the staff member is required to show empathy and deals with the matter sensitively and speaks with the student to work out together what steps can be taken to address the matter and how their parents will be informed of the situation. It is important that the student who experienced the bullying behaviour feels safe.

In situations where a parent makes the school aware of bullying behaviour that has occurred and specifically requests that the school take no action, the parent will be requested to put this in writing to the school. It is also expected that parents respect the professional judgment of the teachers when deciding on appropriate interventions and supports.

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

The school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, schools should deal with it in accordance with this BÍ Cineálta policy.

Follow Up Where Bullying Behaviour Has Occurred

In line with the *Cineáltas: Action Plan on Bullying*, our school is committed to ongoing engagement and follow-up where bullying behaviour has occurred. Full details on the procedures for reviewing progress, engaging with students and parents, and documenting outcomes can be found in [Appendix 10](#) of this policy.

Recording Bullying Behaviour

All incidents of bullying behaviour will be recorded. The record should document the form and type of bullying behaviour, if known where and when it took place and the date of initial engagement with the students and their parents. Records of student's accounts of what happened, notes of meetings with parents and details of any follow-up meetings with parents should also be attached to this form. These records will be saved on the school Aladdin recording system with restricted access to relevant staff.

Where a Student Support File(Continuum of Support) exists, a note of the record will be attached to the Student Support File.

Complaints Process

Where a parent 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. The [Parental Complaints Procedure](#) is available for all parents.

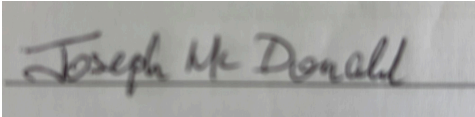
In the event a parent is dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children if they believe that the school's actions have had a negative effect on the student.

Oversight

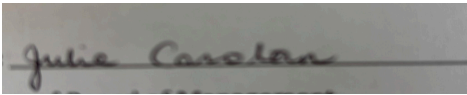
The principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning 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: 
(Chairperson of Board of Management)

Date: 20th May 2025

Signed: 
(Principal)

Date: 20th May 2025

Appendix 1: Development/review of our Bí Cineálta policy to prevent and address bullying behaviour

	Date consulted	Method of consultation
School Staff	Oct 2024	ISL Discussion
	Nov 2024	Principal & ISL member Bí Cineálta training day Oide. (8.11.24)
	Feb 19th 2025	Whole staff - Stage 1: Staff Meeting (28.01.25) Webinar, Introduction, Discussion. Staff bullying survey carried out on 19.2.25 Half Day Bí Cineálta training
	May 14th 2025	Croke Park training for staff on Bí Cineálta. All staff asked to read draft policy and feedback.
Students	May 2nd 2025	Pupil Survey- 3rd-6th Focus Groups
Parents	March 24th 2025	Parents Survey- Anti-Bullying
Board of Management	May 20th 2025	The BoM reviewed and discussed the policy.
Wider school community as appropriate, for example, bus drivers	June 2025	Share with all ancillary staff and relevant personnel Secretary, caretaker, lollipop lady, bus escorts, bus drivers. Publish on website once ratified

Appendix 2: Types of Bullying

Types Of Bullying		
There are many different types of bullying behaviour. These can include directing bullying at someone focused on the following: disability, exceptional ability, gender identity, LGBTQ+ , physical appearance, racism, poverty status, religious identity, sexism and sexual harassment. This is not an exhaustive list.		
Direct	Physical	Pushing, shoving, punching, kicking, poking and tripping students. Physical assault. Destruction of personal property.
	Verbal	Continual name calling which insults, humiliates the student – this may refer to physical appearance, size, clothes, gender, accent, academic ability, race or ethnic origin.
	Written	Writing insulting remarks in public places, passing notes or drawings about the student.
	Extortion	Where something is obtained through force or threats.
Indirect	Exclusion	Where a student is deliberately and repeatedly isolated, excluded or ignored by a student or group of students.
	Relational	Where a student's attempts to form friendships with peers are repeatedly rejected or undermined, threats, non-verbal gesturing, malicious gossip, spreading rumours, silent treatment and manipulation of friend groups etc can all form relational bullying for a student.
Online Bullying Behaviour	Cyber Bullying	<p>Cyber bullying is carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chat rooms and other online technologies.</p> <ul style="list-style-type: none"> • Sending or sharing of insulting and offensive or intimidating messages or images via online means as mentioned above. • Posting information which is personal, private or sensitive without consent. • Making and/or participating in fake profiles on a social network to impersonate and/or humiliate other students. • Exclude/disrupt access to a student on purpose on online chat groups/access to accounts/from an online game.

