



Crehana National School

Bí Cineálta (Anti-Bullying) Policy

2025-27

(Roll No. 11969N)

Bí Cineálta (Anti-Bullying) Policy

Ratified by the Board of Management: September 2025

Next Review: September 2027 (or sooner if required)

Designated Liaison Person (DLP): Ms. Sinéad O'Reilly, Principal

Deputy DLP (DDLDP): Mrs. Claire Foster

1. Rationale & Legal/Policy Basis

This stand-alone policy is written in line with the Department of Education's Bí Cineálta Procedures to Prevent and Address Bullying Behaviour (published 19 June 2024; in effect from 1 September 2025), Circular 0055/2024, and the Department's Cineáltas: Action Plan on Bullying. As a Catholic primary school under the patronage of the Bishop of Waterford & Lismore, Crehana N.S. implements these procedures within our Catholic ethos and with reference to diocesan safeguarding guidance.

2. Scope & Application

This policy applies to all pupils during the school day and at all school-related activities. It sets out prevention and response measures for bullying behaviour, including cyberbullying, identity-based bullying (e.g., homophobic and transphobic bullying), racist bullying, sexist bullying, and sexual harassment.

3. Definitions (Plain Language)

Bullying behaviour is repeated, intentional behaviour (or a single egregious incident) that causes harm, involves a misuse of power, and is carried out by an individual or group against another person or group. It can be face-to-face, written, verbal, physical, social/relational, or online (digital).

- Cyberbullying: bullying that takes place using digital technologies, including messaging, social media, gaming or image-sharing.
- Identity-based bullying: targeting a person's actual or perceived identity (e.g., sexual orientation, gender identity/expression, race, ethnicity, nationality, religion, disability, membership of the Traveller community).
- Sexual harassment: unwanted verbal, non-verbal or physical conduct of a sexual nature, including sending or sharing sexualised content online.

Where behaviour may constitute a child protection concern (including sexual harassment/assault or hate crime), the school follows Children First and the Child Protection Procedures for Primary and Post-Primary Schools, and, where appropriate, liaises with An Garda Síochána and Tusla.

4. Whole-School Preventative Culture

- Teach and model kindness explicitly (Bí Cineálta), linking to our Catholic ethos and SPHE/RSE and Wellbeing learning.
- Integrate age-appropriate digital citizenship and online-safety learning (e.g., Webwise) with our Acceptable Use Policy.
- Promote respect for diversity (LGBTQ+ inclusion, anti-racism, inter-cultural education) and challenge stereotypes.
- Establish clear classroom, corridor and yard routines; active supervision and visible staff presence in identified 'hot spots'.
- Enable student voice (class councils, suggestions boxes, surveys) and ensure pupils can identify and access a 'trusted adult'.
- Staff CPD: annual refresher on Bí Cineálta procedures; induction for all new staff including SNAs and ancillary staff.
- Parent partnership: publish policy on the website/Aladdin, provide annual information, and share practical guidance on reporting.

5. Roles & Oversight

- Board of Management: adopts, publishes and annually reviews this policy; receives a termly anonymised update on bullying behaviour trends and actions taken.
- Principal: leads implementation; ensures recording, data protection, staff CPD, and regular communication with the school community.
- DLP/DDLP: ensures that any bullying incident that may reasonably constitute a child protection concern is managed under the child protection procedures.
- All Staff: prevent, notice, intervene early, and follow the response steps below; model respectful behaviour.
- Parents/Guardians: encourage reporting; support the school response; reinforce respectful behaviour at home.
- Pupils: be kind; include others; report concerns for self or others to a trusted adult.

6. Reporting Concerns

- Pupils can report to any trusted adult in school, via class teacher, office, or a discreet written note/message.
- Parents/guardians report to the class teacher or Principal promptly (in person, phone or email).
- Anonymous information will be followed up as far as possible.
- The school will be sensitive to the needs of pupils who may find reporting difficult.

7. Responding to Alleged Bullying (Step-by-Step)

Crehana N.S. follows the Bí Cineálta response flow as reflected in the Department's Appendix C (Guide to Addressing Bullying Behaviour):

Step 1 – Initial Response: Listen, reassure, take brief notes; ensure immediate safety; consider child protection threshold.

