

# Ardee Community School



## Draft Bi Cinealta Policy to Prevent and Address Bullying Behaviour

This policy was ratified by the Board of Management of Ardee  
Community School

Signed: M. Scanlon

Date: 16/6/25

## Our Vision

We have a vision of a school community where equality, harmony and friendship exist. We accept and welcome that we are a community of diverse individuals. We work to ensure that each individual in our community may fulfil their purpose in life.

**Our Motto**

**Ná bris Sith: Ná bris Cáirdeas**  
**Don't break Peace:**  
**Don't break Friendship.**

In accordance with the requirements of the Education (welfare) Act 2000 and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools 2024, the Board of Management of Ardee Community College has adopted the following policy to prevent and address bullying behaviour in conjunction with and within the framework of the school's overall Code of 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.

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.

## This Policy Applies

- In class, between classes and while on the school premises
- While in school uniform
- On the way to and from school
- On school-based activity, school tours etc.

## [Link to Mission Statement and Key Principles of Best Practice](#)

The Board of Management of Ardee Community School recognizes the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to ensuring that policy and practice in the school is guided by the four key principals of Cineáltas:

1. Prevention
2. Support
3. Oversight
4. Community

The Board of Management of Ardee Community 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.



## Definition of Bullying

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

The core definition above sets out clear criteria to help school communities to prevent, correctly identify and address bullying among students. Alleged incidents of bullying are however often complex and must be considered on a case-by-case basis.

The core elements of the definition are further described below:

### ➤ Targeted Behaviour

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

### ➤ Repeated Behaviour

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

### ➤ Imbalance of Power

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



## Behaviour that is not Bullying Behaviour

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

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

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

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

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

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

## Criminal Behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images.

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

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

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

An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.  
[Child Protection Concern](#)

Section 10 of the Children First Act 2015 places a statutory obligation on schools, as a “provider of a relevant service” to ensure, as far as practicable, that each child attending the school is safe from harm while attending school or otherwise participating in school activities.

The Children First Act 2015 defines harm as assault, ill-treatment, neglect or sexual abuse and covers single and multiple instances.

Generally, bullying behaviour can be addressed without the involvement of Tusla. However, bullying behaviour may become a child protection concern when it results in significant physical or emotional harm, or where it becomes a persistent and severe problem and measures will be taken to address in line with our Child Protection Policy.

#### [Types of Bullying Behaviour Deemed to be Inappropriate \(this list is not exhaustive\)](#)

##### [General Behaviours](#)

- 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”
- Invasion of personal space
- Exclusion
- A combination of any of the types listed

##### [Cyber](#)

- Denigration: Spreading rumours, 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/Instagram/Tik Tok/Be Real/Twitter/You Tube etc. or on games consoles
- Abusive website comments/Blogs/Pictures
- Abusive posts on any form of communication technology
- Creating and sharing real or fake content designed to cause harm.
- Photographing and/or recording an individual without prior consent to then share on or offline intending to cause harm.

#### 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

- 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

- 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

#### Relational

This involves manipulating relationships as a means of bullying. Behaviours include:

- 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 of terminology such as "nerd" in a derogatory way

#### Sexual

- Unwelcome or inappropriate sexual comments or touching
- Harassment



### Special Educational Needs, Disability –Learning Difficulties and Gifted

- Name calling
- 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

## Section A: Development/Review of our Bí Cineálta Policy to Prevent and Address Bullying Behaviour

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

	Date Consulted	Method of Consultation
School Staff	28th February 2025 25th March 2025 7th May 2025 28th May 2025	Bi Cinealta Half Day Year Head Meeting 1 Staff Meeting – Draft Year Head Meeting 2
Students	29 <sup>th</sup> January 2025 9 <sup>th</sup> May 2025	Whole School Survey Student Voice Assembly
Parents	19th May 2025	Parents' Focus Group
Board of Management		
Wider school community as appropriate, for example, bus drivers	28th February 2025	Bí Cineálta Half Day
Date policy was approved:		
Date policy was last reviewed:		

## Section B: Preventing Bullying Behaviour

### 1. Prevention Strategies

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

At Ardee Community School, we are committed to proactively preventing bullying behaviour through a whole school, evidence-informed approach.

Our preventative strategies are rooted in the four pillars of wellbeing promotion: **Culture and Environment, Curriculum (Teaching and Learning), Policy and Planning, and Relationships and Partnerships.**

#### A. School Culture and Environment

##### Supervision of High-Risk Areas:

Management, teachers and supervisors provide active supervision in areas where bullying is more likely to occur such as corridors during class transitions, stairwells, locker areas, toilets, the canteen, and outdoor spaces. Our supervision rota ensures that these areas are regularly monitored at break and lunch times.