Appendix 3: Examples Of Bullying Behaviour

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> ● Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. ● Physical aggression ● Damage to property ● Name calling ● Slagging ● The production, display or circulation of written words, pictures or other materials aimed at intimidating another person ● Offensive graffiti ● Extortion ● Intimidation ● Insulting or offensive gestures ● The “look”, eye rolling ● Invasion of personal space ● A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> ● Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation ● Harassment: Continually sending vicious, mean or disturbing messages to an individual ● Impersonation: Posting offensive or aggressive messages under another person’s name ● Flaming: Using inflammatory or vulgar words to provoke an online fight ● Trickery: Fooling someone into sharing personal information which you then post online ● Outing: Posting or sharing confidential or compromising information or images ● Exclusion: Purposefully excluding someone from an online group ● Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety ● Silent telephone/mobile phone call ● Abusive telephone/mobile phone calls ● Abusive text messages ● Abusive email ● Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles

	<ul style="list-style-type: none"> ● Abusive website comments/Blogs/Pictures ● Abusive posts on any form of communication technology
Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	<ul style="list-style-type: none"> ● Spreading rumours about a person's sexual orientation ● Taunting a person of a different sexual orientation ● Name calling e.g. Gay, queer, lesbian...used in a derogatory manner ● Physical intimidation or attacks ● Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> ● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background ● Exclusion on the basis of any of the above
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
Relationale	<p><i>This involves manipulating relationships as a means of bullying.</i></p> <p>Behaviours include:</p> <ul style="list-style-type: none"> ● Malicious gossip ● Isolation & exclusion ● Ignoring ● Excluding from the group ● Taking someone's friends away ● "Bitching" ● Spreading rumours ● Breaking confidence ● Talking loud enough so that the victim can hear ● The "look" ● Use or terminology such as 'nerd' in a derogatory way

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
	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
Sexual	Unwelcome or inappropriate sexual comments or touching
Racist bullying	<p>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.</p> <p>Racism is defined in the National Action Plan Against Racism¹³ as <i>“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”</i></p>
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
Special Educational Needs, Disability	<p>Name calling</p> <ul style="list-style-type: none"> ● Taunting others because of their disability or learning needs ● Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying ● Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. ● Mimicking a person’s disability ● Setting others up for ridicule

Appendix 4.1 Preventing Bullying - Culture and Environment

We strive to do this in the following ways:

- All staff foster a collaborative approach with shared responsibilities in relation to preventing and addressing bullying behaviour.
- The In-School Leadership & Management Team influencing school culture and setting the standards and expectations for the school community when preventing and addressing bullying behaviour.
- All staff develop and maintain a school culture where bullying behaviour is unacceptable and ensure that a consistent approach is taken to addressing bullying behaviour.
- Rampark N.S has a school-wide approach to the fostering of respect for all members of the school community. **(See Appendix 10)**
- Upholding the Catholic Ethos of the school, encouraging positive attitudes to inclusivity and equality. This permeates all aspects of the school day and throughout the teaching of the curriculum.
- Promoting a Restorative Practice within the school, and all the values that underpin this approach (Fairness, Respect, Inclusivity, Empathy, Nurturing, Safety)
- Students promote kindness and inclusion among their friends and classes and maintain a positive and supportive school environment for all.
- Involving parents as active partners in creating a school culture where bullying behaviour is unacceptable and a consistent approach to addressing bullying behaviour.
- By encouraging a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance.
- Promote the concept of a trusted adult – stay safe linkage – who to tell. With reminders of this throughout the year.

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

- The use of restorative meetings will be used.
- Foster positive self esteem amongst the pupils by celebrating individual differences, by acknowledging good behaviour and by providing opportunities for and celebrating success.
- It is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- We will ensure that the pupils know who to tell and how to tell, e.g.:
 - Direct approach to the teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Feelings or worry box.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.

- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
 - Clear protocols are in place to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
 - Teachers will respond sensitively and empathetically to pupils who disclose incidents of conflict and/or bullying behaviour, and a restorative conversation will be used with all alleged incidents. Staff are briefed on the uniform approach we must take to handle all reports of bullying – this is distributed to staff and a copy is displayed in classrooms and on the Staff Room notice board for ease of access also.
 - Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention..m
 - Incorporate artwork and signs to promote our school values – creation of a school charter promoting rights – equality, inclusion and respect.
 - School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community. (See Appendix 11)
 - Anti Bullying week activities such as Random acts of Kindness homework, Poster making, slogan making, poems..
 - Child Friendly Anti- Bullying Policy formed with pupil and parent input and distributed to parents, children and staff to discuss. This policy outlines various ways to tell.
 - Effective supervision and monitoring of pupils.
 - Class and School Charter development as well as notice board to promote kindness and build responsibility amongst pupils.
 - The school's anti-bullying policy is discussed with pupils and parent(s)/guardian(s) and reviewed every year. The code of behaviour and anti-bullying policies are also available on our website.
 - The implementation of regular whole school awareness measures e.g. the promotion of friendship, and bullying prevention;
 - Implementation of the school's [Acceptable Use Policy](#) in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored and the pupils' use of mobile phones is strictly prohibited.
 - Staff will be vigilant in monitoring pupils who are considered at risk of conflict within relationships with their peers, with particular regard to pupils with SEN.
 - **Restorative Practice** underpins the school **Code of Behaviour**. This approach enables pupils to reflect on their behaviour, with the aim of finding solutions to restore relationships. Our overall aim is to ensure that all pupils feel happy, successful and connected in our school, so that they can learn.
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Appendix 4.2 Preventing Bullying - Curriculum (Teaching And Learning)

We strive to :

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

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

- An inclusive curriculum, which includes education on diversity and respect for other cultures, anti racism and an increased awareness of unconscious bias for the whole school community
 - The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
 - The implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
 - Continuous Professional Development for staff in delivering these programmes.
 - School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme.
 - Students are given regular opportunities to work in small groups with peers, which can help build a sense of connection, belonging and empathy.
 - Targeted delivery of lessons on Cyberbullying and Diversity and Interculturalism at the appropriate class levels.
 - The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy.
 - Staff will consistently tackle the use of discriminatory and derogatory language and explicitly teach what respectful language and behaviour looks like.
-

Appendix 4.3 Preventing Bullying - Policy and Planning

We strive to:

- Create a safe, supportive environment where pupils feel heard, valued, and

protected.

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

- Raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
 - Ensure appropriate supervision and monitoring measures through which all areas of school activity are kept under observation.
 - Develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
 - To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
 - To work with appropriate agencies in countering all forms of bullying and promoting anti bullying behaviour.
 - The Acceptable Use Policy, Supervision policy, and Code of Behaviour policy all support the implementation of the Bi Cinealta policy.
 - Effective leadership is a key component with Principal, Deputy Principal, DLP, DDLP, and all middle management focused on supporting the implementation of this policy.
 - Have a shared folder of resources for teaching of bullying including lessons from above websites – shared Google drive for all teachers to access.
-

Appendix 4.4 Preventing Bullying - Relationships and Partnerships

We strive to:

Create strong, respectful relationships in school to promote a positive climate where bullying is less likely to happen.

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

- Age and stage appropriate awareness initiatives that engage the student body in looking at their own behaviour – promoting acts of kindness and friendship, being an active help to others and looking at the causes of and impact of bullying during SPHE lessons.
- Displaying key respect and restorative messages around the school.
- Supporting active participation of students in school life and active participation of parents in school life also.
- Engaging parents and students in actively contributing to the formation of a Child Friendly Anti Bullying Policy to make them active participants in promotion of and discussion of useful ways to identify and reduce bullying behaviour and highlight procedure and how to deal with it if it does occur.
- Promoting peer support.
- Supporting activities that build empathy, respect and resilience.
- Promoting digital citizenship.

Appendix 4.5 Preventing Bullying /Cyber Bullying Behaviour

We strive to:

Develop good digital citizens who are respectful, responsible, and prepared to engage safely and positively in the modern digital world.

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

- Implementing the SPHE Curriculum
- Implementation of our Digital Citizenship plan in all relevant classes which teaches students about responsible online behaviour and digital citizenship.
- Having regular conversations with students about developing respectful and kind relationships online.
- Implementing our Acceptable Use Policy for technology.
- Referring to appropriate online behaviour as part of the standards in the Code of Behaviour.
- Promoting or hosting online safety events for parents who are responsible for overseeing their children's activities online.
- Holding an internet safety day to reinforce awareness around appropriate online behaviour
- ☐ "Don't be mean behind the screen" workshops every second year for 3rd to 6th class

Appendix 4.6 Preventing Homophobic/ Transphobic Bullying Behaviour

We strive to:

Create a school where everyone feels safe, respected, and accepted for who they are. Homophobic and transphobic bullying has no place in our community.

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

- Maintaining an inclusive physical environment.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Challenging gender stereotypes.

- Conducting workshops and seminars for students, school staff and parents to raise awareness of the impact of homophobic bullying behaviour.
 - Encouraging students to speak up when they witness homophobic behaviour.
-

Appendix 4.7 Preventing Racist Bullying Behaviour

We strive to:

Celebrate the rich diversity of our school community, by creating an inclusive and welcoming environment where all students feel valued, respected, and safe.