Step 2 – Fact-Finding: Speak with pupils involved and relevant witnesses; gather evidence including screenshots where relevant; keep records.

Step 3 – Determination & Plan: Determine whether the behaviour meets the definition of bullying; agree supports, sanctions (where appropriate), and a written plan for everyone involved.

Step 4 – Implement Supports: Provide restorative opportunities; teach replacement behaviours; signpost to pastoral and external supports as needed.

Step 5 – Follow-Up & Review: Monitor for recurrence; adjust supports; close the case when resolved; escalate if behaviours persist.

Serious incidents (e.g., sexual harassment/assault, hate incidents or threats) may trigger child protection and/or criminal reporting and will be escalated immediately.

8. Recording & Data

- Use the Department's Bí Cineálta recording templates to log concerns, actions and outcomes; keep secure, confidential records.
- Provide the Board with regular anonymised updates on patterns and actions (no personal identifiers).
- Maintain records for inspection as required by the Department/Inspectorate and in line with data protection obligations.

9. Supports & Curriculum Links

- SPHE/RSE, Learn Together/Religious Education, Wellbeing initiatives (e.g., mindfulness, restorative practice).
- Webwise/HTML Heroes; PDST/Oide wellbeing resources; NEPS guidance where relevant.
- Pastoral care consistent with our Catholic ethos, in partnership with parents and appropriate external services.

10. Specific Areas of Focus

- Online/cyberbullying: teach privacy, consent, critical thinking; encourage safe reporting; preserve evidence (screenshots).
- Homophobic/transphobic bullying: promote respect and inclusion; challenge slurs; ensure safe spaces and supportive adults.
- Racist bullying: explicitly teach anti-racist values; respond promptly to any racist incident; record and report as required.
- Sexual harassment: clear zero-tolerance; teach consent and respectful boundaries; involve parents; escalate where necessary under child protection/legal frameworks.

11. Sanctions & Restorative Approaches

Sanctions (in line with the Code of Behaviour) may include loss of privileges, reflective tasks, restitution and, in serious or persistent cases, suspension. We aim to combine accountability with support through restorative conversations, mediation, social skills coaching and targeted interventions.

12. Communication & Publication

- Publish this policy on the school website and via Aladdin; display a student-friendly summary in classrooms and corridors.

- Include Bí Cineálta reminders in assemblies and newsletters; run an annual awareness week and regular classroom lessons.

13. Related Policies

Code of Behaviour; Child Safeguarding Statement & Risk Assessment; SPHE/RSE Policy; Acceptable Use Policy; Admissions; SEN Policy; Attendance; Data Protection.

14. Review & Evaluation

- Annual Board review using the Department's Appendix E/F templates; note strengths, areas for development and actions.
- Seek pupil/parent/staff feedback; use incident data to inform prevention priorities; re-report key messages to the school community.

Appendix: Student-Friendly Summary (Display Version)

Be Kind • Be Safe • Tell Someone

- We include everyone and use kind words and actions.
- If someone is unkind again and again, or online, tell a trusted adult.
- You can always talk to your teacher, the Principal or any adult in school.
- Bullying is never okay. We will help and we will keep you safe.

References (for school file/website footnote)

- Department of Education: Bí Cineálta Procedures (published 19 June 2024; in force 1 Sept 2025) & Circular 0055/2024.
- Cineáltas: Action Plan on Bullying (Department of Education, 2022; updated 2025).
- Oide Bí Cineálta resources and policy templates (Appendix A–G).
- Diocese of Waterford & Lismore – Safeguarding guidance and education office resources (ethos alignment).

Appendix A

School Bí Cineálta Policy to Prevent and Address Bullying Behaviour

Bí Cineálta Policy to Prevent and Address Bullying Behaviour

The Board of Management of Crehana N.S. 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.

We confirm that we will take all such steps that are reasonably practicable to prevent the bullying or harassment of our students in whatever form and however motivated.