##### Safe Social Spaces:

We offer a range of supervised activities, including our daily breakfast club in the canteen, our homework club, as well as a reading/quiet space in the reflection room. AEN students can avail of the use of communal areas in the AEN suite which includes a kitchen, sensory room and access to computers. These provide safe and inclusive environments, particularly for students who may feel isolated or vulnerable during unstructured times.

##### Positive School Environment:

Our school values of kindness, respect, responsibility and inclusion are regularly reinforced through visible signage, classroom posters, our school website, and digital notices. Further to this, every classroom has been furnished with framed posters containing images and titles of all the members of our core care support team. This serves well as an information point as well as a visual aid for students.

#### B. Curriculum and Student Learning

##### SPHE and Wellbeing Programme:

Bullying prevention is explicitly taught across all junior cycle SPHE lessons using the updated curriculum. In senior cycle, lessons address the emotional, psychological and social impacts of bullying, with a focus on empathy, restorative practice, and digital responsibility.



#### Annual Anti-Bullying Week:

Each year, we run a whole-school Anti-Bullying Week in line with the 'Choose Respect' ethos. Specific themes are explored each year. Activities include peer-led workshops, displays, student-created posters, themed tutorial notices, student competitions and daily announcements.

#### Guest Speakers and Workshops:

As part of our 'Anti-Bullying Week' and SPHE programme, external facilitators and speakers are invited annually to raise awareness on topics including online safety, respect, prejudice-based bullying, mental health and bystander responsibility. Further to this, our annual 'Upbeat Week' focuses on inclusion, acceptance and positive mental health. Targeted activities are tailored to each of the various year groups and reinforce our core values principally championing diversity and tolerance.

#### Tutor Programme:

Daily tutorial periods include reminders about respectful behaviour, key elements of the school's Bí Cineálta policy, and opportunities for students to reflect on peer relationships and wellbeing. Tutors also revisit the school's definition of bullying behaviour and reinforce reporting mechanisms on a monthly basis.

### C. Policy and Planning

#### Regular Policy Review:

Our Bí Cineálta policy is reviewed in consultation with the student council, parents' association, staff, and Board of Management. The student-friendly version of the policy is displayed in classrooms and on our school anti-bullying noticeboard located in our canteen.

#### Incident Monitoring and Oversight:

Our school uses a confidential reporting mechanism for bullying concerns, and trends are reviewed by the Student Support Team. Year Heads and Deputy Principals monitor reports to ensure swift action and follow-up.

#### Staff CPD:

All staff have the opportunity and are encouraged to engage in annual CPD in the area of bullying prevention, inclusion and restorative practice. (The Department of Education's "Resources for Post-Primary Schools" offers a wide range of supports for teachers to promote student wellbeing, online safety, and inclusion. It includes professional development courses, curriculum toolkits for SPHE and RSE, and resources to address issues like cyberbullying, racism, gender equality, and LGBTQ+ inclusion. Tools are also available to help schools review their online safety policies and develop Acceptable Use Policies. Overall, the resources aim to support teachers in creating safe, inclusive, and respectful school environments. Available at <https://www.gov.ie/en/department-of-education/publications/resources-for-postprimary-schools/#:~:text=Oide%20Resources&text=Online%20course%20from%20Oide%20Technology,students'%20wellbeing%20including%20online%20wellbeing.>)

Our school also provides instruction on reporting procedures and recognising the signs of bullying.

#### D. Relationships and Partnerships

##### Student Voice and Peer Leadership:

Our Student Council has a central role in planning anti-bullying initiatives. We also promote student leadership through mentoring, prefect roles, and peer-led inclusion activities.

##### Parent Engagement:

Information on bullying prevention is shared regularly through our app and parent-teacher meetings. Workshops for parents on topics like cyberbullying, smartphone use, and respectful relationships are offered in collaboration with our HSCL officer and may also become available during our annual *'Upbeat Week'*.

##### Community and DEIS Supports:

We work closely with our School Completion Programme, NEPS, HSCL and local youth services to ensure targeted support is available to students most at risk of social exclusion or bullying. We also include wider stakeholders (e.g. bus drivers, local gardai) in prevention efforts.

## 2. Supervision and Monitoring

Ardee Community School recognises that appropriate supervision and monitoring are key preventative strategies in addressing bullying behaviour. The school implements the following measures:

##### Daily Supervision Rota:

A structured supervision rota is in place to ensure that staff are present in key areas of the school buildings and grounds during break times, lunchtime, and before and after school. Particular attention is given to hot spots such as corridors, stairwells, bathrooms and outside recreational areas.