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

- Fostering a school culture where diversity is celebrated and where students “see themselves” in their school environment.
- Having the cultural diversity of the school visible and on display.
- Conducting workshops and seminars for students, school staff and parents to raise awareness of racism.
- Encouraging peer support such as peer mentoring and empathy building activities.
- Encouraging bystanders to report when they witness racist behaviour.
- Providing support to school staff to respond to the needs of students for whom English is an additional language and for communicating with their parents.
- Providing support to school staff to support students from ethnic minorities, including Traveller and Roma students, and to encourage communication with their parents.
- Inviting speakers from diverse ethnic backgrounds.
- Ensuring that library reading material and textbooks represent appropriate lived experiences of students and adults from different national, ethnic and cultural backgrounds.

Appendix 4.8 Preventing Bullying/ Sexist Bullying Behaviour

We strive to:

Promote gender equality, challenge stereotypes, and create a school environment where all children feel valued, respected, and safe—regardless of gender.

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

- Ensuring members of staff model respectful behaviour and treat students equally irrespective of their sex.

- Ensuring all students have the same opportunities to engage in school activities irrespective of their sex.
 - Celebrating diversity at school and acknowledging the contributions of all students.
 - Organising awareness campaigns, workshops and presentations on gender equality and respect.
 - Encouraging parents to reinforce these values of respect at home.
-

Appendix 4.9 Preventing Bullying - Sexual Harassment

We strive to:

Create a safe and supportive environment where all students feel protected, heard, and valued by teaching respect, boundaries, and consent from an early age promoting positive role models within the school community.

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

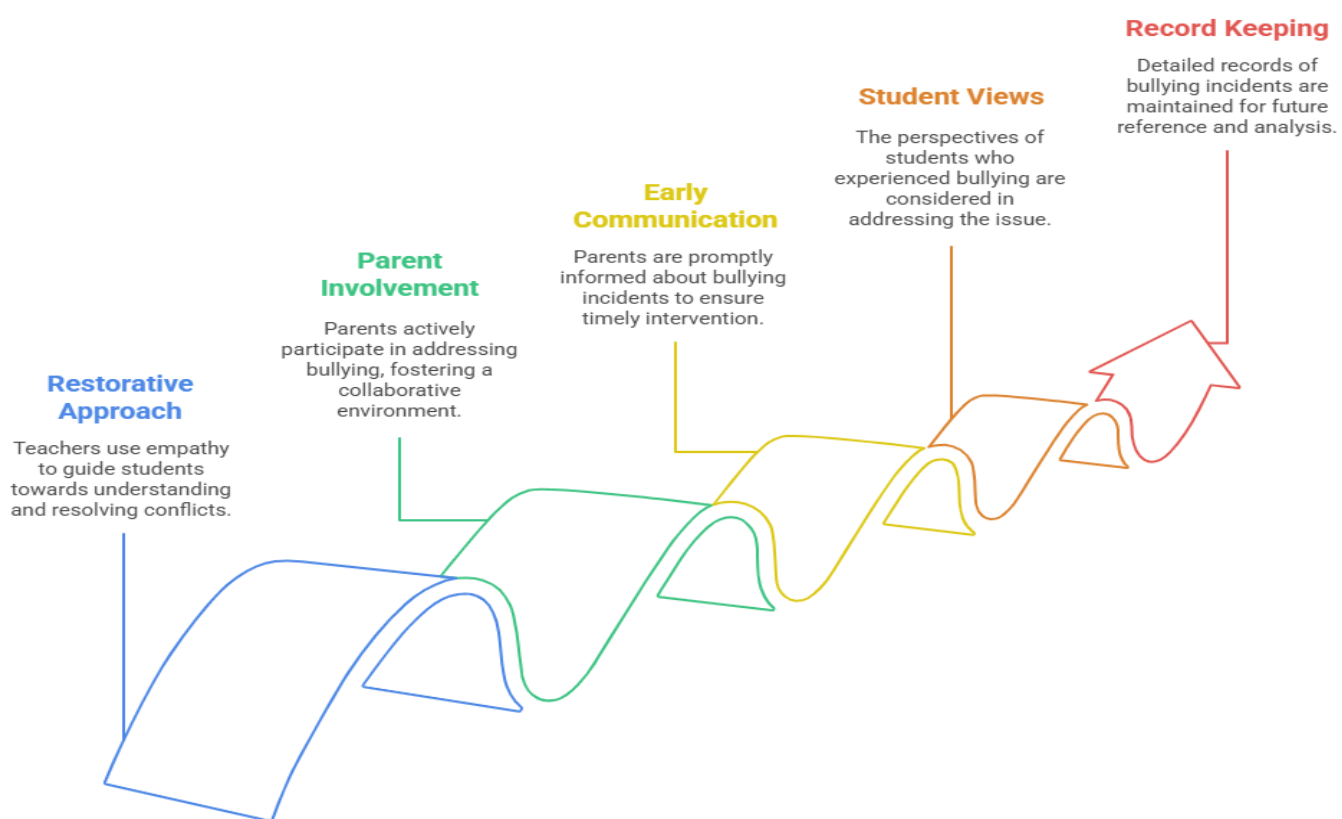
- Challenging gender stereotypes that can contribute to sexual harassment
- Promoting positive role models within the school community
- Teaching respect, boundaries, and consent through age-appropriate lessons.
- Promoting open conversations about feelings and personal space.