Catholic schools have a distinctive understanding of the human person, recognising that every person is created in God's image and likeness and has inherent dignity as a child of God. This is the basis for ensuring that each

person in our school is treated with respect and care, in accordance with the Catholic Schedule.

As a Catholic school, we are committed to respecting the dignity of every individual. No human person is to be devalued, and all have an indispensable part to play in the school community, regardless of difference.

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	May 2025	In person
Students	September 2025	In person
Parents	March 2025	Questionnaire
Board of Management	September 2025	In person
Wider School Community as appropriate for example bus drivers	n/a	
Date policy was approved: 11/09/2025		
Date policy was last reviewed:		

Section B: Preventing Bullying Behaviour

This section sets out the prevention strategies that will be used by this school to address all forms of bullying behaviour, in whatever form and however motivated, including online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment.

In developing preventative strategies which this school will use to prevent all forms of bullying behaviour, we come from the context of our Catholic ethos where inclusivity permeates the school in a real way.

This school takes positive steps to ensure that the culture of the school is one which welcomes a respectful dialogue and encounter with diversity and difference, by ensuring that prevention and inclusivity strategies are given priority and discussed regularly at board of management and staff meetings.

The dignity and the wellbeing of the individual person is of paramount concern in our Christian response. This school will listen closely to and dialogue with parents, thereby building a relationship of mutual understanding, respect, trust and confidence.

In continuing to develop prevention strategies, this school will listen to young people and parents, to help establish their particular context and needs. Frequent periods of reflection and engagement by the school, young people and parents, will be used to discern appropriate supports for young people in this school and to help inform future prevention strategies.

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

Code of Behaviour

Special Education Teaching Policy

Child Safeguarding Statement

Section C: Addressing Bullying Behaviour

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

All Class Teachers

DLP; Ms. Sinéad O'Reilly

DDL; Mrs. Claire Foster

When bullying behaviour occurs, the school will:

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

The steps that will be taken by the school to determine if bullying behaviour has occurred, the approaches taken to address the bullying behaviour and to review progress are as follows;

The school will determine whether bullying behaviour has occurred by considering the definition of bullying set out in the Bí Cineálta Procedures, including whether the behaviour is targeted, causes harm, is repeated and involves an imbalance of power. The views of the pupils involved will be heard and parents will be informed and consulted. Appropriate actions and supports will be agreed, implemented and recorded. The school will follow up with the pupils and parents involved, normally within 20 school days of the initial engagement, to review progress and determine whether the bullying behaviour has ceased. Where it has not ceased, the strategies will be reviewed and further action taken in accordance with the Bí Cineálta Procedures and the school's Code of Behaviour.

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

The school will use a supportive, restorative and solution-focused approach.

Pupils who experience or witness bullying behaviour will be listened to, reassured and supported to feel safe and to report concerns. Pupils who display bullying behaviour will be supported to understand the impact of their behaviour, develop positive relationship skills and change the behaviour.

Appropriate pastoral, educational and wellbeing supports will be provided, with parents/guardians involved as appropriate. Progress will be monitored and additional or external supports accessed where necessary.

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

Section D: Oversight

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

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

This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has

been a material change in any matter to which this policy refers.

Signed: Mr. John Fortuna Jr.
(Chairperson of board of management)

Signed: James Slattery
(Principal)

Date: 11/09/25.

Appendix B: Bullying Recording & Response Templates

1. Initial Bullying Concern Record Form

Crehana N.S. – Initial Concern Form

Date of Report: _____

Reported By (teacher/staff/student/parent): _____

Student(s) Involved: _____

Location of Incident: _____

Description of Concern / Incident: _____

Does the behaviour meet the three bullying criteria (Appendix C)?