##### Classroom Monitoring:

Teachers actively supervise students during class time and maintain positive classroom management strategies that promote respectful behaviour and discourage negative peer interactions.

##### Corridor Supervision Between Classes:

Management and members of the SLT are present on corridors between classes to monitor student movement and interactions, reducing opportunities for bullying behaviours to occur.

##### CCTV Monitoring:

CCTV cameras are strategically placed in common areas throughout the school to support supervision and deter inappropriate behaviour.

#### Pastoral Care and Year Head System:

Year Heads, Tutors, and the Pastoral Care Team regularly check in with students, especially those who may be vulnerable or have reported difficulties with peer relationships.

#### Student Support Structures:

Supervision is reinforced by structured student supports, including peer mentoring programmes and the availability of the Guidance Counsellor and other support personnel for check-ins.

#### Anti-Bullying Week and Ongoing Awareness Campaigns:

Supervision practices are complemented by educational programmes and awareness initiatives such as *Anti-Bullying Week* and *Upbeat Week*, which promote a culture of respect, inclusion, and reporting.

#### Open-Door Policy:

The school fosters an open-door environment where students feel safe to approach staff to report concerns or incidents, ensuring that issues are addressed promptly.



## Section C: Addressing Bullying Behaviour

1. Where a member of staff has a concern about a student being bullied (personal observation, report from a student being bullied or a report from a third party)

The staff member should, without delay, complete the *Bullying Incident Report Microsoft Form* (Appendix B) and refer the matter to the relevant Year Head and Deputy Principal.

2. The staff members with responsibility for addressing bullying behaviour are as follows:

Relevant Year Head and/or Deputy Principal, with the support of the principal.

2025-2026		
Year Group	Year Head	Deputy Principal
1 <sup>st</sup>	Bridget Smith	Clara Neavyn
2 <sup>nd</sup>	Ruth Daly	Clara Neavyn
3 <sup>rd</sup>	Amanda Finlay	Marcella Greenan
TY	Mary Duffy	Pauline Duffy
5 <sup>th</sup>	Annemarie Goodman	Pauline Duffy
6 <sup>th</sup>	Catherine McGinley	Marcella Greenan

3. 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/guardians of those involved
4. The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows:

When a Year Head and/or Deputy Principal is alerted to a possible case of bullying, they will:

- Individually meet the students who are involved (see point 3 above)
- Each student will be asked to give an account of their experience of what has happened. A written account may be completed by the student (Appendix D) or it may be written up by the year head or deputy principal and then agreed upon by the student.

- The definition of bullying and the following questions will help to identify if bullying behaviour has occurred:

*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?*

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 this becomes a repeated behaviour.

Note: a school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, it will be dealt with it in accordance with the Bi Cineálta policy.

- Where bullying behaviour has occurred, a student's agency will be respected by involving them in deciding on the actions that will be taken.

#### Contact with Parents/Guardians

Parents/guardians are an integral part of our school community. The parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and to consult with them on the actions to be taken to address the behaviour.

In circumstances where a student expresses concern about their parents being informed, the school will develop an appropriate plan to support the student and for how their parents will be informed. The school will consider communication barriers that may exist when communicating with parents, for example, literacy, digital literacy or language barriers.

#### Requests to Take No Action

Students who request that no action be taken will be supported by the year head and/or deputy principal to explore together what possible steps could be taken to address the bullying behaviour. If, in consultation with a parent/guardian, a request to take no action is decided, this must be confirmed by completing a *Request to Take No Action Microsoft Form* (Appendix F) While acknowledging the request, the school reserves the right to address the bullying behaviour in certain circumstances.

#### Restorative Practice

Where appropriate and acceptable to the parties involved, restorative practice and mediation may be used to address the bullying behaviour.

### Follow Up Where Bullying Behaviour Has Occurred

The year head and/or deputy principal will engage with the students and parents/guardians involved in a case of bullying behaviour, no more than 20 school days after the initial discussion to review progress following the initial intervention.

### Review of Strategies

If bullying behaviour has not ceased, the year head and/or deputy principal will review the strategies used in consultation with the students and parents/guardians and agree to engage again over an agreed timeframe.

### Further Action if Bullying Behaviour Continues

Where it becomes clear that the bullying behaviour is continuing, disciplinary sanctions as provided for within the school's Code of Behaviour may be considered.

### If Parents/Guardians are Unsatisfied

If parents/guardians are not satisfied with how the bullying behaviour has been addressed by the school, in accordance with the *Bi Cinealta Procedures to Prevent and Address Bullying Behaviour in Primary and Post-Primary Schools* they will be referred to the school's complaint procedures.