Appendix 5 Supervision and Monitoring Procedures

The following supervision and monitoring procedures are in place to prevent and address bullying behaviour:

- Effective and appropriate supervision will be in place at all times. Staff members have a distinct responsibility to ensure that supervision of pupils in class is effective and consistent.
- Supervision in playground areas are managed and conducted effectively with particular attention given to 'hot spots'
- Office, Ancillary staff, SNAs and bus drivers are well placed to inform if any behaviour which may constitute bullying is noticed.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
- Supervision will also apply to monitoring student use of communication technology within the school.
- Each class level is assigned to a dedicated yard space at break times. This dedicated yard space is clearly marked out and there is a clear line of sight to make it easier for school staff to supervise students. (Dedicated yard spaces change twice a year when weather permits playing on the grass and can change at other times if deemed necessary.)
- A supervision roster is in place where one teacher is assigned to each yard area. SNAs work with the children they are assigned to during break times. Both teachers and SNA's are encouraged to promote playground games and inclusion.
- Children from the Autism Classes integrate with their associated class at break times. This integration is supported by a SNA from the Autism Class and the progress of this integration is regularly reviewed.
- The visibility of staff on supervision duty is a priority and staff are encouraged to wear high-vis vests.

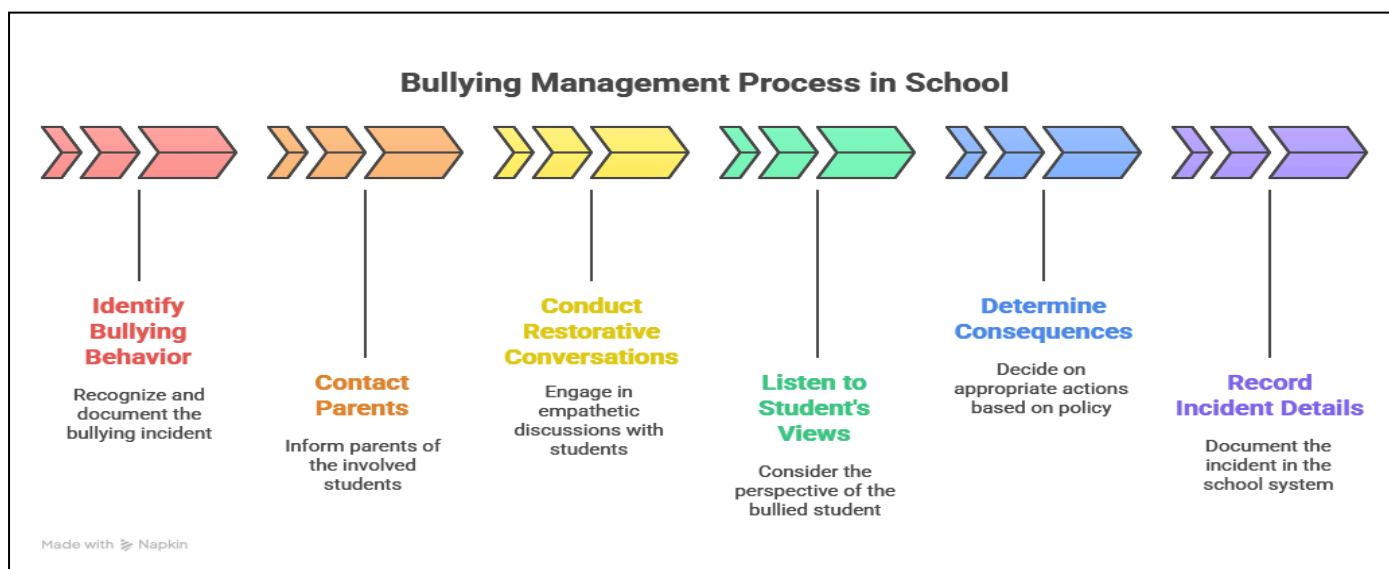
Appendix 6 Investigating Reports of Bullying Behaviour