- Targeted at specific student/group: ☐ Yes ☐ No

- Intended to cause harm: ☐ Yes ☐ No

- Repeated behaviour: ☐ Yes ☐ No

Decision:

☐ Bullying behaviour identified

☐ General conflict / isolated incident (monitor)

Staff Signature: _____

2. Individual Interview Record

Crehana N.S. – Student Interview Record

Student Name: _____

Date: _____

Role: ☐ Targeted Student ☐ Alleged Bully ☐ Bystander

Questions Asked (tick those covered):

- What happened? ☐

- When did it happen? ☐

- Where did it happen? ☐

- Who was involved? ☐

- How did it make you feel? ☐

- Why do you think this happened? ☐

Student's Account: _____

Supports Requested by Student: _____

Staff Notes / Observations: _____

Staff Signature: _____

3. Group Meeting Record

Crehana N.S. – Group Meeting Record

Date of Meeting: _____

Students Present: _____

Facilitating Teacher: _____

Summary of Discussion: _____

Agreed Actions/Next Steps:

- Student 1: _____

- Student 2: _____

- Whole Group: _____

Parental Contact Required: ☐ Yes ☐ No

Follow-Up Date Set: _____

Staff Signature: _____

4. Parent Contact Record

Crehana N.S. – Parent Communication Record

Student(s) Involved: _____

Date: _____

Parent(s)/Guardian(s) Contacted: _____

Method: ☐ Phone ☐ Email ☐ In-Person Meeting

Summary of Communication: _____

Parent/Guardian Response: _____

Agreed Actions: _____

Staff Signature: _____

5. Follow-Up Review Form

Crehana N.S. – Follow-Up Review

Date of Review: _____

Student(s) Involved: _____

Staff Member: _____

Check-In Questions (tick those covered):

- Has the bullying behaviour stopped? ☐

- Does the student feel safe? ☐

- Are relationships improving? ☐

- Are further supports needed? ☐

Outcome:

☐ Issue resolved – no further action needed

☐ Ongoing monitoring required

☐ Escalation to Code of Behaviour procedures

Next Review Date (if needed): _____

Staff Signature: _____

6. Bullying Log

Crehana N.S. – Bullying Log

| Date Reported | Student(s) Involved | Nature of Behaviour | Actions Taken | Parent
Contacted | Review Outcome | Closed (Y/N) |

Appendix C1: Parent Communication & Record Form

Crehana N.S. – Parent Communication & Record Form

Student Name: _____

Class: _____

Date: _____

Staff Member: _____

Stage 1 – Initial Contact with Parents/Guardians

(To be completed within the first 24–48 hours of confirming a bullying concern)

Summary of Concern: _____

Wording for parent conversation:

"We are contacting you because a concern has been raised about your child's experience / your child's involvement in a situation with other students. We are following the school's Bí Cineálta procedures. Our first step is to listen carefully, ensure safety, and gather the facts. Please be assured that we will support all students involved and keep you updated as we work through the process."

Parent Response / Notes: _____

Next Steps Agreed: _____

☐ Written record shared with parent (if appropriate)

Stage 2 – Agreed Actions and Supports

(Document outcome of student interviews and/or group meeting)

Supports for Student(s):

- Targeted student: _____

- Other student(s): _____

Agreed Actions:

- _____

- _____

Parent/Guardian Input: _____

Wording for parent conversation:

"Following our meetings with the students, we have agreed some practical steps and supports. These include [e.g., restorative conversation, closer yard monitoring, regular check-ins]. We ask for your partnership in reinforcing respectful behaviour at home, and we will review progress together in the coming weeks."

Stage 3 – Follow-Up Review (within 20 school days)

Date of Review: _____

Summary of Progress:

- ☐ Behaviour has stopped
- ☐ Student feels safe and supported
- ☐ Relationships improving
- ☐ Further actions required

Wording for parent conversation:

"We are following up to check how things are going since the initial intervention. At this stage, [summarise progress]. We are pleased to see improvements, but we will continue to monitor and adjust supports as needed. Please let us know if you notice anything at home that would be helpful for us to know."

Next Review Date (if needed): _____

Staff Signature: _____

Parent/Guardian Signature (if meeting in person): _____

Stage 4 – Escalation (if behaviours persist)
(Only if needed – link to Code of Behaviour)

Wording for parent conversation:

"Despite the supports in place, the behaviours are persisting. In line with our Code of Behaviour, we now need to apply further measures while still supporting your child. We will continue to focus on restoring relationships and ensuring a safe learning environment for all."