### Complaint to Ombudsman for Children

If parents/guardians are dissatisfied with how a complaint has been handled, they may make a complaint to the Ombudsman for Children.

## 5. Supports

The school may use the following approaches to support those who experience, witness or display bullying behaviour:

- Students who have experienced or witnessed bullying behaviour may be supported by their tutor, year head and/or deputy principal with a view to raising their self-esteem, developing their friendship and social skills thereby building their resilience.
- Students who have engaged in bullying behaviour may be supported by their tutor, year head and/or deputy principal to help them learn other ways of meeting their needs without violating the rights of others.
- Students who have experienced, witnessed or engaged in bullying behaviour will be offered the support of a counsellor. Students will be strongly encouraged to consider this support option.
- Students who avail of counselling support will feature at monthly Care Support Review meetings.



- Students who have experienced, witnessed or engaged in bullying behaviour may also receive additional support from classroom teachers, AEN co-ordinator, SCP and/or HSCL.

### Outside Agency Support

The school reserves the right, in accordance with Section 6 *Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools* to seek the assistance of outside agencies (eg NEPS, the HSE, and the Gardaí) where it deems such assistance is necessary to deal effectively with bullying behaviour.

In any case, where the school deems bullying behaviour to be potentially abusive (Section 2 *Bi Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools*) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the *DES Child Protection Procedures for Primary and Post Primary* (revised 2023)

### 6. Recording

All bullying behaviour will be recorded on a ***Bullying Incident Report Microsoft Form*** (Appendix E) This will include the type of behaviour, where and when it took place, and the date of the engagement with students and parents. The actions and supports agreed to address bullying behaviour will be documented. If the bullying behaviour is a child protection concern the matter will be addressed without delay in accordance with *Child Protection Procedures for Primary and Post-Primary Schools*.

## Section D: Oversight

The principal will present an update on bullying behaviour at each Board of Management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year. Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. (See Chapter 7 of the Bí Cineálta procedures.)

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: 

(Chairperson of Board of Management)

Date: 16/6/25.

Signed: \_\_\_\_\_

(Principal)

Date: \_\_\_\_\_

## Appendix A

### Student Friendly Bí Cineálta Policy

Pending completion.



## Appendix B

### Bullying Incident Report Form

(To be completed by staff member who has witnessed a bullying incident, or has been informed of bullying behaviour by either the student experiencing it or a third party)

#### Bullying Incident Report Form

Bullying is 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. Please complete this form if you have witnessed a possible incident of bullying or have had an incident reported to you.

\* Required

\* This form will record your name, please fill your name.

1. Name and class of student(s) being bullied: \*

2. Name and class of student(s) engaged in bullying behaviour: \*

3. How did you become aware of this possible incident of bullying? \*

- ☐ I witnessed it
- ☐ It was reported to me by the student being bullied
- ☐ It was reported to me by a witness

4. Please provide information on the precise time and location of the incident: \*

5. Please provide a brief description of the bullying behaviour and its impact: \*

6. Name of Staff Member reporting this concern: \*

## Appendix C

### Identifying if Bullying Behaviour Has Occurred

To determine whether the behaviour reported is bullying behaviour the Year Head/Deputy Principal should consider the following questions:

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

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

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

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

## Appendix D

## Alleged Bullying Incident Student Statement Form

DATE: \_\_\_\_\_

STUDENT: \_\_\_\_\_

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

[illegible]

## Appendix E

### Record of Bullying Behaviour Form

(To be completed by a year head or deputy principal who has dealt with an incidence of bullying behaviour.)

#### Record of Bullying Behaviour

This form is to be completed by a Year Head/Deputy Principal to record an incident of bullying behaviour. The form can be edited after it has been submitted.

\* Required

\* This form will record your name, please fill your name.

1. Name and class of student(s) who have experienced bullying behaviour: \*

2. Name and class of student(s) engaged in bullying behaviour: \*

3. Form of bullying behaviour: \*

- ☐ Direct - Physical
- ☐ Direct - Verbal
- ☐ Direct - Written
- ☐ Direct - Extortion
- ☐ Indirect - Exclusion
- ☐ Indirect - Relational (gossip, rumours, silent treatments ect)
- ☐ Online
- ☐ Other

4. If you answered "other" to question 3, please explain:



5. Type of bullying behaviour: \*

- ☐ Disability Bullying
- ☐ Exceptionally Able Bullying
- ☐ Gender Identity Bullying
- ☐ Homophobic/Transphobic (LGBTQ+) Bullying
- ☐ Physical Appearance Bullying
- ☐ Racist Bullying
- ☐ Poverty Bullying
- ☐ Religious Identity Bullying
- ☐ Sexist Bullying (perpetrating stereotypes, inferior because of their sex)
- ☐ Sexual Harassment (unwanted verbal, non-verbal, or physical conduct of a sexual nature)
- ☐ Other