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Appendix 7 School Wide Investigation Procedure

Restorative practices (approaches) are a set of values, principles, and skills used to build strong relationships, manage conflict, and resolve problems in a healthy and constructive way. They focus on repairing harm, promoting empathy, and fostering a sense of community, rather than solely focusing on punishment. there in Rampark N.S.:



Restorative Questions Will Be Used

- ✓ What happened?
- ✓ What were you thinking at the time?
- ✓ What have you thought about since?
- ✓ Who has been affected and in what way?
- ✓ How could things have been done differently?
- ✓ What do you think needs to happen next?

Restorative Meeting

A restorative meeting will be held with all involved.

- Efforts will be made to help the pupil who has engaged in bullying behaviour so see things from the perspective of the other pupil.
- S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop.

Role of School Staff

- The teacher will be fair and consistent in their approach to address bullying behaviour.
- Both the student who is experiencing bullying behaviour and the student who is

displaying bullying behaviour need support.

- It is important that the student who is experiencing bullying behaviour is engaged without delay so that they feel listened to, supported and reassured.
- School staff will identify the supports needed for the student who is displaying bullying behaviour to better manage relational difficulties and ensure that their needs are met.

Role of Pupils

- A written account (reflection sheet) of the incident(s) by the individuals involved may be deemed appropriate and helpful.
- Alternatively, a written agreement for all the individuals involved may be deemed necessary.

Role of Parents

- Parents will be notified that the meeting has taken place, and ***pupils are encouraged to talk with their parents.***
- The school will discuss with parents ways in which to reinforce or support the actions being taken by the school. Students' failure to immediately stop bullying behaviour may be viewed by the principal as a serious risk to the safety of others.

Reporting and Recording

- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This must be recorded on our Bi Cineálta (Anti-Bullying) recording system.

Monitoring and Management of Ongoing Cases

- If a pupil chooses to continue the bullying behaviour, the investigation will remain open. In this event parent(s)/guardian(s) will be contacted.
- The school should give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support for the pupil.
- Follow-up meetings with the relevant parties involved may be arranged separately with a view to bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Depending on the seriousness of the bullying some or all supportive interventions will be utilised (See School Code of Behaviour).
 - For gross misbehaviour or repeated instances of serious misbehaviour, formal Intervention and/or suspension may be warranted in accordance with

the school's Code of Behaviour.

- Repeated incidents of bullying behaviour will result in the imposition of sanctions (Applying consequences for wrongdoing).
- Such sanctions will be proportionate to the seriousness of the bullying behaviour. It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required that this is a private matter between the pupil being disciplined, his or her parents and the school.
- The School will maintain care for the victim over time. This will be done by speaking to the child a number of weeks after the incident to check on their continuing welfare. The child's parents will also be consulted.

Appendix 8 Bullying Related School Supports

- **Listening**

Teachers/ staff will listen without judgement to the pupil(s) involved, and allow them to explain the situation and circumstances. Try to establish the facts. It is important that staff make notes on these conversations so there is a log of events.

- **Showing empathy**

Pupils should feel that their voice is heard and be assured that appropriate action will be taken. It is important they know that it is not their fault.

- **Reassuring the student**

Staff members can reassure the pupil(s) that their bravery in speaking up is the first important step in working towards a resolution. It is important that pupils know the next step in the course of action (see steps in previous section, and visual from Appendix 6).

- Asking them to let them know if the bullying behaviour occurs in school.

It is important that pupils understand that staff need to be informed of any bullying behaviour in school.

- **Devising appropriate “check in” mechanisms**

Pupils should be monitored if they have been involved in bullying behaviour. Regular monitoring can be formal and pre-planned, or informal check-ins by the staff members involved. Even when a situation has been resolved, it is important to check back in with pupils.

- Discussing how the student can inform their parents of the situation if they haven't already done so. The pupils may need support and direction on how to inform their parents. As Bí Cineálta is a partnership approach, it is important that parents are told at the earliest possible stage, even if pupils are reluctant for them to be informed.
- Fun friends or friends for life programmes?

Supporting Bullied Pupils

- Ending the bullying behaviour,
- Fostering respect for bullied pupils and all pupils,
- Fostering greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through annual awareness-raising programmes,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation

in group work in class and in extra-curricular group or team activities during or after school).

Supporting Bullying Pupils

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

Support For Staff

- Regular discussion and review of policy and procedures is essential to support staff on a continuous basis.
- All staff have a uniform interpretation of what is expected in relation to bullying, how to identify possibly bullying behaviours, how to manage disclosures.
- The school's anti-bullying policy is discussed regularly with the pupils.
- All disclosed incidents of bullying are investigated thoroughly and consistently by following the correct procedure as outlined to staff and recorded on Aladdin using the template for this.

Support For Parents

- Provide a safe, confidential space for parents to share their concerns and ask questions.
- Listen openly and without judgement, showing empathy and understanding for the parent's experience.
- Communicate regularly and clearly about the situation, steps taken, and next steps. Offer reassurance that the school takes all incidents seriously and follows an agreed policy (e.g., *Bí Cineálta* framework).

- Explain the school's approach to bullying and the support strategies in place for all students involved.
- Arrange follow-up meetings to review progress and maintain open lines of communication.
- Share resources and websites that can help parents understand and support their child (e.g., Webwise, NPC, TackleBullying.ie).

Links for Parental Support

- [TackleBullying.ie](https://www.tacklebullying.ie/) – practical advice and support for parents and students
- [NPC Internet Safety Training](https://www.npc.ie/internet-safety-training/) – offered by the National Parents Council
- [Webwise for Parents](https://www.webwise.ie/parents/) – expert advice on online safety and digital wellbeing
- [Tusla Parenting 24 Seven](https://www.tusla.ie/parenting-24-seven/) – tips on positive parenting for different age groups
- [FUSE Parent Hub](https://www.fuseparent.com/) – anti-bullying resources developed by the DCU Anti-Bullying Centre
- [DCU Anti-Bullying Centre](https://www.dcu.ie/anti-bullying-centre/) – research-based information and supports

We are here to support you every step of the way, and together we can help ensure every child feels safe, heard and supported.

Appendix 9 - Rampark National School Action Plan for Anti-Bullying based on the 9 Core

Components of 'Cineáltas Action Plan'

A Whole Education Approach: A link with wellbeing- 9 Core Components of a whole-education approach to effectively reduce bullying and cyberbullying.

Component		Action
1.	Evidence of monitoring school bullying and evaluation of responses	See Bí Cineálta policy above
2.	Student empowerment, participation and voice	<p>A focus will be on creating a culture and school environment that is welcoming to all voices, cultures and identities. Together staff, pupils , parents and the BOM will work to promote inclusion, equality, respect and diversity with zero tolerance for bullying amongst the student body.</p> <p>Teachers and pupils will work to hear the thoughts/ ideas/opinions and voices of their peers on the topic of bullying in order to develop anti-bullying awareness activities/events/ideas.</p> <p>Bí Cinealtas Buddies- The potential for student mentors to play a role in preventing and reporting bullying in schools.</p> <p>Competition to develop a school phrase or motto that reflects our Bí Cineálta policy.</p> <p>School environment- Creating a safe space through the use of posters and anti-bullying quotes and images.</p> <p>'Listening walks' where staff talk to students informally during yard time.</p> <p>Feedback Wall- where pupils respond to questions like "What makes you feel safe in school?" you leave post its or have whiteboards on the wall</p>
3.	Collaboration and partnerships between the education sector and	Using a range of additional resources to supplement and support SPHE Teaching and Learning including

	a range of partners (other government sectors, nongovernmental organisations, academia, digital platforms)	<ul style="list-style-type: none"> • Barnardos resources • Ebooks on the topic of bullying • Tackle bullying resources • Shield Self Evaluation Tool (2024/2025) • Make Noise- Primary resources 2023 • Internet safety and Anti-bullying talks
4.	Reporting mechanisms for student affected by bullying, together with support and referral services	<p>Directly teaching the ‘how to’ when reporting bullying- acting out the scenario in drama/SPHE lessons.</p> <p>Identifying that it is important to report if you are a bystander. Reporting on behalf of another student. The development of a range of effective approaches within our school to enable the safe reporting of bullying behaviour. Reporting anonymously? (page 18 of Cineáltas)</p> <p>The need for reporting of all alleged bullying incidents, including details of the type of bullying behaviour and the approach to addressing it outlined in our Code of Behaviour</p>
5.	Involvement of all stakeholders in the school community, including parents	<p>The importance of engagement with parents in recognition of their key role in preventing and addressing bullying -</p> <p>Using Google classroom/ School website to share students’ work on anti-bullying campaigns/events/lessons etc throughout the year (not just during anti bullying week but promoting and displaying the message of zero tolerance for bullying all year round)</p> <p>Provision of accessible information on supports to prevent and address bullying for children and young people, parents and school staff (School website/ Talks)</p>
6.	Curriculum, learning and teaching to promote a caring (that is an anti bullying) school climate	<ul style="list-style-type: none"> • Teachers ensure an inclusive curriculum, which includes education on diversity and respect for other cultures, antiracism and an increased awareness of unconscious bias for the whole school community • Using stories/books in lessons which reinforce the message of inclusion and equality, and that reflect