6. If you answered "other" to question 5, please explain: \*

7. Please indicate where and when the bullying behaviour took place: \*

8. Please indicate the date and time of your investigation into the bullying behaviour: \*

9. Please summarise the views of the student(s) who experienced bullying behaviour: \*

10. Please summarise the views of the student(s) engaged in the bullying behaviour: \*

## Appendix F

### Request to Take No Action Form

(To be completed by a parent/guardian who does not want any action taken in relation to an incidence of bullying behaviour.)

#### Request to Take No Action

Please complete this form if you are requesting that no action be taken in relation to an incident of bullying behaviour. Please note, if you later decide that you would like action to be taken, you can do so by contacting your student's year head or deputy principal.

\* Required

1. Student's Name: \*

2. Student's Base Class: \*

3. I am aware that my student has experienced bullying behaviour. I am requesting that no action be taken at this point. I am aware that if I would like to revisit this decision, I must contact my student's year head or deputy principal. \*

☐ Yes

☐ No

4. Parent/Guardian Name: \*

## Appendix G

### Student Behaviour Promise

#### Student Positive Behaviour Pledge

*Inspired by the BÍ Cineálta Policy and the values of*

*Ardee Community School*



I understand that every student in our school has the right to feel safe, respected, and included, no matter who they are or where they come from.

I recognise that each of us is different – in our abilities, interests, cultures, identities, and experiences – and that these differences make our school stronger and more interesting.

I know that bullying is hurtful and unfair. It causes harm and goes against the kindness, respect, and community spirit that our school values. I will not stand by when I see someone being mistreated, excluded, or targeted.

I promise to always treat my classmates with fairness, equality, and kindness. I will speak up when something isn't right, support others when they are struggling, and choose respect – even when it's difficult.

I know that being kind doesn't mean being perfect, but it means trying every day to create a school where everyone can feel like they belong.

Together, we can make our school a place where every voice is heard and every person feels valued.

In particular:

**"I will always treat \_\_\_\_\_ equally, fairly and respectfully."**

Signed

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Appendix H

### Guide to Providing Bullying Behaviour Update

#### **Guide to providing Bullying Behaviour Update for Board of Management meeting of Ardee Community School.**

Having reviewed the details of the incidents of bullying behaviour that have been reported since the previous Board of Management meeting, the principal must provide the following information at each ordinary meeting of the Board of Management:

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

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

- the trends and patterns identified such as the form of bullying behaviour, type of bullying behaviour if known, location of bullying behaviour, when it occurred etc
- the strategies used to address the bullying behaviour
- any wider strategies to prevent and address bullying behaviour
- if any serious incidents of bullying behaviour have occurred which have had a serious adverse impact on a student
- if a parent has informed the school that a student has left the school because of reported bullying behaviour
- if any additional support is needed from the board of management
- if the school's Bí Cineálta policy requires urgent review in advance of the annual review

This update should not include any personal information or information that could identify the students involved.



## Appendix I

### Review of the Bí Cineálta Policy

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

#### Bí Cineálta Policy Review

1. When did the Board formally adopt its Bí Cineálta policy to prevent and address bullying behaviour in accordance with the Bí Cineálta Procedures for Primary and Post-Primary Schools?

Insert date when the Bí Cineálta policy was last adopted by the school.

\_\_\_\_/\_\_\_\_/20\_\_\_\_

2. Where in the school is the student- friendly Bí Cineálta policy displayed?

3. What date did the Board publish the Bí Cineálta policy and the student friendly policy on the school website?

\_\_\_\_/\_\_\_\_/20\_\_\_\_

4. How has the student -friendly policy been communicated to students?

5. How has the Bí Cineálta policy and student- friendly policy been communicated to parents?

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

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:

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

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

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

Yes ☐ No ☐

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

Yes ☐ No ☐

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

Yes ☐ No ☐

Signed: *Nyfealor* Date: 16/6/25.  
(Chairperson of Board of Management)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Principal)

Date of next review: \_\_\_\_\_



## Appendix J

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

The Board of Management of Ardee Community School confirms that the board of management's annual review of the school's Bí Cineálta Policy to Prevent and Address Bullying Behaviour and its implementation was completed at the Board of Management meeting on \_\_\_\_\_.

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Chairperson of board of management)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Principal)

Date of next review: \_\_\_\_\_