		<p>the evolving nature of society, especially for junior classes.</p> <ul style="list-style-type: none"> • Lessons: The effects of bullying. Developing students' self-confidence and emotional literacy to support them in reporting bullying behaviour through 'Talk About' 'Walk Tall' 'Stay Safe', 'RSE' and similar programmes.
7.	Safe psychological and physical school and classroom environment	<ul style="list-style-type: none"> • The importance of positive relationships across the whole school community to promote empathy, understanding and respect. • The importance of all school staff keeping a 'watchful eye' on the children in their care with all school staff being confident in their knowledge of best practice in how to address bullying behaviour. Communicating and recording concerns effectively when they arise. • The importance of students' being able to identify a trusted adult (or if not adult, a bully buddy, a mentor, student council member, sibling or friend) in relation to disclosure of incidents of bullying.
8.	Strong political leadership and robust legal and policy framework to address bullying, school violence and violence against children in general	Government level
9.	Training and support for teachers addressing bullying and student centered and caring classroom management	Continued CPD for teachers to develop skills to prevent and address bullying/ The importance of school staff being trained to implement a range of appropriate responses to alleged bullying behaviour

Appendix 10: Follow Up Where Bullying Behaviour Has Occurred

In line with the *Cineáltas: Action Plan on Bullying*, our school is committed to ongoing engagement and follow-up where bullying behaviour has occurred. Full details on the procedures for reviewing progress, engaging with students and parents, and documenting outcomes can be found in Appendix of this policy. This appendix outlines timelines, key considerations, and next steps where bullying behaviour may or may not have ceased.

Bullying Intervention Cycle



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Appendix 11- Action Plan- Actions And Activities To Promote Anti-Bullying Within Rampark N.S

Actions and activities to promote anti-bullying within Rampark N.S	
Generally	<ul style="list-style-type: none"> ● Modeling of desired behaviour – respect is key. ● Social Skill groups – Targeted groups & individuals for social skills, self-esteem etc. ● Parent courses and workshops, talks and resources available- ensuring communication lines are open. ● Extra-curricular activities; hurling, football, cross country etc. for targeted students ● Links with the community – GAA Club Etonian G ● Curricular – each child is given the opportunity to succeed; differentiation, playing to strengths and interests. ● Incredible Years – Some staff are trained but all are aware of prevention strategies and use them daily. The ethos of the school is to focus on the positive and promote positive behaviour and student interaction. ● Assemblies – celebrating achievements, showcasing talents, celebrating milestones, praising positive and respectful behaviour. ● Worry Box/Feelings Box in class, pupils are encouraged to write or draw their emotion/feeling and the teacher will best support on 1/1 or group or whole class basis. ● Email & School Website – showcase our successes, keeping parents informed, highlighting achievements; individuals, groups and the whole school. ● Awareness amongst staff; each September staff meeting (and regularly throughout the year) behaviour is discussed and it is ensured that all are aware of procedures. ● All school staff are asked to monitor children and report any concerns to the relevant teacher. ● Whole School Initiatives: External Friendship Benches to encourage pupils to sit amongst friends and to share how they are feeling. ● Everything but a bag, wear odd socks to school day and many other creative ideas to promote student wellbeing. ● Whole School Wellbeing Week ● Staff initiatives e.g. – Anti-bullying CPD training. ● Staff relations – Social Committee organise events. ● Internet Safety – Parent sessions on internet safety ● Cybersafekids webinar for children and parents ● Supervision – Monitoring effectively on yard- promoting positive student relationships. On wet days these adults circulate around the classrooms and monitor behaviour. <p>Whole school awareness measures:</p> <ul style="list-style-type: none"> o Friendship week o Anti-bullying surveys

	<ul style="list-style-type: none"> o Anti-bullying parent's session o Random act of kindness week o SPHE curriculum – walk tall, stay safe & RSE ● Strong culture of telling - pupils and parents are always encouraged to communicate issues to teachers. ● Anti-bullying policy – clear and structured guidelines for teachers, parents and pupils – expectations are clear
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Appendix 12 - Bí Cineálta Review Policy: Appendix E From The Bi Cinealta Framework

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.

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?

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6. Have all school staff been made aware of the, school's Bí Cineálta policy and the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*?

- ☐ Yes
☐ No

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?

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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:

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